



## **Five Acres High School** **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 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>	Five Acres High School	<b>Allocated funding (Catch-Up)</b>	£53,760
<b>Number on roll (total)</b>	672 (years 7-11)	<b>Allocated funding (National Tutoring Programme)</b>	Not known yet

<b>Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)</b>
<b>B1:</b> 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) NGRT results September 2020. <b>Year 7 - 102</b>
<b>B2:</b> Gaps in curriculum as identified by each Head of Department
<b>B3:</b> Readyng the school for further home learning needs (E.g. a second lockdown)
<b>B4:</b> Ensuring all students can access online learning at home
<b>B5:</b> Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1)
<b>B6:</b> Ensuring our SEND students are making social, emotional and academic progress following the lockdown period
<b>B7:</b> Understanding T&L strategies within the ‘new normal’ way of teaching
<b>B8:</b> Gaps in ‘careers and further education’ advice and guidance
<b>B9:</b> Understanding the ability of our new Year 7 intake without SATS scores
<b>B10:</b> Maintaining a high attendance % for all students is a priority
<b>B11:</b> Wellbeing: Students adjusting to the new school routines and structures
<b>B12:</b> Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period

<b>B13:</b> Ensuring parental engagement levels are maintained during the 'virtual meeting' era
<b>B14:</b> 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
<b>B15:</b> Access to Social Capital building opportunities has been hampered leaving students at a disadvantage in a largely rural setting

## Teaching and Whole School Strategies

Year Group	Actions	Intended impact	Cost
7 -11	<b>B1: NGRT</b> and GL assessment suite testing for all Year 7-10 students	Identify the reading ability of all students so that interventions can be appropriately set as part of the wider drive to embed a reading culture.	£0 (Existing Budgets (£10,000))
7-9	<b>B5 &amp; B9:</b> The 'Comparative Judgment' assessments to be completed by all Year 7-9 students in English	These will provide an opportunity to identify the ability of our new Year 7 cohort with regards to literacy and will help to identify areas of lost learning/gaps in each year group. This will inform CPD and setting groups post November.	£0 (Existing Budgets)
7-11	<b>B11:</b> 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 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.	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. Self help videos and tutorials can assist with this. Understanding why our systems and structures are the way they are can help remove barriers to attendance.	£0 (Existing Budgets)

7 - 10	<b>B1 &amp; B15:</b> Purchase additional tutor reading books to broaden the menu of books available in our Tutor Time Reading Programme.	Students are exposed to a greater number of words and challenging texts. The teacher ensures correct pronunciation and leads on the 25 minute daily reading programme. Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum. The programme also builds on social awareness and provides social capital opportunities by taking students to locations and cultures they would otherwise not experience.	£500
7-11	<b>B5:</b> No students to miss learning time; 'Protect every lesson like it was their last' to avoid any further gaps in knowledge. Ensure no year group is sent home unnecessarily due to capacity issues presented by Teachers being off due to their own child care issues. Additional capacity created by temporary extension of contract to provide additional cover support and employment of 1 x Teach First in core subject area to ensure minimal cover sessions are required in the event of staff absence.	There is no substitute for being in front of the teacher as school closure has so clearly demonstrated.	£3685 & £28000
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 Ensure staff are aware of curriculum changes. Conduct a curriculum review through the RAP process.	Planning a lesson-by-lesson approach will ensure content is delivered in time while being able to assess along the way	£0 (Existing Budgets)
11	<b>B5:</b> Period 6 intervention for year 11 to be bespoke and open 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 snapshots, mocks and summer exams)	£0 (Existing Budgets, voluntary hours by teaching staff)

7-10	<b>B5:</b> Homework Club is open to all students in KS3 and year 10 who need an additional hour of support or teaching after school	Homework Club provides opportunities for students to be assisted by TAs and subject specialists and should plug gaps in curriculum knowledge and support students by providing the resources necessary to complete work set.	£0 (Existing Budgets £4,000)
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	£0 (Government Initiatives accessed)
7-10	<b>B2:</b> Purchase chrome book laptops for the OSP to ensure students can access high quality Trust produced lesson content.	This means that students who have been sent to OSP/APSC do not miss precious curriculum time. They will use the GLT online curriculum and follow their lessons remotely.	£1,200
10 - 11	<b>B5:</b> Purchase revision guides/resources for all year 11 students in all subjects to ensure independent work can be completed at home	We will track home learning engagement stats in Years 11 to highlight the successful use of revision guides at home Improved attainment and progress scores between November and March mocks in Year 11	Average revision guide = £5.50 5 x revision guides each 99 x 5.50 x 5  Total: £2,722.50
10 - 11	<b>B2:</b> Ensure KS4 teachers offered opportunities to be exam markers to help development of curriculum knowledge.	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	<b>B14:</b> 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)	£750
7 - 11	<b>B14:</b> Purchase mini whiteboards and pens for all students 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	£ 500
7 - 11	<b>B5 B6:</b> Continue the tracking of home learning engagement to keep up the positive momentum that was created during lockdown. Promote participation through achievement rewards and postcard system.	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 (Existing Budgets)
7 - 11	<b>B7:</b> Focus on Daisy Cristodolou and 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 (Existing Budgets)
7 - 11	<b>B7:</b> Review of KOs and Assessment checklists to ensure they are fit for purpose in the current climate	Taking time to refine our core practices in the current climate will ensure all documentation sent home to support our learners to continue their studies will be fit for purpose and help them to develop independent learning habits beyond the classroom.	£0 (Existing Budgets)
7 - 11	<b>B7:</b> Sharing of best practice through trust-wide webinars which include a focus on curriculum, T&L, behaviour and pupil premium	Trust-wide webinars will give teachers access to the very best of what exists across the MAT. This will lead to the most effective classroom practice being shared and student learning optimised.	£0 (Existing Budgets)

