



CATCH UP PREMIUM AND CURRICULUM EXPECTATIONS 2020/21

Summary Information

School	Netherthorpe School				
Academic Year	2020-21	Total Catch up premium	£75, 360	Number of pupils	904 (Y7-11)

Guidance

Children and Young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (Covid-19).

Those from the most vulnerable and disadvantaged backgrounds are amongst those hardest hit.

The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

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.

Schools' allocations are calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to Year 11.

As the catch up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID 19), the grant will only be available for the 2020-2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations

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.

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Use of Funds	EEF Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students.</p> <p>Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Key priorities identified 2020-2021		
Priority	Action	Impact
<p>Priority 1 To ensure all students across all key stages make progress and achieve above the national average.</p>	<ul style="list-style-type: none"> • Ensure our Remote Learning Offer is appropriate and matches the needs of all stakeholders. • Ensure that our provision is appropriate and matches the needs of all individuals. • To ensure that our curriculum is broad, balanced and promotes a love of learning whilst its implementation is underpinned by current research and effective practice. • Ensure that our internal assessment processes are consistent, robust and allow us to monitor the progress of students effectively and identify intervention strategies. • To further improve our Key stage 3 curriculum to provide a strong academic foundation for Key stage 4. • To strengthen our inclusive provision and practice. • To maintain high attendance as a priority. 	<ul style="list-style-type: none"> • Remote Learning practices and systems are fully embedded, and there are examples of best practice. (DfE Review framework 2021) • COVID 19 Catch Up plan implemented demonstrating an impact on both pupil well-being and achievement. (Attendance; exclusion data; pastoral and outcomes) • The curriculum enables students of all abilities to make progress and access courses that link closely to their career aspirations. • Quality Assurance systems in place that allow us to gather deep, rich evidence about the quality of education our children receive. • Secure assessment evidence bases in place across all key stages and an internal quality assurance process in place.
<p>Priority 2 A Recovery curriculum for all</p>	<ul style="list-style-type: none"> • To explore and develop best practice for Children in Care and all vulnerable learners, by taking a deep look at the relevance of attachment theory and trauma informed practice for everyone in education. • Ensure that appropriate remote enrichment activities are in place for all students in order to broaden their knowledge, skills and understanding, including SMSC, equality, diversity and careers activities. • Well-being and workload of the school community at the forefront of any policy and protocol implemented. 	<ul style="list-style-type: none"> • Developing attachment aware and trauma informed practice embedded across the whole school and reflected in all policies. • Students in all key stages have access to a wide range of enrichment activities.
<p>Priority 3 Closing the gap whole school literacy strategy</p>	<ul style="list-style-type: none"> • To intervene and implement an intervention programme to ensure all pupils become functional readers and they are reading to at least their chronological reading age. • To implement strategies to develop the oracy skills of all pupils across the curriculum. • To encourage and promote a love of reading. • To embed 'word power' practices across all curriculum areas to ensure pupils are competent in disciplinary literacy skills and are exposed to a range of vocabulary. 	<ul style="list-style-type: none"> • Our Reading Intervention Tracker indicates that all students are making progress. • Academic vocabulary and oracy development are embedded across the curriculum. • Literacy development underpins enrichment activities in school.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools

i. Teaching and whole-school strategies

Desired outcome	Chosen approach	Cost/ Anticipated cost	Impact (<i>once reviewed</i>)	Staff lead	Review date
Supporting great teaching	Professional learning for staff on using Microsoft Teams to deliver lessons online/ DfE EdTech Demonstrator programme to support	£1500	Remote Learning Survey of all stakeholders Access to remote Learning offer Increased competence of all staff in delivering our remote learning offer AIB Heads Report Summer 2021	KKE/HMV R Sleight	Jan 2021
	Purchase of IT equipment/software to support high quality remote learning provision; <ul style="list-style-type: none"> • 58 x visualisers @ £145 • 20 x laptops (SEND provision- TAs; Pastoral Support Managers; Administration) • 12 x docks to enable switch from desktop to home working • Increase in Microsoft agreement to accommodate more concurrent access to student files from home • 20 x Business headsets to support teaching from home • Increased Broadband to facilitate hybrid learning offer (includes set up charge of £1940 and an increase of £3404/year) • Additional remotes to accommodate zoning across school 	£29,571.60 £8410 £12,208 £1754 £414 £551.60 £5334.00 £900	Remote Learning Survey of all stakeholders Access to remote Learning offer AIB Heads Report Summer 2021 TAG outcomes KS4 and KS5	RJG/ R Sleight/ T Castelluccio	August 2021
	Inclusion Strategy <ul style="list-style-type: none"> • Undertaking of Senior Lead Trauma Informed Schools UK training 	£11,060 £300	Pastoral dashboard AIB Heads Report Summer 2021	NCO/CBN	July 2021

