



## **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.

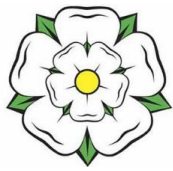
Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered\* approach:

### **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 between **28 September and December 2020** 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.



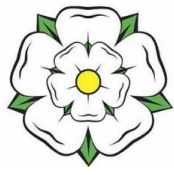
### Catch-up Premium Plan KS3 & KS4

<b>School</b>	The Wensleydale School & Sixth Form	<b>Allocated funding (Catch-Up)</b>	£34480
<b>Number on roll (total)</b>	352 Oct 2020 (Year 7 – 11)	<b>Allocated funding (National Tutoring Programme)</b>	Not known yet
<b>% Pupil Premium eligible pupils</b>	(19%)	<b>Number in sixth form</b>	4



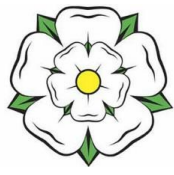
### **Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)**

- 1:** Literacy skills (reading ages are in line with national average in all year groups but targeted reading support groups have not been able to run to the full extent since March 2020)
- 2:** Gaps in curriculum as identified by each Curriculum Lead
- 3:** Readyng the school for further home learning needs (E.g. a second lockdown)
- 4:** Ensuring all students can access online learning at home. Ensuring core workbooks provided for home learning.
- 5:** Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment )
- 6:** Ensuring our SEND students are making social, emotional and academic progress following the lockdown period
- 7:** Understanding T&L strategies within the 'new normal' way of teaching
- 8:** Gaps in 'careers and further education' advice and guidance
- 9:** Understanding the ability of our new Year 7 intake without SATS scores
- 10:** Maintaining a high attendance % for all students is a priority
- 11:** Wellbeing: Students adjusting to the new school routines and structures
- 12:** Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period
- 13:** Ensuring parental engagement levels are maintained during the 'virtual meeting' era
- 14:** The new plans for the school day create a number of logistical difficulties which could hamper high quality teaching and learning if we are not careful



### Teaching and Whole School Strategies

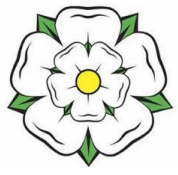
Year Group	Actions	Intended impact	Cost
7	<b>9:</b> CAT testing for all Year 7 students	Identify the ability of all students so as they can be set in CORE subjects in October 2020	£760
7	<b>9:</b> The reading age and spelling tests to be completed by all Year 7 students	These will provide another opportunity to identify the ability of our new Year 7 cohort with regards to literacy.  This will inform the creation of intervention groups from October 2020.	£650
	Specific Year 7 student reading, reading comprehension, handwriting and spelling intervention groups to run from The Bridge	To improve reading ages, understanding of content from reading, spelling ability and handwriting style respectively.	£2000
	Numeracy tests to be completed by all Year 7 students	These will provide another opportunity to identify the ability of our new Year 7 cohort with regards to numeracy. These will inform the creation of intervention groups from October 2020. To improve basic numeracy ability and allow for students to increase their numeracy confidence.	£2000
	Literacy tests for Y8-10 students on return to in school learning.		



	Specific Y8, 9, 10 student reading, reading comprehension, handwriting and spelling intervention groups to run from The Bridge	These will provide another opportunity to identify the ability of our Year 8/9/10 cohort with regards to literacy on return to school. These will inform the creation of intervention groups from October 2020. To improve basic numeracy ability and allow for students to increase their numeracy confidence.	£5500
7-9	<b>1:</b> Purchase English ,Maths and science KS3 workbooks	These will enable us to track progress and highlight the positive impact our literacy strategy is having	£1992
11	<b>5:</b> Transition assessments for all students in all subjects. Assessments will concentrate on knowledge and skills that should have been grasped between March and July 2020	Identify gaps in knowledge that have developed during lockdown.  Use this information to inform intervention both in and out of the classroom	£200
11	<b>5:</b> No students to miss learning time; ‘Protect every lesson like it was their last’ to avoid any further gaps in knowledge.	There is no substitute for being in front of the teacher as school closure has so clearly demonstrated.	£0
11	<b>2:</b> Pace planning in all subject areas to ensure the lesson time remaining is sufficient to cover all syllabus content to be examined	Planning a lesson-by-lesson approach will ensure content is delivered in time while being able to assess along the way.	£0



