



Covid 19 Catch-Up Premium and Curriculum Expectations 2020/21

Children and young people have experienced unprecedented disruption to their education as a result of Covid-19. The DfE has allocated £650 million for the academic year 2020-2021 to ensure that academies and schools have the support they need to help all students make up for the lost teaching time during the last academic year. Individual academy allocations are calculated on a per student basis, £80 per student in years Reception through to Year 11. The initial allocation for St Peter and St Paul Catholic Voluntary Academy is £39,520.

The DfE has set out the following **Curriculum Expectations**, to ensure that all students, especially disadvantaged, SEND and vulnerable pupils, are given the catch-up support needed to make substantial progress by the end of the academic year.

Education is not optional

All students receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious

All students continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Remote education

DfE asks that academies and schools meet the following key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the Advent Term, but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by Pentecost Term 2021.
3. Plan on the basis of the educational needs of students. Curriculum planning should be informed by an assessment of students' starting points and addressing the gaps in their knowledge and skills.
4. Develop remote education so that it is integrated into school curriculum planning.

"Schools have the flexibility to spend their funding in the best way for their cohort and circumstances."
DfE website

In order to make best use of this funding, St Peter and St Paul has used the guidance provided by the Education Endowment Foundation.

Our three tiered approach is divided into teaching, targeted academic support and wider strategies that relate to non-academic barriers to achieving success as outlined below:

1 Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

2 Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3 Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

From the start of the year (September 2020), all students will have the opportunity to follow the full range of subjects relevant to their key stage, and to maintain the usual time allocation for these subjects.

RECONNECT

At St Peter and St Paul Catholic Voluntary Academy our intent is to reconnect students with knowledge, but also with school and classroom learning. There will be a clear, consistent approach with everyone using the same positive language:

MAP: where the learning is at

MASTER: use the map to know what and where needs mastering

MOVE FORWARD: new content, next sequencing in learning

The language that is used will be key to building confidence with students, parents/carers, and staff. For students the aim is to build confidence with their learning and to motivate them to move forward and be supportive of their wellbeing.

Assessing individual 'baselines'

The initial work that students do will be designed to build, as quickly as possible, a picture of each student's needs (**MAP**).

Teachers will have an understanding of how individual students have coped with home learning and how well they have assimilated knowledge, from their engagement with the work set. However, the first few weeks will require a period of assessment to drive ongoing curriculum planning.

The assessment will be diagnostic and forensic: testing of core knowledge with low stakes retrieval activities (quizzing), focusing on key concepts and on possible misconceptions. More significantly this will be measured through talking to students, Q & A strategies, and through observing how they cope and respond to teaching.

Modification of the curriculum will be made at the start of the year, in order to prioritise teaching time to address significant gaps in students' knowledge. The aim is to return to the full curriculum by Pentecost Term 2021.

This modification will include an element of revision and consolidation to secure prior learning (**MASTER**) and to establish a firm base for moving forward. However, new learning can also take place: depending on the students and the area of study, a model which interleaves the teaching of new material with the spaced revisiting of previous learning may be adopted.

In order for students to have a positive experience and have a sense of **moving forwards**, there will be an element of spiralling, as students continually apply knowledge, concepts, techniques and skills to new content. Planning will involve simultaneously referring backwards, revisiting and re-consolidating, while also challenging, striving for depth and extending students' thinking.

Professional Development for staff will support the development of quality first teaching, both planning and implementation through training to develop the understanding of the new approach and follow on support and feedback to secure change.

Catch-up Premium KS3 & KS4

Academy	St Peter and St Paul Catholic Voluntary Academy	Allocated funding (Catch-Up)	£39,520
Number on roll (total)	499 (Year 7 – 11)	Allocated funding (National Tutoring Programme)	TBC
% Pupil Premium eligible pupils	29%	Number in Sixth Form	57

Barriers to Learning: identified September 2020
1: Literacy skills: reading
2: Gaps in curriculum as identified by each subject area
3: Gaps in knowledge identified by subject teachers (due to lost teaching during Pentecost Term)
4: Embedding the reviewed T&L strategies within the 'new normal' way of teaching
5: Readyng the Academy for further Remote Learning needs (ie partial/full lockdown)
6: Ensuring all students can access Remote Learning
7: Ensuring our SEND students are making social, emotional and academic progress following the lockdown period
8: impact of behaviour and attitudes to progress
9: attendance of some students (target $\geq 95\%$)
10: Providing a baseline for new Year 7 intake (no SATS scores)
11: Gaps in 'careers and further education' advice and guidance
12: Wellbeing: Students adjusting to the new academy routines and structures
13: Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period
14: Impact on the quality of teaching and learning of the logistical difficulties of the 'new' Academy day, including use of zoned areas and staggered timetable
15: Impact on parental engagement of 'virtual meetings'