	<ul style="list-style-type: none"> • Diploma in Trauma and Mental Health Informed Schools and Communities- Practitioner Status • Pivotal Behaviour Champions training for up to 24 staff members • ELSA (Emotional Literacy Support Assistant) training to support students who are struggling with their emotional well-being. (Behaviour Support lead) • CBT Therapy- Maria Collins Donnelly Consultancy-1 morning per week i.e. 3 hours, £240 per week 	<p>£1500</p> <p>£1,750</p> <p>£550</p> <p>£6960</p>			
	<p>Literacy Strategy</p> <ul style="list-style-type: none"> • Reading Intervention Recovery Tutor (Scale 8 -21 hours/week) • Accelerated Reader 3 year renewal • DEAL- to purchase additional tutor reading book sets to broaden the menu of books available • Talk the talk workshops to support oracy development Y9 and 10. • Bookbuzz strategy 	<p>£43,217.31</p> <p>£21,600.31</p> <p>£18,107</p> <p>£3000</p> <p>£0.00</p> <p>£510.00</p>	<p>AIB Heads Report Summer 2021</p> <p>Literacy strategy report</p>	TRO	July 2021
	<p>Additional Remote Learning Offer support</p> <ul style="list-style-type: none"> • Provision of Additional Remote Learning packs and postage • High quality Supply staff to support with staffing the virtual school for disadvantaged and vulnerable students (Jan- March)- Mr T Oxspring £351 per wk 	<p>£15, 632</p> <p>£2000</p> <p>£8424</p>	<p>AIB Heads Report Summer 2021</p> <p>Remote Learning Survey</p> <p>Data Outcomes (Dec 2021)</p>	HMV	July 2021
Teaching, Assessment & Feedback	<p>GL Assessments Package for all KS3 students to allow baseline assessment in absence of KS2 data and in light of disruptions.</p> <ul style="list-style-type: none"> • CATs tests • PASS tests • Progress tests in English, Maths, Science • NGRT reading tests 	<p>£18,173.47</p>	<p>AIB Heads Report January 2022</p> <p>Data report Nov 2021</p>	CBN/TRO	Nov 2021
Transition support	<p>Promotional video and resources to support transition and replace;</p> <ul style="list-style-type: none"> • Y6 Open Evening • KS5 Open Evening 	<p>£5000</p>	<p>AIB Heads Report Summer 2021</p> <p>Recruitment and retention</p>	GMA	August 2021

	<ul style="list-style-type: none"> • KS4 Options Evening • Y6 Induction 				
Total budgeted cost		£118,946.38			

ii. Targeted approaches					
Desired outcome	Chosen approach	Anticipated cost	Impact (once reviewed)	Staff lead	Review date
1 to 1 and small group tuition	<ul style="list-style-type: none"> • Virtual and in school tuition offer during Easter break for practical GCSE/A level courses • High quality English supply for intervention/catch up sessions (April-July)- Mr C Harvey £217/ 24 days. 	£825 £5,208	TAG Outcomes KS4 and 5	RJG	
Intervention programme	Think for the Future Behaviour and Resilience Mentoring Provision Autumn term £3,237.60 Spring term £3, 237.20	£6547.20	TFTF BRM Impact data report	NCO	
Total budgeted cost		£12,580.20			

iii. Wider strategies					
Desired outcome	Chosen approach	Anticipated cost	Impact (once reviewed)	Staff lead	Review date
Supporting parent/carers	<ul style="list-style-type: none"> • HT half termly update/newsletter • Remote Learning Offer- Information for Parent/Carers and Students Booklet • PSM/PP/ Form Tutor Well-being contact throughout the year • Attendance Officer focus on PP and most vulnerable • TA link worker for all SEND students • PSHE focus on mental health/ well being • Parent workshops to support learning October 2020 • Mental Health workshops for Parent/Carers April 2021 	£0.00	Remote Learning Offer survey AIB Heads Report Summer 2021	HMV HMV/KKE NCO/PSM/Pastoral team	Feb 2021 July 2021

Access to technology	Device/ internet access audit of provision conducted <ul style="list-style-type: none"> • BT hotspot provision • Vodaphone data access provision • DfE/ School Laptop provision Devices Ordered: 188; Currently on Loan: 68; In storage: 62; Redeployed in school: 40 	£0.00		NCO/HMV	July 2021
Summer support	<ul style="list-style-type: none"> • Summer school funding access-provision for all Y6 students. 	£0.00	Summer school uptake/ Summer website statement £50K	NCO	Oct 2021
Enrichment opportunities	<ul style="list-style-type: none"> • Sports coaching provision at lunchtime • Gardening club set up 	£350 £1000	Enrichment opportunity uptake	NCO	July 2021
Total budgeted cost		£1350			

Overall total cost	£132,876.58
Covid Catch up premium	£75,360
Charitable donations	£1000
Cost paid from school budget	£56,516.58