



COVID-19 Catch-Up Premium and Curriculum Expectations 2020-2021 Evaluation – July 2021

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 Spending Plan

School	King George V Primary School	Allocated funding (Catch-Up)	£16,800
Number on roll (total)	232 (Nursery – Year 6)	Allocated funding (National Tutoring Programme)	N/A
% Pupil Premium eligible pupils	93 (41%)		

Strategy Statement

At King George V Primary School, our catch-up premium strategy has the following aims:

1. To reduce the attainment gap between disadvantaged pupils and their peers
2. To raise the attainment of all pupils to close the attainment gap created by COVID-19 school closures (20th March 2020 – 20th July 2020)

The following catch-up priorities have been identified:

- To embed a consistent approach to teaching and learning which results in all pupils benefiting from quality-first teaching
- To ensure that robust and accurate assessment results in the prompt identification of gaps in learning for pupils on a whole class, group and individual basis
- To ensure that gaps in prior learning, knowledge and skills are secured before the introduction of new content
- To ensure that all pupils make accelerated progress from September 2020 baselines in Phonics, Reading, Writing and Maths
- To ensure that all pupils are mentally and emotionally ready to learn as a result of their wider social, emotional and mental health needs being expertly met

The following core approaches have been implemented in order to support pupils in catching up on missed learning:

- Detailed recovery/catch-up plans produced for all core subjects which have been introduced to staff and governors
- Introduction of a brand-new structured approach to the teaching of writing ('The Write Stuff' devised by Jane Considine)
- Rapid phonics baseline assessments for pupils in Reception, Year 1 and Year 2, resulting in pupils being grouped appropriately to receive high-quality targeted support
- Establishment of intensive phonics interventions for identified pupils in order to accelerate progress
- Investment in ongoing continued professional development for RWI tutors in order to improve the consistency and effectiveness of all staff delivering daily phonics lessons
- Revision of Maths long and medium-term planning to ensure that previously missed content is taught before new material is introduced
- Investment in continued professional development for all staff with a focus on teaching and learning strategies rooted in research and evidence in order to ensure that all pupils benefit from consistently high-standards of teaching
- Introduction of a revised weekly whole class reading structure, a two-week shared story structure, daily reading skill drills and a consistent whole school approach to teaching vocabulary in context across our broad and balanced curriculum



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

B1: Early reading skills (securing age and stage word reading and decoding skills for pupils in Reception, Year 1 and Year 2)

B2: Gaps in curriculum as identified by curriculum lead and individual subject leaders

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

B4: Ensuring all pupils can access online learning at home

B5: Gaps in knowledge that have appeared between March and July 2020 (as identified through baseline assessments in Autumn 1 2020)

B6: Ensuring that pupils with SEND are making social, emotional and academic progress following the lockdown period

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

B8: Maintaining a high attendance % for all pupils is a priority

B9: Wellbeing: Pupils adjusting to the new school routines and structures

B10: Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period

B11: Ensuring parental engagement levels are maintained during the 'virtual meeting' era



Teaching and Whole School Strategies

Year Group	Actions	Intended Impact	Cost
Reception, Year 1 and Year 2	Purchase RWI Virtual Classroom 1-year subscription, including modelled Phonics lessons and staff training materials	All phonics lessons are delivered to a consistently high standard as a result of staff training All pupils will access high-quality daily Phonics lessons in the event of periods of remote learning	£1,000
Nursery – Year 6	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
Nursery – Year 6	Provide laptop and wireless connection devices for all students, particularly, disadvantaged students and those identified as vulnerable. 58 pupils identified across all year groups with lack of adequate equipment or connectivity issues	This will allow pupils to access all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events	£8,000
Year 2 & Year 6	Purchase revision guides for all pupils in Year 2 and Year 6 in all core subjects to ensure independent work can be completed at home	Pupils will have access to high-quality revision material to support their learning from home. An increased % of pupils will achieve ARE and GD in core subjects compared with Autumn 1 2020 baseline assessments	£500
Nursery – Year 6	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 pupils as well as support progress when it comes to key assessment points	£0



Nursery – Year 6	Focus on Rosenshine/Science of Learning principles & EDI whole school lesson delivery structure strategies leading to all pupils 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 EDI lesson delivery model in particular allowing pupils to maximise learning and retain key subject knowledge.	£0
Nursery – Year 6	Sharing of best practice through staff training which include a focus on curriculum, T&L, behaviour and pupil premium	Staff training will give teachers access to the very best of what exists across the school. This will lead to the most effective classroom practice being shared and student learning optimised.	£0
Nursery – Year 6	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.	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.	£0
Total Cost Allocated cost from catch up Grant			£9,500

Targeted Strategies			
Year Group	Actions	Intended Impact	Cost
Year 6	Small group tuition for identified pupils in Year 6 who require support in Reading and Maths; one LSP to lead on the delivery following planning provided by class teacher	The pupils who benefit from this small group work will make rapid progress in Reading and Maths, evidenced through performance in Mock SATs assessments	£2,862
Identified Pupils	Access the National Tutoring Program to ensure additional targeted support is put in place for all students	The pupils who benefit from the NTP will have their progress tracked at key assessment points	Will come from a different pot
Year 1 and Year 2	Daily 1:1 phonics intervention delivered to pupils in Year 2 who are not on track to pass Phonics Screening Check in Autumn 2 2020 and Year 1 pupils who are not on track to pass Phonics Screening Check in Summer 2021	All pupils in Year 2, with the exception of INAs, pass the Phonics Screening Check in December 2020 All pupils in Year 1, with the exception of INAs and pupil with EHCP, pass the Phonics Screening Check in Summer 2021	£2,862
Year 1	Provide an additional adult to support in Year 1 (6 hours per day for Autumn Term)	All pupils in Year 1 make accelerated progress from September 2020 baselines	£5,769
Reception	Increase working hours of part-time Reception class teacher by 1-day per week from January 2021 in order to deliver targeted interventions within EYFS unit	All pupils in Reception make accelerated progress from September 2020 baselines All pupils leave Reception in July 2021 having secured all ELGs, demonstrating their readiness for the Year 1 curriculum	£4,600
Total Cost Allocated cost from catch up Grant			£16,093



Wider Strategies			
Year Group	Actions	Intended Impact	Cost
Nursery – Year 6	Ensure that the home learning offer is updated and made available to all parents in the event of a pupil absence for self-isolation and/or local/national lockdown	The process of accessing online learning resources is easy to do and is bespoke for each subject in all years.	£0
Nursery – Year 6	A new system in place for parents' evenings in 2020/21 to ensure regular dialogue between home and school regarding academic performance	To maintain communication between the school and the parents regarding academic performance	£500
Total Cost Allocated cost from catch up Grant			£500

Summary Catch-up Grant allocation	
Strategy	Cost
Teaching and whole school	£9,500
Targeted	£16,093
Wider	£500
Total	£26,093
Allocation	£16,800
Shortfall funded from existing school budget	£9,283