



## Yate Academy

### **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**

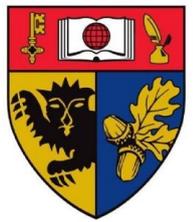
DfE asks that schools meet the following key expectations:

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>Academy</b>	Yate Academy	<b>Allocated funding (Catch-Up)</b>	£47,720
<b>Number on roll (total)</b>	635 (years 7-11) 83 (Years 12-13) Total: 718	<b>Allocated funding (National Tutoring Programme)</b>	Not known yet
<b>% Pupil Premium eligible pupils</b>	27.3% (196)	<b>Number in sixth form</b>	83



<b>Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)</b>
<b>B1:</b> Literacy skills (reading ages are above national average in all year groups but tutor reading has not been taking place to the full extent since March 2020) NGRT results September 2020. Year 7 - 102
<b>B2:</b> Gaps in curriculum as identified by each Head of Department
<b>B3:</b> Readyng the school for further home learning needs (E.g. a second lockdown)
<b>B4:</b> Ensuring all students can access online learning at home
<b>B5:</b> Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1)
<b>B6:</b> Ensuring our SEND students are making social, emotional and academic progress following the lockdown period
<b>B7:</b> Understanding T&L strategies within the 'new normal' way of teaching
<b>B8:</b> Gaps in 'careers and further education' advice and guidance
<b>B9:</b> Understanding the ability of our new Year 7 intake without SATS scores
<b>B10:</b> Maintaining a high attendance % for all students is a priority
<b>B11:</b> Wellbeing: Students adjusting to the new school routines and structures
<b>B12:</b> Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period



**B13:** Ensuring parental engagement levels are maintained during the ‘virtual meeting’ era

**B14:** 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 -19	<b>B9: NGRT</b> testing for all Year 7-10 students <b>B9: GL baseline assessments</b>	Identify the reading ability of all students so as they can be set in CORE subjects in October 2020	£9,608
7	<b>B9:</b> The ‘no more marking’ assessments to be completed by all Year 7 students in English	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 sets in English in October 2020	£0
7 8 9 10	<b>B1:</b> Purchase additional tutor reading book sets to broaden the menu of books available	The book sets purchased will include BAME authors to ensure a diverse menu for tutor reading. Students are exposed to a greater number of words and challenging texts. The teacher ensures correct pronunciation and leads on the 25 minute daily reading programme. Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum.	£ 350
11	<b>B5:</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>B2:</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	<b>B5:</b> Period 6 intervention for 11 to be bespoke and open to all year 11 students. P6 intervention will cover areas of the curriculum which have been missed due to lockdown.	Period 6 intervention should plug gaps in subject knowledge and prepare students for their examinations (Oct snapshots, mocks and summer exams)	KS4 £ 4,750 38x25x5
7-10	<b>B5: Junior Champions Hour</b> is open to all students in KS3 and year 10 who need an additional hour of revision/ preparation or teaching after school	Junior Champions Hour should plug gaps in curriculum knowledge and support students in learning how to revise independently.	KS3 £950 38x25x1
7-11	<b>B4:</b> Ensure all students in all years have a computer and access to the internet at home. 8 Wifi dongles (£42) purchased with £10 top up cards	This will allow students to access all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events	£416
11	<b>B2:</b> Purchase more chrome book laptops for the P16 area and the Academic integration room.	This will mean more P16 students have access to computers during their supervised study sessions. It also means that students who have been sent to AR do not miss precious curriculum time. They will use the GLT online curriculum and follow their lessons remotely.	£1500
10 11	<b>B5:</b> Purchase revision guides for all year 11 students in all subjects to ensure independent work can be completed at home	We will track home learning engagement stats in Years 11 to highlight the successful use of revision guides at home Improved attainment and progress scores between November and March mocks in Year 11	Average revision guide = £5.50 4x revision guides each 105 x 5.50 x 4



			Total: £2,310
10 11	<b>B2:</b> Ensure that all KS4 teachers are trained up in their exam specification	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 8 9 10 11	<b>B14:</b> Purchase classroom visualisers for all classrooms to support the fact staff can no longer walk the classroom freely	These will support high quality T&L as they will enable staff to model from the front (staff cannot freely move around the classroom)	£1000
7 8 9 10 11	<b>B14:</b> Purchase mini whiteboards and pens for all students in Years 7-13	This action will enable staff to gauge the understanding of all students in the classroom, without having to walk around the classroom	£ 1000
7 8 9 10 11	<b>B5 B6:</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 (mocks and snapshots)	£0
7 8 9 10 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 8 9 10 11	<b>B7:</b> Sharing of best practice through trust-wide webinars which include a focus on curriculum, T&L, behaviour and pupil premium	Trust-wide webinars will give teachers access to the very best of what exists across the MAT. This will lead to the most effective classroom practice being shared and student learning optimised.	£0
7-13	<b>Investment of on-costs of a Teach First Academic Mentor.</b> She will virtually teach any students who are having to self-isolate and any students who have elected to home educate. She will also teach targeted literacy catch up intervention (the code)	Increased NGRT scores and assessment scores in English. Any students who have EHE to come back onto school roll soon	

