



Stoke Damerel Community College

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.

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

Academy	Stoke Damerel Community College	Allocated funding (Catch-Up)	£92,720
Number on roll (total)	1159 (years 7-11) 172 (Years 12-13) Total: 1331	Allocated funding (National Tutoring Programme)	Not known yet
% Pupil Premium eligible pupils	45.6% (528)	Number in sixth form	172

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

B1: Literacy skills (reading ages are below 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 93.9, Year 8 96.1, Year 9 95.4

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)

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: Reduce impact of Health & Safety new Covid procedures that could impact on high quality teaching and learning

Teaching and Whole School Strategies

Year Group	Actions	Intended impact	Cost
7 8 9 10	B1: 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 20 minute daily reading programme. Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum.	£1,000
7-10	B1: Purchase of Bedrock (literacy online platform) and training of staff	Improve the literacy levels and vocabulary of our students. This will be shown by an increase in NGRT scores between October 20 and July 21	£4,522
11 & SF	B2: 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	B2: Additional hour a fortnight added to each year groups timetable -	This session teaches students how to study and revise independently. This supports both closing gaps as well as preparing for any future lockdown. (self quizzing and Cornell Note taking)	£12,448
11	B2: Purchase 50 chrome book laptops for Year 11 common room	Year 11 can use during study periods and P6 after school sessions in the Common room (some until 5.30pm)	£10,000
7 - 11	B2: Purchase chrome book laptops and headsets for Recovery Centre	This will ensure that students in the Recovery Centre do not miss curriculum time and lesson contact. They will use the GLT online curriculum and follow their lessons remotely, as well as access Hegarty, Tassomai and Bedrock	£10,000

10 11	B2: 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
7-11, SF	B3: SMT Associate and Teaching and Learning Lead Practitioners deliver programme of CPD on remote teaching strategies	All staff fully conversant with delivering high quality online lessons during both self -isolation to full lockdown teaching	£18,750
7-11	B3: Training of all students in use of google classroom - all set up ready for immediate online learning	Students can immediately access lessons and join remote lessons through the google classroom. Sessions delivered by IT teachers during term 1	£0
7-11	B4: Ensure all students in all years have a computer and access to the internet at home. MIFI routers and top up credit provided	This will allow students to access all online learning resources at home whether for homework, periods of self-isolation, or local/ national lockdown events	£0 (government Get Help with Technology funding)
7-11	B4: Students self isolating receive regular calls from TA to support home learning (CEV staff)	Ensure students can access the lesson materials, are completing them, and removal of any barriers to learning, and provide welfare support	£0
11	B5: Period 6 intervention for 11 to be bespoke 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 mini mock, mocks and summer exams)	KS4 £ 4,750 38x25x5
7-10	B5: Homework Support is open to all students in KS3 and year 10 who need additional support to complete revision, self quizzing and independent online learning.	Sessions after school should plug gaps in curriculum knowledge and support students in learning how to revise independently.	KS3 £950 38x25x1
11, SF	B5: 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. Year 11 & SF students self-isolating can attend their lessons live as normal.	£0
7-11	B5: Additional capacity created by appointment of additional cover supervisor (qualified Teacher) to ensure minimal disruption to learning in the event of staff absence.	Cover supervisors support live lesson delivery for staff off due to self isolating or CEV.	£19,772

11	B5: Purchase Revision Tracker, PLC and Cornell Note books for all year 11 students in all subjects to ensure independent work can be completed at home for revision	Improved attainment and progress scores between December and March mocks in Year 11	£5,000
7 - 11	B5 B6: 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
7-13	B6:Investment of on-costs of Teaching Assistants. Those CEV will virtually teach / support any students who are having to self-isolate.	Ensure students continue to access the live lessons and online learning materials so they do not fall behind on their classes in school	£0
7 - 11	B6 B7: Review of KOs and Assessment checklists to ensure they are fit for purpose and differentiated	Knowledge organisers structured to support independent learning and differentiated for SEND students.	£100
7-11, SF	B7: 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 - 11, SF	B7: Sharing of best practice through webinars which include a focus on curriculum, T&L, behaviour and pupil premium	Webinars will give teachers access to the very best of what exists - e.g Doug Lemov. This will lead to the most effective classroom practice being shared and student learning optimised. Focus of Best Practice weekly briefings.	£0
7 -9	B9: NGRT testing for all Year 7-9 students (standardised scores below) Year 7 93.9 Year 8 96.1 Year 9 95.4	Identify the reading ability of all students so as they can be set in CORE subjects in October 2020 Identify students for additional literacy support and 1:1 reading	£2,800
7-11	B11: Bespoke support for students and parents to understand and engage with our routines and structures. Videos recorded and links sent to parents to help parents and students understand how to	Accessing online learning can be hard for those who are not computer literate or who have been out of the habit of accessing different platforms.	£0

	access online platforms. Videos recorded and posted online to explain to the wider community why we choose to operate the school in the way we do.		
7-11, SF	B13: Parents of students self isolating receive regular calls from TA to support home learning (CEV staff)	Ensure students can access the lesson materials, are completing them, and removal of any barriers to learning, and provide welfare support	£0
7 -11, SF	B14: 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)	£1,000
7 -11	B14: Purchase mini whiteboards and pens for classroom in Years 7-11	This action will enable staff to gauge the understanding of all students in the classroom, without having to walk around the classroom	£ 1,000

Total Cost Allocated cost from catch up Grant			£ 92,592
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Targeted Strategies

Year Group	Actions	Intended impact	Cost
7 - 11	B5: Online learning platform tracking	Close and systematic tracking of online learning platforms regarding 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. Intervention to improve engagement targeted	£ 3 staff who monitor
11	B5: Identified group of year 11 students to engage in independent learning from 4 - 5.30pm each week	Students improve their grades due to revision opportunities and support to engage	supervision hour by ALM
7	B6: Direct leadership time from the SMT Associate 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 July NGRT tests and assessments	£0
7 & 8	B6 B9: Primary intervention teacher delivers small group teaching for literacy and Maths (year 7 - those below ARE)	The students who benefit from this small group work will make rapid progress in literacy and numeracy as seen in the July NGRT tests. Support sessions for small groups, especially disengaged / behaviour boys	£20,000
7,8 ,9, 10	B12: Dartmoor Zoo Project for a group of 8 & 9 students who have decreased mental health and self-esteem after the lockdown. 6 weeks of intensive support each week.	Students well-being will improve after a period of time and support engagement back in school learning.	£

Total Cost Allocated cost from catch up Grant

£20,000

Wider Strategies

Year Group	Actions	Intended impact	Cost
7 - 11	B3: 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.	£0
11	B8: 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	£0
11	B5 B10: Pizzas, tea/coffee and biscuits for after champions hour Year 11 Package rewards (December celebration for 100% attendance at P6)	Increased numbers of students in Champions hour due to incentivising staying later in school Students sign up to the whole package - incentivise all revision sessions	£1,000
7-13	B10: 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	B11: Support programmes delivered to students to support their emotional development and well-being - social skills, risky behaviour, friendship programme, self esteem etc delivered by welfare staff and behaviour practitioner	Any students who need additional well-being support will improve their mental health. Approved engagement and attendance in school	£4,000
7 - 11	B13: 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	£1,000
Total Cost Allocated cost from catch up Grant			£6,300

Summary Catch-up Grant allocation	
Strategy	Cost
Teaching and whole school	£92,592
Targeted	£20,000
Wider	£6,300
Total	£118,892
Allocation	£92,720
Overspend	£26,172 (from other areas of the budget)