11	5: Enrichment slots to be used as academic masterclasses and be bespoke and open to all where there is a need is a need.	Enrichment intervention should plug gaps in subject knowledge and prepare students for their examinations (ROA, mocks and summer exams)	£1000
7-13	4: Ensure all students in all years have access to a computer and access to the internet at home (either via loan or bookable resource.)	This will allow students to access all online learning resources at home whether for homework, periods of self isolation or local lockdown events.	£5000
11	2: Add SLT to Year 11 form period daily to allow for close monitoring of academic, wellbeing and covid related needs.	This allows close links with the senior staff to be developed and individual needs and immediate attention to be given where needed.	£1000
10 11	5: Purchase revision guides for all students in all subjects to ensure independent work can be completed at home.	We will track home learning engagement stats in Years 10 and 11 to highlight the successful use of revision guides at home.  Improved attainment and progress scores between November and March mocks in Year 11	£ 3518







10 11	<b>2:</b> Ensure that all KS4 teachers are fully trained up in their exam Specification and any changes	This will safeguard against potential staff absence or indeed specification changes which means the curriculum is altered and there is a need for more expertise in different part of the spec	£500
7-13	<b>14:</b> Purchase additional classroom textbooks for all classrooms to support use by individuals and no sharing as well as allowing sanitisation between classes.	These will support high quality T&L as they will enable staff to use texts as they wish and reduce photocopy costs which would be “one use only.”	£1000
7-11	<b>14:</b> Purchase additional mini whiteboards, rubbers and pens for all students in Years 7-13 to ensure full coverage and to ensure each student has their own for us across the curriculum.	This action will enable staff to gauge the understanding of all students in the classroom without having to walk around the classroom.	£100
11	<b>5:</b> Local links developed in all subjects to allow NEA’s to be sent off to be double marked and consistency checked.	This will ensure accurate and consistent marking of year 11 NEA’s and controlled assessment.	£0



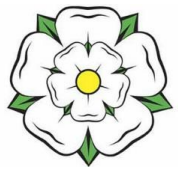
7-13	<b>B5:</b> Ensure that the new Google classrooms platform is rolled out successfully and monitor usage across year groups. Ensure quality of resources and online led learning by QA and PM.	The resources available within Google Classrooms will allow for strong independent learning at home and therefore improve student progress at key assessment points, mocks and end of year assessments.	£200
7-13	<b>5 &amp; 6:</b> Continue the tracking of home learning engagement to keep up the positive momentum that was created during lockdown.	Home learning will improve the independence of our students as well as support progress when it comes to key assessment points.	£0
7-11	<b>B7:</b> Focus on Rosenshine & TLAC strategies leading to all students knowing more and remembering more of the common curriculum being taught.	Evidence-based strategies are supporting students' learning potential in knowing more and remembering more. The TLAC strategies in particular are allowing students' to maximise learning and retain key subject knowledge.	£0
7-11	<b>B7:</b> Sharing of best practice through NYCC webinars which include a focus on curriculum, T&L, behaviour and pupil premium	NYCC webinars will give teachers access to the very best of what exists across the County. This will lead	£0



		to the most effective classroom practice being shared and student learning optimised.	
--	--	---	--



7-13	<p><b>5:</b> Leaders to track and monitor catch up strategies closely looking low effort- high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner.</p>	<p>Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and RAG rating each curriculum subject area will help leaders target specific subject domain knowledge students are not yet secure in.</p> <p>A cycle of plan- do – review will also support leaders’ understanding of effective catch up in the classroom.</p>	£0
<b>Total Cost Allocated cost from catch up Grant</b>			£25,405





