

## COVID-19 Catch-Up Premium Funding 2020/21

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and are 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:

- 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.
- Aim to return to the school's normal curriculum in all subjects by summer term 2021.
- 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.
- 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

## **Teaching and whole school strategies**

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

## **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)

## **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.

Summary Information					
School	Kents Hill Park All-Through School				
Academic Year	2020-2021	Total Catch-Up funding	£42,800	Number of Pupils	535 (£80 per pupil)

Planned expenditure -The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)				
1. Teaching and whole-school strategies				
Strategy Area	Outcome details and cost	Staff Lead/s	Review Date	Impact
Focus on core teaching pedagogies	<ul style="list-style-type: none"> <li>Subjects planned and mapped to identify core elements of subject content and knowledge – core and hinterland.</li> <li>New learning and topics incorporated alongside any revisited knowledge and skills.</li> <li>Medium and long term planning adapted to reflect and highlight needs in learning. (Time costs met by school £2000)</li> </ul>	JP	June 21	
Assessment of pupils	<ul style="list-style-type: none"> <li>Teachers have a clear understanding of and have mapped any 'gaps' in learning for cohorts, classes and individuals and use this to inform assessment for learning and key targets to move forwards</li> <li>GL Assessments tests used to baseline all pupils Y7-9 (£6000)</li> <li>Primary assessments/gap analysis completed:               <ul style="list-style-type: none"> <li>- Foundation phonics, number</li> <li>- Y3 baselined upon entry using KS1 SATs materials Maths, Reading, SPAG</li> </ul> </li> </ul>	MM KT	May 21	

	<ul style="list-style-type: none"> <li>- Y4/5 baselined using PiXL assessments – Maths, Reading, SPAG</li> <li>- Primary phase whole-school writing assessment (Resources £1000)</li> </ul>			
Breakfast provision	<ul style="list-style-type: none"> <li>Continue to provide free breakfasts to all pupils (Magic Breakfasts grant)</li> <li>Recruit breakfast co-ordinator to run morning provision (costs met by school £12000)</li> </ul>	MM JP		
Focus on routines and good learning behaviours	<ul style="list-style-type: none"> <li>Induction of all pupils and community building around ethos and expectations of KHP pupils.</li> <li>Consistency of good teaching methodologies and sharing of best practice.</li> <li>Additional time for teachers to meet as pastoral teams (CPD costs £1000)</li> </ul>	AB JP	May 21	
Frequent low stakes quizzing	<ul style="list-style-type: none"> <li>Reinforce and embed knowledge linking assessments to any perceived 'gaps' and re-teaching aspects as required.</li> <li>Opportunity to celebrate success of pupils</li> <li>Use to improve feedback and assessment routines (£500)</li> </ul>	JP	May 21	
Extended school day	<ul style="list-style-type: none"> <li>Prep already in place and embedded in secondary phase</li> <li>Increase the targeted support for pupils through revision and learning to learn strategies</li> <li>Re-establish in-school extra-curricular clubs and wrap-around care with Oakgrove Primary School</li> </ul>	JP KT	June 21	

**Total Budget Cost** £8,500

## 2. Targeted Approaches

Strategy Area	Outcome details and cost	Staff Lead/s	Review Date	Impact
IT support for PP and identified pupils	<ul style="list-style-type: none"> <li>Identified pupils to receive laptop and associated software to support learning</li> <li>Eg Seneca learning</li> <li>Accelerated reader (£10,000)</li> </ul>	MM KT	May 21	
Interventions after assessment	<ul style="list-style-type: none"> <li>Targeted interventions for pupils to attend small group support sessions in specific areas.</li> <li>Pupils identified through baseline assessments on return</li> <li>SPLTh sessions increased to accommodate expected increase in numbers (£4000)</li> </ul>	MM DW	June 21	
CPD for staff on literacy	<ul style="list-style-type: none"> <li>Time and input for staff as part CPD calendar to support focus on literacy across curriculums (£1000)</li> </ul>	JP	June 21	
Pastoral support for identified pupils	<ul style="list-style-type: none"> <li>Increased mentor hours for targeted and vulnerable pupils</li> <li>PSHE curriculum updated to focus on opportunities to improve self-confidence, self-esteem, remove anxieties, etc.</li> <li>Pastoral support teams identify pupils in need of additional support and input</li> </ul>	MM KT	June 21	

	<ul style="list-style-type: none"> <li>Pupils surveys and opportunities for talk identified within curriculum/PSHE lessons (£3000)</li> </ul>			
<b>Total Budget Cost</b>				<b>£18,000</b>

<b>3. Wider Strategies</b>				
<b>Strategy Area</b>	<b>Outcome details and cost</b>	<b>Staff Lead/s</b>	<b>Review Date</b>	<b>Impact</b>
Attendance support for families	<ul style="list-style-type: none"> <li>Contact and increased communication with families where attendance is a cause for concern</li> <li>Increased role of pastoral assistant to liaise</li> <li>SIMS attendance app to increase centralisation of process (£3000)</li> </ul>	AB KT	June 21	
Reading assessments Y3-9, phonics YF	<ul style="list-style-type: none"> <li>Whole school use of Accelerated Reader (or similar) products to map and identify literacy needs and interventions</li> <li>Phonics support plans and intervention (£8000)</li> </ul>	JP KT	July 21	
CAT test (or equivalent) pupils in summer term	<ul style="list-style-type: none"> <li>All KS3 pupils assessed using CAT tests (or similar) to ensure that baseline assessments are in place for each year group or gap analysis is identified.</li> </ul>	MM KT	July 21	



# Kents Hill Park School

	<ul style="list-style-type: none"><li>End of year assessments sat by all primary pupils to ensure that smooth transition into proceeding year group.</li></ul>			
<b>Total Budget Cost</b>				<b>£11,000</b>

<b>1. Teaching and whole-school strategies total cost</b>	<b>£8,500</b>
<b>2. Targeted approaches total cost</b>	<b>£18,000</b>
<b>3. Wider Strategies total cost</b>	<b>£11,000</b>
<b>1-3 Total</b>	<b>£37,500</b>
<b>Total paid through COVID Catch-Up</b>	<b>£36,500</b>
<b>Total Paid through school budget</b>	<b>£14,000</b>