

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

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published [guidance on effective interventions to support schools](#). For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a [National Tutoring Programme](#), intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

The DfE has also set out the following **Curriculum Expectations**, to ensure that all pupils – particularly 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 pupils 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 pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Remote education

DfE asks that schools meet the following key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn 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 summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' 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 should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered* approach:

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
- **Ofsted** will conduct interim visits to schools and will discuss with school leaders how they are ensuring that pupils resume learning the school's curriculum, including contingency planning for the use of remote education and the use of catch-up funding.

Thomas Adams School Catch-Up Premium Spending Plan

SUMMARY INFORMATION

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| Total number of pupils: | 1,047 | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | £83,760 | | |

STRATEGY STATEMENT

Thomas Adams School is committed to supporting all pupils who have been impacted through loss of schooling as a result of the Coronavirus outbreak. Funding will be directed towards three key areas (as outlined in the EEF support guide):

Teaching and whole school strategies

- supporting teaching through professional development, focus on use of MS Teams, alongside ensuring high-quality teaching across the curriculum via delivery of in house CPD.
- assessing impact of Covid-19 on pupil wellbeing and learning

Targeted support

- targeted internal intervention to support students whose learning has been most affected by school closures
- intervention programmes for students with lowest engagement during lockdown
- Monitoring and use of internal tuition to support students across the key stages who have fallen behind with key school skills

Wider strategies

- Providing additional support to improve pupils outcomes in designated year groups

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

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| A | Lack of digital access at home which would stop students engaging with online support, both during isolation periods and long term |
| B | Gaps in knowledge, widening of the attainment gap and limiting progress, especially of PP students |
| C | Potential isolation for cohorts of students and individuals throughout 20/21 stopping them having access to high-quality teaching. |
| D | Student wellbeing: effect of sustained adjusted school routines and procedures |

ADDITIONAL BARRIERS

External barriers:

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| E | Engagement of hard to reach families, particularly during school closures |
| F | Attendance of hard to reach students and their families |
| G | Rural location of school reducing ability to offer additional/afterschool/holiday catch up intervention sessions |

| Whole School Approach | | | | | | |
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| Action | Intended outcome and success criteria | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? | Budgeted cost |
| Formation of an in house 'Intervention team' consisting of one co-ordinator and two mentors | Establish and develop a holistic approach to intervention for targeted pupils | Support teachers in ensuring engagement of pupils is increased and maintained during lockdown v2.0. Provide mental health support for target pupils. Deliver mindset and 'soft skills' coaching workshops | Co-ordinator oversees project liaising with IMs to provide intervention. IM's 'cherry picked' for strengths best suited to students needs Overarching document produced with all key information for each pupil and made accessible to all key staff. | IC IM's | Weekly meeting and review of progress | £3,900 |
| Online resources for students to access whilst isolating/out of school hours (Using MS Teams assignment tool) | Targeted year groups to have access to high quality resources for learning outside of school hours and if isolating. | Students need access to high quality resources to enable them to learn, regardless of circumstance. Resources should be relevant to learning and easy to locate. | Support and training available for teachers and support staff in providing online learning accessed via TEAMS CPD page | Blended learning co-ordinator | On going | Microsoft Teams subscription % £4,000 |
| High quality T&L as the fundamental priority in the school | Students are taught by experts who constantly seek to improve outcomes by implementing education research | EEF and Sutton Trust research on 6 pillars of teaching. Ongoing CPD menu including Science of Learning | Regular discussion of high-quality teaching through T&L online Thursday briefings CPD offer focus on T&L Teams CPD channel Promotion of free SENECA CPD courses on Science of Learning | IC / SLT | Weekly Half termly | CPD Budget/Internal delivery £1,000 |

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| Invest in Provision Map Software | System in place to record interventions and create targets for students Track and cross reference student progress and impact of interventions | Collate all interventions that currently take place for students in school as well as additional post COVID | Reports produced to identify additional needs and most impactful interventions | IC/ IM'S | End of Spring term 1 | £1250.75 |
| Pilot survey on target groups questionnaire to identify pupils' attitudes to self and school (LME and GLB to decide) | Identify feelings of pupils and perceived barriers to leaning/engagement | Gain understanding of barriers to learning in order to try and address them | Identify the interventions needed to support outcomes of questionnaire Parental engagement | Student voice lead | Complete by 1 st Feb | TLR £2,500 |
| Look into drip feeding Mental Health First Aiders into | To work with identified students to improve emotional and social wellbeing | To provide support students mental health and wellbeing (needs based) | Students identified from questionnaire, HoY's SL's, Pastoral and Learning support | IC Learning Support Pastoral MHFA's | Termly | Course costs already covered £500 |
| Total budgeted cost: | | | | | | £13,150.75 |