### Targeted Strategies

Year Group	Actions	Intended impact	Cost
7-11	<b>1:</b> Purchase Lucid Exact Tests and follow up resources to support all students with their literacy levels	Improve the literacy levels and vocabulary of our students. This will be shown by an increase in Reading and Spelling scores between October 20 and January 21	£1095
7-11	<b>11 &amp; 6:</b> Initiate the student peer mentoring model	This will allow students to be both trained as a coach be coach. This will support with students adjusting to the new routines at school	£300
7	<b>6:</b> Small group tuition for students in Year 7 who require support in numeracy and literacy: one HLTA in The Bridge to lead	The students who benefit from this small group work will make rapid progress in literacy and numeracy as seen in the English data January.	As above
7	<b>6:</b> Direct leadership time from the SENDCO to coordinate the HLTA's work.	The students who benefit from this small group work will make rapid progress in literacy and numeracy as seen in the English data January.	£200
7	<b>B:</b> An annual budget for the Bridge used in the past on things such as software like IDL to improve reading ages.	The students who benefit from this small group work will make rapid progress in literacy and numeracy as seen in the English data January.	£885
7-11	<b>5 &amp; 6:</b> Access the National Tutoring Program to ensure additional targeted support is put in place for all students.	The students who benefit from the NTP will have their progress tracked at key assessment points such as mock exams and end of half term tests.	TBC



11	<p><b>5:</b> Deliver a full program of revision techniques during Enrichment time sessions- including external speakers or experts where needed. This includes targeted work for those as risk of becoming NEETS.</p>	<p>Teaching revision techniques is a helpful way of preparing students for their mock and summer exams as well as any future learning.</p>	£2000
<p><b>Total Cost</b> <b>Allocated cost from catch up Grant</b></p>			£4480

### Wider Strategies

<b>Year Group</b>	<b>Actions</b>	<b>Intended impact</b>	<b>Cost</b>
	<p><b>10:</b> Incentive improvements in attendance for students- in form of student certificates, celebrations and in school rewards such as “Free Friday.”</p>	<p>This will encourage students to attend and parent co-operation with attendance.</p>	£285
	<p><b>11:</b> Pay for specific wellbeing service (local) for individual students as needed.</p>	<p>Having additional and external provision will allow</p>	£2000



		for more children to have access to specialist advice and guidance over their worries centred around post lock down routines or anxieties. This will have an overall positive impact on well-being which will lead to a more positive outlook in lessons and around school.	
7-11	<b>3:</b> Ensure that the home learning offer is updated and made available to all parents in the event of a student absence for self-isolation and/or local lockdown	The process of accessing online learning resources is easy to do and is bespoke for each subject in all year groups.	£0
11	<b>B8:</b> Ensure all Year 11s benefit from a 1:1 careers interview outside of lesson time.	This is essential advice and guidance that the school must offer to all students so they are thinking about what they will be doing next academic year and beyond	£1095
7-11	<b>I3:</b> A new, online system in place for parents evenings in 2020/21 to ensure regular dialect between home and school regarding academic performance	To maintain communication between the school and the parents regarding academic performance	£600
7	<b>I1:</b> In house survey to look at pupil attitudes to school to enable early intervention.	To identify students who would benefit from a re-engagement programme for their learning	£200
7 8 9	<b>I2:</b> Lego therapy to provide outlet for students who find verbalising ideas difficult.	To provide students who struggle with engaging with counselling an outlet.	£200
7 8 9	<b>I3:</b> Set up and publicise clear support emails for parents to call if in need of help subject specific work or homework. Built in time for staff within 1265 to respond.	This will support learning conversations at home which is proven to impact outcomes both academic and personal.	£200





	personal (Lili leading)	
<b>Allocated cost from catch up Grant</b>		<b>Total Cost</b> £4580

<b>Summary Catch-up Grant allocation</b>	
<b>Strategy</b>	<b>Cost</b>
Teaching and whole school	£25405
Targeted	£4480
Wider	£4580
<b>Total</b>	<b>£35,965</b>
<b>Allocation</b>	<b>£35,965</b>