7 - 11	<b>Investment of on-costs of 2 x Teach First Academic Mentor.</b> They will support the virtual offer for any students who are having to self-isolate and any students who have elected to home educate. They will also teach targeted catch up intervention groups.	Increased assessment scores in target subject. Any students who have EHE to come back onto school roll soon	Upto £5000
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<b>Total Cost Allocated cost from catch up Grant</b>			£ 42857.50
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## Targeted Strategies

Year Group	Actions	Intended impact	Cost
7 - 8	<b>B1:</b> Purchase Bedrock Learning to support specific students with their literacy levels	Improve the literacy levels and vocabulary of our students. This will be shown by an increase in NGRT scores between October 20 and July 2021	£2000
7 -10	<b>B6:</b> Small group Literacy and Maths tuition (the code and Direct Instruction Maths) taught by our Literacy and Numeracy specialists.	The students who benefit from this small group work will make rapid progress in literacy and numeracy as seen in their assessment results and NGRT scores.	£0 (In existing budget (£50,000+))
7	<b>B6:</b> Direct leadership time from the SENDCO 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 assessment results and NGRT scores.	£0 (Existing Budgets)

11	<b>B5 B6:</b> Access the National Tutoring Program to ensure additional targeted support is put in place for all students taking exams	The students who benefit from the NTP will have their progress tracked at key assessment points such as mock exams	Will come from a different pot
7 - 11	<b>B5:</b> Hegarty and Sparx maths subscription (homework catch up)	Close and systematic tracking of Hegarty maths 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.	£600
7 - 10	<b>B12: Early Help:</b> Support is provided through individual and small group intervention as needs are identified. Early help coordinator will also signpost to external agencies and services ensuring all emerging needs are met	Students well-being will improve through attendance at programmes/interventions designed to support mental health and well being.	£0 (Existing budgets £20000 +)
11	<b>B2:</b> Financial education opportunities provided through self study of LIBF financial skills course	Financial education is ever more important where incomes are squeezed and where unemployment in the area is increasing. Giving students the opportunity to gain an accredited qualification in the basics of understanding money is crucial in supporting their development going forward.	£0 (Existing budgets - £5000)
<b>Total Cost Allocated cost from catch up Grant</b>			£2,600

## Wider Strategies

Year Group	Actions	Intended impact	Cost
7-11	<b>B10:</b> Incentivise improvements in attendance for students and parents.	This will encourage students to attend and parent cooperation with attendance will lead to an improvement in attendance figures.	£1000 (Existing budget contribution £5000)
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. 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. The cost is due to paying a number of staff across our Trust to write the online lessons.	£16,500
11	<b>B8:</b> Ensure all Year 11s benefit from a 1:1 career interview.	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 (Existing budget £12,000)
11	<b>B10:</b> Breakfast provided for all year 11's before 2 <sup>nd</sup> round of PPEs and Final examinations	It is important that all year 11s are well fuelled prior to their mocks and final exams	£1500

11	<b>B5:</b> Snacks, tea/coffee and biscuits for after champions hour	Increased numbers of students in Champions hour due to incentivising staying later in school where they can access the correct resources required to thrive.	£1000
7 - 11	<b>B13:</b> 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	£TBC
7 - 11	<b>B15:</b> Character Education offer is embedded and barriers to student participation and recognition is removed by provision of badges and certificate books free of charge to promote Social Capital opportunities and engagement.	It is vital that during periods of self isolation and lockdown that student continue to explore the world around them and experience different cultures and opportunities to develop their social and life skills.	£3000
<b>Total Cost Allocated cost from catch up Grant</b>			£23,000

<b>Summary Catch-up Grant allocation</b>	
<b>Strategy</b>	<b>Cost</b>
Teaching and whole school	£42,857.50
Targeted	£2,600

<b>Wider</b>	£23,000
<b>Total</b>	£68457.50
<b>Allocation</b>	£53760
<b>Overspend</b>	£14697.50 + (from other areas of the budget)