| Targeted support | | | | | | |
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| Action | Intended outcome and success criteria | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? | Budgeted cost |
| Identification of targeted pupils | Identify 20 pupils who have been acknowledged as those most academically disadvantaged by COVID-19 | Use of MOCK data drop and yr11 TP to identify To help those most disadvantage diminish any additional gaps caused by COVID-19 | SISRA data from latest data drop in exam conditions based on 50% of course content. Groups ranked and cross referenced against Eng, Mat, Sci performance. | IC Data lead Core SL's | End of Autumn Term | SISRA – Subscription costs already covered £1,800 |
| Internal tutoring/mentoring to support targeted students | Y11 accelerate gap closures and increase self-efficacy and motivation | Intervention sessions (EEF) have moderate effect if led by teachers who know the starting point and have good relationships with students Identified pupils | Consideration of IM's skill set and deliberate pairing Student voice on pairing/methods of mentoring delivery IM's feedback to GLB | IM's | Monthly | Two IM Roles |
| Roll out of National Tutoring Program <i>Initial focus on English Lang, Maths</i> Roll out 1st Feb 2021 | Targeted individuals benefit from EEF NTP 3:1 tutoring in 'free periods' | Extensive research from EEF on impact and benefit of tutoring on attainment Upskill students to access learning of peers and make progress | Appropriate providers identified Review progress by linking in with NTP and tracking pupil attendance | IM's IC | Weekly | £10,000 |

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| Purchase additional laptops for identified students and IM's Purchase of 'dongles' ready loaded with remote WiFi access | Students able to access online tutoring during school day and at home | Adequate technology and equipment needed for students to access online tutoring and class resources from teams upon demand. | Intervention mentors will supervise allocation of laptops and dongles and communicate with home to ensure internet and teams access is adequate during lockdown | HoY SLT | WC 11/01/21 | £3,000 |
| Targeted pupils are provided with personal learning resources | Identified pupils have access to curriculum via revision books and classroom resources | All pupils have access to all learning materials despite household income Revision/study self-packs | Student voice Parental contact | IM'S IC | Half Termly | £3,000 |
| Targeted career intervention (moved to online) | Qualified level 7 careers advisor on hand to provide support for individuals post school | Provide support and guidance to individuals on future career prospects to increase motivation and self confidence | Linking in with career intervention log sheet | IM's | Half Termly | £7,000 |
| IM's added to target pupils TEAMS page | Full engagement with completing online assignments and support if/where needed on managing workload by using TEAMS insight app | To diminish gap on return to classroom learning | IM's will make daily checks of pupil's assignment hand in and feedback provided and log on word document | IM'S | WC 110121 | Covered in Teams subscription |
| Total budgeted cost: | | | | | | £16,950 |

| Whole School Strategies Post Lockdown – 21/22 | | | | | | |
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| Action | Intended outcome and success criteria | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? | Budget Costs |
| <p>To create a tiered approach to each year group according to level of need (learning and/or well-being)</p> <p>Gaps in education as identified by SL's</p> | <p>Identify students at each tier. HOD's RAG rate students who they feel are underachieving (Yr7-10)</p> | <p>Use the list of students identified as vulnerable during lockdown</p> <p>SLs RAG rating of students (Yr10)</p> <p>Data from assessment drops</p> <p>Vulnerable student list</p> | <p>This will produce tiers within each year group to ascertain the interventions/support needed</p> <p>This will identify which students require support across a number of subjects and we will be able to produce an action plan for individual pupils</p> | IC | Summer Term 1 | £200 (time taken + additional resources) |
| <p>Link in with HoY's and SL's to identify 20 target year 10 pupils</p> | <p>Ensure students are not disadvantaged further by 2nd lockdown</p> | <p>To help those most disadvantaged diminish any additional gaps caused by COVID-19</p> | <p>Meetings with Core SLs via LM and whole school data reviews</p> | IC | | £200 (time taken + additional resources) |
| <p>After school subject Specific interventions for RED tiered year 10's</p> | <p>Targeted students work with subject teachers to close gaps</p> | <p>Small group tailored interventions to address identified gaps in subject specific skills and knowledge</p> | <p>Feedback from SL's for main students of concern</p> <p>Parental engagement</p> | SL's | Minimum half termly | £500 Staff incentives |

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| Cross reference identified students with exam access arrangements | All pupils who require additional exam arrangements have access to support they need | To ensure that no pupil is further disadvantaged by not having support they are entitled to | Feedback from SB and DLT | IM'S IC Senco | September 2021 | £1,500 Exam access cover costs |
| Subject specific vocab | Target pupils are aware of and able to access and respond appropriately to subject specific exam command words | Use and understanding of exam command words to accelerate exam preparation (workshops???) Link in with KRK) | Link in with literacy coordinator to develop subject specific exam command word resources | Literacy Coordinator | Summer Term 1 | £500 (time taken + additional resources) |
| KS3 Core assessments in English and Maths | Identify learning gaps and inform intervention strategies | Use data from assessments to identify most disadvantaged pupils as a result of COVID-19 | SISRA data from latest data drop in exam conditions based on course content covered before and over lockdown. Groups ranked and cross referenced against Eng, Mat, performance. Use of GL assessment software | IC | End of spring term 2 | GL Assessment £2,000 |
| Assign MHFA | To work with identified RED/AMBER students to improve emotional and social wellbeing | To support students mental health and wellbeing | Students identified from questionnaire, HoY's SL's, Pastoral and Learning support | IC Learning Support Pastoral MHFA's | Half Termly | £500 Course costs |
| Exam access assessments for KS3 | All pupils who require additional exam arrangements have access to support they need | To ensure that no pupil is further disadvantaged by not having support they are entitled to | Feedback from SB and DLT | IM'S IC Senco | Termly | £1,000 (physical resources to access exams) |