Teaching and Whole School Strategies			
Year Group	Actions	Intended impact	Cost
7 to 11	Embed the Quality of Education framework, including the Academy Teaching and Learning Strategy that puts knowledge, memory, reading and comprehension at the forefront and which is underpinned by Rosenshine's Principles (direct instruction), scaffolding and quality feedback.	Leading to all students knowing more and remembering more of the curriculum being taught.	£0
7 to 11	Explicit modelling of independent learning strategies, including the use of DIRT and strategies to use when 'stuck'; both in class and for homework.	Students to work independently with success.	£0
7 to 11	Embed Key Stone 5 routines.	Re-establish classroom routines, habits and behaviours to lead to positive behaviour and attitudes to learning.	£0
7	CAT4 testing for all Year 7 students.	Provide a baseline for all Y7 students	£1,500
7 to 11	Introduce Tutor Read Aloud programme during tutor time	Students are exposed to a greater number of words and challenging texts so are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum.	£500
11	Pace planning in all subject areas to ensure the lesson time remaining is sufficient to cover all syllabus content to be examined.	Students have the opportunity to acquire the knowledge for success, and low stakes retrieval practice to assess and inform planning.	£0
11	Deliver a program of revision strategies and techniques during PD sessions	Support the preparation of students for mock and final examinations in order to impact positively on progress.	£1,000

Year Group	Actions	Intended impact	Cost
7 to 11	Purchase additional visualisers for all classrooms to support the fact staff can no longer walk the classroom freely	Support high quality T&L: modelling, assessment.	£1,000
7 to 11	Increase the capacity of the Quality of Education senior team to provide support and challenge. Leaders to track and monitor catch up strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner.	Quality first teaching remains the single most effective strategy for closing learning gaps and building success for students.	£0
		Total Cost Allocated cost from catch up Grant	£4,000

Targeted Strategies			
Year Group	Actions	Intended impact	Cost
7 to 11	Targeted intervention for core subjects, English, Mathematics, Science, individual and small group.	To close the gap in learning, knowledge hence improve attainment and progress at key assessment points including mocks and external examinations.	£20,000
11	Period 7 intervention to be bespoke and open to all where there is a need. Ensure that P7 intervention is at least as effective as classroom teaching.	To close the gap in knowledge and support the preparation for external examinations.	£1,000

Year Group	Actions	Intended impact	Cost
7	Small group or 1-1 tuition for SEN students who require support in numeracy and literacy	Rapid progress in literacy and numeracy as evidenced through assessments and reading ages (Y7 & 8)	£1,000
7, 8	Renew Accelerated Reader subscription to support students in raising standards of literacy.	Improve the literacy levels and vocabulary of Y7 & 8 students: shown by an increase reading scores from September 2020 to February 2021	£2,630
7 to 11	Subscribe to Active Learn to support students with their Spanish and French language knowledge	Support the progress of students in languages, especially listening skills	£1,500
10, 11	Use GCSEPod to support blended learning	Support independent learning to improve student progress at key assessment points, including mock and final examinations.	£1,960
7 to 11	Mathswatch subscription	Close and systematic tracking of student completion rates. Focus on number of questions answered correctly and time spent completing the tasks / videos at individual, class and Academy level.	£450
		Total Cost Allocated cost from catch up Grant	£28,540

Wider Strategies			
Year Group	Actions	Intended impact	Cost
7 to 11	Faith in Families Support Worker to prioritise persistently absence students, especially disadvantaged and/or SEND students.	Increase the overall attendance rate and reduce persistent attendance.	£3,000
7 to 11	Provide counselling for individual students so that they have access to a specialist advice and guidance over their anxieties related to CV-19.	An overall impact on well-being which will lead to a more positive outlook in lessons and around the Academy.	£1,500
7 to 11	Provide bespoke short courses for small groups of students (Energise Engage or lift 6 weeks by double lesson).	To support the wellbeing and mental health of students most affected by the current situation (CV-19)	£1,000
7 to 11	Ensure Remote Learning is available in the event of a student absence for self-isolation and/or partial/full lockdown.	To support the continuity of learning by ensuring the remote work is in line with in-class learning.	£0
7 to 11	Ensure students at risk of NEET, disadvantaged and SEND receive additional support and guidance for their futures.	All students have a course of study at Sixth Form, college or an apprenticeship or employment with training at the end of Year 11.	£500
7 to 11	A new system in place for parents' evenings in 2020/21 to ensure regular dialogue between home and the Academy regarding academic performance and progress.	To maintain communication between the Academy and parents regarding academic performance and progress.	£500
		Total Cost Allocated cost from catch up Grant	£6,500

Summary Catch-up Grant allocation	
Strategy	Cost
Teaching and whole school	£4,000
Targeted	£28,540
Wider	£6,500
Total	£39,040
Allocation	£39,520