

# **Kettlethorpe** **HIGH SCHOOL**

---

**Covid 19 Catch Up Premium and Curriculum  
Expectations: December 2020**

# Covid 19 Catch Up Premium and Curriculum Expectations

Covid 19 Catch-Up Premium and Curriculum Expectations 2020/21 The DfE (Department for Education) 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 based on 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 2
- 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.

## TEACHING

1

- Cognitive science informed approach to T&L (supported by CPD) including:
  - knowledge-rich curriculum through knowledge organiser
  - whole school implementation of EEF Metacognition Guidance
- Support pupil (and staff) knowledge through the departmental construction of knowledge organisers for each cycle.
- Frequent low stakes testing to ensure all pupils, and in particular disadvantaged pupils, experience success and celebrate the acquisition of knowledge.
- Whole school focus on literacy and oracy
- Effective formative assessment as a central point of T&L
- Regular subject planning and development meetings
- Quality assurance that actively supports curriculum development (intent - implementation - impact)
- Support for the QA cycle with sustained CPD, ensuring this is subject-specific where necessary and led by team leaders and involving their teams.
- Pupil progress parental meetings (online/phone for each year group led by tutors)
- All teachers have PM target on closing gaps for pupils (following lockdown closures)
- The Kettlethorpe 10 Steps to Excellent Teaching and Learning used as a benchmark for all lessons
- Maintain our existing CPD focus on differentiation, PP, blended learning, knowledge organiser (metacognition/thinking hard) and literacy
- Accelerated Reader - Y7/8
- Bedrock - Y7/8
- Grab files and Pupil Profile's (SEND/PP)
- Pupil Premium Change Team
- Teaching Learning and Literacy Group

## TARGETED ACADEMIC SUPPORT

2

To enable improved access to the curriculum

- Literacy and numeracy interventions (e.g. Lexia)
- Bespoke 'pupil progress' parental meetings and action plans generated to accelerate progress
- Use of additional capacity in English and mathematics to target groups through small group work (starting in KS3)
- KS4 mathematics and English (gap targeted intervention)
- Deployment of TAs
- Deployment of cover supervisors to support within lessons
- 1:1 support by SEND team
- Bespoke inclusion offer for those with significant barriers to learning (alternative provision)
- EAL support through 1:1 and small group work
- KS4 pupil progress clinics with key staff - constantly monitoring progress of key pupils to ensure gaps in knowledge are filled - PP, English/maths, SEND, P8 buckets.
- Nurture support (via Diamonds) for pupils in need of support with mental health.

## WIDER STRATEGIES

3

To enable access to a blended learning model:

- Provide ongoing technical support and CPD for teachers
- Ensure our most vulnerable pupils have priority access to classroom teaching and online materials
- GCSE Pod for all Year 11
- Pastoral support packages (internal and external)
- Symbiosis between whole school offer and Pupil Premium Strategy
- Attendance Team support
- Breakfast clubs
- Aspire projects for key cohorts to raise aspirations (PP20 Horizon, Frontier)
- Development of Edulink
- Attendance Team provide focused support and increase parental engagement

# Covid 19 Catch-up Premium Plan KS3 & KS4 Kettlethorpe High School

**Allocated funding £129,000**

**Number on roll (total) 1614 (Year 7 – 11)**

Issues identified from September 2020 as barriers to learning (E.g., curriculum gaps / literacy / attendance / well-being)

A. Literacy skills: tutor or regular class reading has not been taking place to the full extent since March 2020

B. Ensuring all pupils can access online learning at home

C. Gaps in curriculum as identified by each subject leader

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

E. Ensuring our SEND (Special Education Needs and Disability) students are making social, emotional, and academic progress following the lockdown period

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

G. Gaps in 'careers and further education' advice and guidance

H. Understanding the ability of our new Year 7 intake without SATS scores

I. Maintaining a high attendance % for all pupils is a priority

J. Well-being: Students adjusting to the new school routines and structures

K. Well-being: Concerns around anxiety and safeguarding issues following the lockdown period

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

**How we will allocate the Catch-Up grant:**

Year Group	Desired Outcome	Actions	Cost
<b>Teaching</b>			
7 8 9 10 11	Pupils catch up lost teaching and learning in line with curriculum expectations A cycle of plan-do-review will support this process	Cognitive Science informed approach to T&L (supported by CPD (Continued Professional Development)) including: <ul style="list-style-type: none"> <li>Knowledge-rich curriculum through knowledge organiser</li> <li>Whole school implementation of EEF Metacognition Guidance</li> </ul>	£14000
7 8 9 10 11	Evidence based strategies are supporting pupils' learning potential in knowing more and remembering more	Support pupil (and staff) knowledge through the departmental construction of knowledge organisers for each cycle	Time
7 8 9 10 11	Ensure Learning gaps do not widen over time, pupils will be keeping up not just catching up	Frequent low stakes testing to ensure all pupils, and in particular disadvantaged pupils, experience success and celebrate the acquisition of knowledge	£0
7 8 9 10 11	Relentless focus leads to improved learning and gaps addressed	Whole school focus on literacy and oracy	£4300
7 8 9 10 11	Identify gaps in knowledge that have developed during lockdown	Effective formative assessment as a focal point of T&L	£0
7 8 9 10 11	Quality of education is continuously evaluated and evolves to improve outcomes for pupils. Quality first teaching remains the single most effective strategy for closing learning gaps	Quality assurance that actively supports curriculum development (intent – implementation – impact)	SLT and LP Time
7 8 9 10 11	Subject specific support is focused where it is needed. Quality first teaching remains the single most effective strategy for closing learning gaps	Support for the QA cycle with sustained CPD, ensuring this is subject-specific where necessary	LP Time
7 8 9 10 11	Parents can still have face to face interactions with teacher, albeit virtual	Pupil progress parental meetings (online/phone for each year group led by tutors) Edulink investment	£4000
7 8 9 10 11	Focus on quality First teaching, every lesson counts and understanding individual pupils' needs	All teachers have PM target on closing gaps for pupils (following lockdown closures)	£0

