



*In Novitate Vitae – In Newness of Life*

*"I have come so that you may have life and have it to the full" (John 10:10)*

# **The St Bede's Covid 19 Catch-Up Premium and Curriculum Expectations 2020-2022**

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>	St Bede's Catholic College	<b>Allocated funding (Catch-Up)</b>	£78,320
<b>Number on roll (total)</b>	1022 (Year 7 – 11)		
<b>% Pupil Premium eligible pupils</b>	70 (7%)	<b>Number in sixth form</b>	209

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

**B1:** 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)

**B2:** Gaps in curriculum as identified by each Head of Department

**B3:** Readyng the school for further home learning needs (e.g. a second lockdown)

**B4:** Ensuring all students can access online learning at home

**B5:** Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1) and then in future lockdowns

**B6:** Ensuring our SEND students are making social, emotional and academic progress following the lockdown period

**B7:** Understanding T&L strategies within the 'new normal' way of teaching

**B8:** Gaps in 'careers and further education' advice and guidance

**B9:** Understanding the ability of our new Year 7 intake without SATS scores

**B10:** Maintaining a high attendance % for all students is a priority

**B11:** Wellbeing: Students adjusting to the new school routines and structures

**B12:** 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	<b>B9:</b> CAT4 testing for all Year 7 students	Identify the ability of all students so as they can be set in October 2020 and October 2021	£5,228
7-11	<b>B5:</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 and in future lockdowns	Identify gaps in knowledge that have developed during lockdown. Use this information to inform intervention both in and out of the classroom	£600
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
7-11	<b>B1:</b> Employ a literacy lead on a two-year contract to research, plan and implement a whole-school reading programme.	Improve engagement with reading, especially for pleasure, improve reading ages and therefore improve students access to higher level, subject-specific literature.	£6,370 (TLR 2a)

7-11	<b>B4:</b> Ensure all students in all years have a computer and access to the internet at home	This will allow students to access all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events	£5,000
7-11	<b>B2:</b> Purchase 20 more Chromebooks to ensure access across all bubbles	This will mean more students have access to computers during their lessons; particularly supports subjects where computers are necessary (Business, Sport, Drama)	£5,000
10-11	<b>B5:</b> 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	£ 7500



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	£1,000
7-11	<b>B14:</b> Purchase classroom webcams and 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)	£1,750
7- 11	<b>B14:</b> Purchase mini whiteboards and pens for classrooms as required	This action will enable staff to gauge the understanding of all students in the classroom, without having to walk around the classroom	£325
7-11	<b>B10:</b> Maintaining a high attendance % for all students is a priority. Regular contact made with home where concerns arise, using a process of tutor, Head of house and attendance officer.	Maintain high attendance at all times when the college is open. Avoid students "slipping between the cracks" when there are Covid cases in college.	£0

7-11	<b>B5:</b> Ensure that the new SAM Learning platform is rolled out successfully and monitor the usage across year groups	The resources available within SAM Learning will allow for strong independent learning at home and thus improve pupil progress when it comes to key assessment points (mocks and unit assessments). Students have access to smart assignments, bespoke revision materials based on a work completion algorithm, and wrong answer analysis for all subject based exam revision. Staff and students will be able to identify learning gaps and set bespoke homework and revision that covers these gaps. Analysis of students' work then builds over time and interleaved practice and revision is created.	£ 3,196
10-11	<b>B5:</b> Ensure that GCSEPod is re-launched successfully and monitor the usage across year groups	The resources available within GCSE Pod will allow for strong independent learning at home and thus improve pupil progress when it comes to key assessment points (mocks).	£ 4,530
7-11	<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 unit assessments)	£0
7-11	<b>B7:</b> Focus on Teaching and Learning Charter 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 T&LC strategies in particular are allowing students' to maximise learning and retain key subject knowledge.	£0

7-11	<p><b>B5:</b> 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.</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. A cycle of plan – do – review will also support leaders' understanding of effective catch up in the classroom.</p>	£0
<p><b>Total Cost Allocated cost from catch up Grant</b></p>			£40,499

## Targeted Strategies

Year Group	Actions	Intended impact	Cost
8,9 and 11	<b>B5 B6:</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 unit assessments.	£4,297
11	<b>B5:</b> Deliver a full program of revision techniques during PSHE sessions. This will include a virtual talk from an external speaker who will also work with some students 1:1	Teaching revision techniques is a helpful way of preparing students for their mock and summer exams. The external speaker is someone we have used for 2 years now and is a relationship we will continue	£1,811

7-11	<b>B5:</b> Maths Watch subscription (homework catch up)	Close and systematic tracking of Maths Watch 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.	£1,080
10-11	<b>B5:</b> After-school and weekend intervention to be bespoke and open to all where there is a need. Ensure that P6 intervention is at least as effective as pupils' classroom teaching	After-school and weekend intervention led by college staff should plug gaps in subject knowledge and prepare students for their examinations (ROA, mocks and summer exams)	£10,260
7-9	<b>B5:</b> After-school and weekend intervention to be bespoke and open to all where there is a need. Ensure that P6 intervention is at least as effective as pupils' classroom teaching	After-school and weekend intervention led by Academic Mentors should plug gaps in subject knowledge and prepare students for their examinations (ROA, mocks and summer exams)	£5,760
<b>Total Cost Allocated cost from catch up Grant</b>			£23,208

## Wider Strategies

Year Group	Actions	Intended impact	Cost
7-11	<b>B11: B12:</b> Pay for additional hours of counselling time	Having additional counsellors or the provision will allow for more children to have access to specialist advice and guidance over their worries centred around post lock down routines and anxieties. This will have an overall impact on well-being which will lead to a more positive outlook in lessons and around school.	£4,000
7-11	<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	The process of accessing online learning resources is easy to do and is bespoke for each subject in all years. The use of Oak Academy, Maths Watch etc. is key here	£0
7 8 9 10 11	<b>B3:</b> Show My Homework and then Class Charts	Purchasing of SMHW app and Class Charts to allow parents and students to track set homework more effectively. This is leading to higher completion rates.	£3,638 + £1,239

11 and 13	<b>B8:</b> Ensure all Year 11s and 13s benefit from a 1:1 careers interview outside of lesson time (Before and after school; CORE PE; lunchtime; breaktime) Breakfast and lunch to be provided for pupils that meet before school or lunchtime.	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	£3,500
7-13	<b>B13:</b> A new system in place for parents evenings in 2020/21 and beyond to ensure regular dialect between home and school regarding academic performance	To maintain communication between the school and the parents regarding academic performance	£2,236
<b>Total Cost</b> <b>Allocated cost from catch up Grant</b>			£14,613

<b>Summary Catch-up Grant allocation</b>	
<b>Strategy</b>	<b>Cost</b>
<b>Teaching and whole school</b>	<b>£40,499</b>
<b>Targeted</b>	<b>£23,208</b>
<b>Wider</b>	<b>£14,613</b>
<b>Total</b>	<b>£78,320</b>
<b>Allocation</b>	<b>£78,320</b>