<b>Total Cost Allocated cost from catch up Grant</b>			£ 22,384
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<b>Targeted Strategies</b>			
<b>Year Group</b>	<b>Actions</b>	<b>Intended impact</b>	<b>Cost</b>
7 8 9 10 11	<b>B1:</b> Purchase Bedrock Learning to support specific students with their literacy levels	Improve the literacy levels and vocabulary of our students. This will be shown by an increase in NGRT scores between October 20 and January 21	£2000



7	<b>B6:</b> Small group literacy tuition (the code) taught by our new academic Teach First mentor	The students who benefit from this small group work will make rapid progress in literacy and numeracy as seen in the January NGRT tests	£4,500 on costs
7	<b>B6:</b> Direct leadership time from the SENDCO to coordinate the intervention program for Y7s who require catch up	The students who benefit from this small group work will make rapid progress in literacy and numeracy as seen in the January NGRT tests and assessments	£0
11 , 13	<b>B5 B6:</b> Access the National Tutoring Program to ensure additional targeted support is put in place for all students taking exams	The students who benefit from the NTP will have their progress tracked at key assessment points such as mock exams	Will come from a different pot
7 8 9	<b>B5 B6:</b> Direct Instruction (maths) taught by trained SENDCO	Training has been delivered team to staff at the school and students identified for the programme. Programme well understood by the trained staff and suitable resources in place to optimise impact of DI.	£0
7 8 9 10 11	<b>B5:</b> Hegarty and Sparx maths subscription (homework catch up)	Close and systematic tracking of Hegarty maths student completion rates. Focus on number of questions answered correctly and time spent completing the tasks / videos. Monthly report produced tracking individual student success at class and school level.	£600
7,8 ,9, 10	<b>B12: Jamie's Farm</b> for a group of 8 students who have decreased mental health and self-esteem after the lockdown. 6 weeks of intensive support on the Farm (every Wednesday)	Students well-being will improve after a period of time on the Farm. Intensive therapy and healthy living will support this.	£2,000



<b>Total Cost Allocated cost from catch up Grant</b>	£9,100
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<b>Wider Strategies</b>			
<b>Year Group</b>	<b>Actions</b>	<b>Intended impact</b>	<b>Cost</b>
7-13	<b>B10:</b> Incentivise improvements in attendance for students and parents.	This will encourage students to attend and parent cooperation with attendance and could lead to an improvement in attendance figures.	£300
7-11	<b>B11:</b> Investment in 'strengthening minds' program. YA has purchased the positive behaviour and emotional well-bring programme, the raising self-esteem programme and the school engagement programme	Any students who need additional well-being support will improve their mental health. Approved engagement in school and attendee figures will increase	£4000
7 8 9 10 11	<b>B3:</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. GLT teachers have been paid to write a full online curriculum.	The GLT curriculum has been created to provide a full online curriculum for years 7-11. The cost is due to paying a number of staff across our Trust to write the online lessons.	£16,500



11	<b>B8:</b> Ensure all Year 11s benefit from a 1:1 career interview outside of lesson time (Before and after school; CORE PE; lunchtime; breaktime)	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	£1000
11	Breakfast provided for all year 11's before assessments and mock exams	It is important that all year 11s are well fuelled prior to their mocks and final exams	£500
11	Pizzas, tea/coffee and biscuits for after champions hour	Increased numbers of students in Champions hour due to incentivising staying later in school	£1000
7 8 9 10 11	<b>B13:</b> A new system in place for parents evenings and Academic Review Days 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	£0
<b>Total Cost Allocated cost from catch up Grant</b>			23,300



<b>Summary Catch-up Grant allocation</b>	
<b>Strategy</b>	<b>Cost</b>
Teaching and whole school	£22,384
<b>Targeted</b>	£9,100
<b>Wider</b>	£23,300
<b>Total</b>	£54,784
<b>Allocation</b>	£47,720
<b>Overspend</b>	£7,064 (from other areas of the budget)