7 8 9 10 11	Ensure learning gaps do not widen over time, staff learning mat produced to ensure consistency of strategies used	10 Steps to Excellent Teaching and Learning used as a benchmark for all lessons	£0
7 8 9 10 11	Attempt to maintain some level of 'normality' by offering staff coaching and CPD, particularly as staff may be working alone in classrooms rather than using staff bases. This will support staff morale and thus positively influence teaching and learning	Maintain our existing CPD focus on differentiation, PP, blended learning, knowledge organiser (metacognition/thinking hard) and literacy	LP costs
7 8	Ensure pupils benefit from regular reading in lessons to bring them in line with age related expectations. AR will enable us to track reading ages and intervene where more bespoke support is needed	Accelerated Reader for ALL KS3	£3,250
7 8	Ensure pupils benefit from interaction with vocabulary rich activities. Pupils are exposed to a greater number of words and challenging texts	Bedrock for ALL KS3	£3,400
7 8 9 10 11	Quality of online and live teaching is significantly improved using interactive technology	Purchase of additional IT equipment English, Mathematics and Science to support online deliver This includes visualisers for all classrooms to support socially distanced teaching and remote learning	£40000
11	Aim to raise the profile and focus on these subjects with Year 11 cohort	English and mathematics revision packs/books bought to support target groups (Frontier/Horizon) but rolled out to wider cohort due to self-isolation and learning gaps	£4000

Year Group	Desired Outcome	Actions	Cost
<b>Targeted academic support</b>			
7 8 9 10 11	To enable improved access to the curriculum and pupils who benefit from 1:1 or small group work will catch up and make more rapid progress in literacy and numeracy as evidence by Lexia	Additional One to one tuition Literacy and Numeracy bespoke interventions (e.g Lexia)	£3500
11	Targeted support has impact and learning is maximised	Bespoke 'pupil progress' parental meetings and action plans generated to accelerate progress	£0
7 8 9	Gaps in knowledge that have been identified as developed during lockdown. Small groups of pupils receive short 6–8-week interventions to bridge learning gaps and are quickly reintegrated	English and mathematics small group intervention (KS3 small group work)	£2500
10 11	Gaps in knowledge that have been identified as developed during lockdown Small groups of pupils receive short 6–8-week interventions to bridge learning gaps and are quickly reintegrated	KS4 (Key Stage 4) Mathematics and English (gap targeted intervention)	£5000
7 8 9 10 11	Early identification of SEND pupils with knowledge gaps and appropriate intervention and support put in place	Deployment of TAs	£0
7 8 9 10 11	Additional support is provided to support learners and teachers in their delivery of the curriculum	Deployment of cover supervisors to support within lessons	£3500
	To enable improved access to the curriculum and pupils who benefit from 1:1 or small group work will catch up and make more sustained progress moving forward	Additional 1:1 support by SEND and EAL team	£7500
7 8 9 10 11	Curriculum on and off site is inclusive as possible to support progress of all pupils	Bespoke inclusion offers for those with significant barriers to learning (alternative provision)	£12000
7 8 9 10 11	Pupils concerns and anxieties are addressed in a timely manner	Nurture support (via Diamonds) for pupils in need of support with mental health	£0

Year Group	Desired Outcome	Actions	Cost
<b>Wider strategies</b>			
7 8 9 10 11	To enable access to a blended learning model. Teachers can use Microsoft Teams effectively to ensure high quality provision is in place	Provide ongoing technical support (additional support procured from Biscuit) and CPD for teachers	£10000
7 8 9 10 11	Those who need it, are provided with devices and additional IT support	Ensure our most vulnerable pupils have priority access to classroom teaching and online materials	£0
11	To ensure online/remote revision can be accessed for most subject areas in preparation for end of year exams	Purchase GCSE Pod	£4000
7 8 9 10 11	The well-being of pupils remains high profile and well supported, adjustments to new routines and structures are approached positively	Pastoral support packages (internal and external) and PSHE program adapted to synchronize with the changes to structure of the school day without daily tutor periods	Time
7 8 9 10 11	Free breakfast for any pupil who needs it. Food hampers provided for families who need additional support	Breakfast clubs/additional food support for all year groups	£6,525 Resource and staffing
11	Focused Year 11 post 16 education and support so that pupils are ready for their transition	Aspire projects for key cohorts to raise aspirations (PP20 Horizon, Frontier, PiXL Build Up)	£3000
7 8 9 10 11	Parents evening bookings and conversations can take place 'virtually' between home and school	Development of EduLink to engage parents	£7500
7 8 9 10 11	Parent partnerships developed and appropriate strategies put in place to reintegrate pupils	Attendance Team provide focused support and increase parental engagement	£0

Strategy	Cost
Teaching	£72,950.00
Targeted	£34,000.00
Wider	£31,025.00
Total	£137,975.00
Allocation	£129,000.00