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| Core teaching assistance | Supporting EHCP's in classroom and out of school hours | Ensure pupils who entitled to specialist support are provided with | Linking in with DLT | Senco - TA's IC | Half termly | £1,000 |
| CPD for teaching assistance (free) | Supporting EHCP's in classroom to maximum capacity | EEF research on impact of teaching assistance in classrooms | https://www.futurelearn.com/courses/supporting-learning-secondary/1 Link in with DLT on any extra support | Senco / Business Manager | | Free |
| Elevate programme | Offering online study support to parents and students | Empower parents to assist their children with exam preparation Develop revision skills with targeted pupils | Offer the opportunity to parents via Teams pages and social media | Careers lead | Half termly | £1500 |
| Literacy plant programme / Units of Sound | Providing catch up opportunities for students identified with needs | Year 7 catch up support with focus on reading comprehension | Use analytical tool to monitor and track feedback | Senco/Literacy lead | Half termly | £2,000 |
| KS3 Literacy and Numeracy Intervention | Accelerated progress in literacy and numeracy for targeted Y7-8 students | Extensive research show students who didn't engage with learning during lockdown have fallen behind. Targeted intervention with small groups is shown to have a moderate effect when designated efficiently. Research shows TA's can have moderate impact on classroom learning when trained and directed appropriately | Close liaison with mentors Targeted selection of students Tutor Progress Assessments Training / briefing of TA's or accessible CPD to enhance in lessons Use of NTP to support KS3 literacy and numeracy support | IC SLs– core Literacy lead | Half termly | £2,000 (staff time and resources) |

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| Purchasing of GCSE Pod programme | Targeted and bespoke intervention across GCSE subjects to improve outcomes Tool for setting and marking H/W | Provides access to a full suite of resources for nearly all GCSE subjects for KS4 to access throughout the year and in the build up to exams. Meeting with CW at PS 17/12/20 most well received intervention by middle to lower pupils | Admin access to log in and check timings spent Roll out strategy and plan to parents in order to keep in the loop Class teachers also have access | IC to lead IM's to track target pupils | Look to invest Summer Term 1 | £3,762 |
| Deliver lessons on evidence-based approaches to identified student's revision teach – check for understanding – feedback - | All students are aware of the best, high impact revision strategies and given the tools to implement in run up to GCSE's | <ul style="list-style-type: none"> All students should be able revise effectively and have an equitable toolkit to draw upon for revision strategies | Track usage through MS Teams Follow up liaison with parents, pupils and classroom teachers Track usage of course completion through SENECA Learning | IM's | Summer Term 1 | Free to join Seneca Learning |
| Total budgeted cost | | | | | | £15,662 |

Wider Strategies / Roles (Missing headings to this section)

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| External support for CPD focused on curriculum design and exam board expectations | To provide staff with most current and up to date training with relevance to JUN 20 examinations | Staff are specialists in subject and QFT is the best indicator of improved performance for all pupils | Research into best external CPD availability through networking with fellow trust schools | IC/ SLT | Termly | £1,000 |
| Attendance officer/Family liaison | Monitoring attendance and linking in with families especially disadvantaged and target pupils | Ensure students are in school in front of specialists to ensure no additional gaps are made | Linking in with Attendance and LAC Co-ordinator and HOY on progress in classes | Student support HOY | Monthly | £10,000 (contribution to staff wage) |
| LAC/ Post LAC coordinator | Supporting families and students in accessing the curriculum and any additional needs | Ensure most vulnerable students have access to pastoral care and support may not have received in early life | Linking in with LAC coordinator HOY on progress in classes | HOY IM's LAC coordinator | Monthly | £10,000 (contribution to staff wage) |
| Counsellor and Pastoral support team | Meeting students social, emotional and behavioral needs | Provide a wraparound holistic approach to all pupils | Linking in with Students Support and HOY on progress in classes | Student support IM'S | Monthly | £10,000 (contribution to staff wage) |
| Total budgeted cost: | | | | | £31,000 | |
| Total Costs | | | | | 76,762.75 | |

PROJECT SUSTAINABILITY

The remaining funds of £6,997.25 will contribute towards and ensure funding for long-term sustainability and future research projects.