



West Lancashire Community High School COVID-19 Catch-up Premium Plan 2020-21

Allocated funding (Catch-Up)	£17,000	Number on roll (total)	112
% Pupil Premium eligible pupils	43%	Number in sixth form	36

Context:

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/phone calls 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 fund

Issues identified from September 2020 as barriers to learning

Gaps in curriculum as identified by each class teacher/subject lead

Readying the school for further home learning needs (e.g. students having to self-isolate, further lockdowns)

Ensuring all students can access online learning at home

Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1)

Ensuring our students are making social, emotional and academic progress following the lockdown period

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

Understanding the ability of our new Year 7 intake

Maintaining a high attendance % for all students is a priority

Wellbeing: Students adjusting to the new school routines and structures

Wellbeing: Concerns around anxiety, mental health and safeguarding issues following the lockdown period

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

Teaching and Whole School Strategies

Actions	Intended impact	Cost
Baseline testing/moderation activities for all students	Identify the current position of all students so that staff can differentiate learning more effectively and ensure students are appropriately planned for	Time
Ensure all students in all years have a device 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, local or national lockdowns	£7000
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). In addition, they will allow more interactivity with those students accessing 'live lessons' from home	£300
Continue the tracking of home learning engagement to keep up the positive momentum that was created during lockdown through Teams	Home learning will improve the independence of our students as well as support progress when it comes to key assessment points	Time
Total cost		£7300

Targeted Strategies

Actions	Intended impact	Cost
Small group tuition for students who require support with communication skills; additional staffing/tutors to lead on the delivery	The students who benefit from this small group work will make rapid progress in literacy and numeracy	£8700
Total cost		£8700

Wider Strategies		
Actions	Intended impact	Cost
Incentivise improvements in attendance for students and parents.	This will encourage students to attend and parent co-operation with attendance and could lead to an improvement in attendance figures.	£1000
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 department.	Time
Total cost		£1000

Summary Catch-up Grant allocation	
Strategy	Cost
Teaching and whole school	£7300
Targeted	£8700
Wider	£1000
Total	£17000
Allocation	£17000

