



**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.

Queens Road Academy will use this funding for specific activities to support our pupils to catch up for lost teaching over the previous months, in line with the curriculum expectations for the next academic year as in DfE **“Guidance for full opening: schools: [actions for schools during the coronavirus outbreak.](#)”**

DfE Informed principles if revising school curriculum: (In outline)

1. Teach an ambitious and broad curriculum in all subjects
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
4. Develop remote education

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

Queens Road Academy will respond by:

- Maintaining an ambitious and broad curriculum in all areas from the outset of pupils return September 2020
- We will return to the school’s normal curriculum -in the most part immediately. Some topics, planning and daily timetables have been crafted and are flexible to ensure pupil well-being needs are met
- We will use formative and summative information to help us shape the curriculum planning
- We continue to invest in the use of Google Classroom and Wonde to enable remote learning to take place. We used this facility through the first National covid-19 lockdown and will extend and further embed this pedagogy moving forward

DFE Allocated funding to school	£18,640
Catch-up Premium allocation (No. of pupils x £80)	
Publish Date	30/11/2020
Review Dates	1/2/2021
Statement created by	Mr. S. Kaufman
Governor Lead for vulnerable pupils	

The EEF guidance suggests a 3-tiered\* approach: QRA Aims similarly titled

Covid-19 Summary context	School was open to parents of key workers and vulnerable throughout the Spring/Summer2020 lockdown. A significant proportion of pupils accessed remote learning through Google classrooms during this time (n=120/day). School also supported with self-directed learning through Times-tables Rock Stars, Bug club and Espresso. All pupils received
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	<p>weekly 'safe and well' telephone checks and advice on learning as required. Breakfast packs and food supplements were also offered. School re-opened in September with 95% attendance in the first half-term.</p> <p>Lost learning (due to Covid absence) upon phonics and early language development was noticeable</p>	
	<b>Barrier</b>	<b>Desired outcome</b>
<p><b>1 Teaching</b>  High-quality teaching for all  Effective diagnostic assessment  Supporting remote learning  Focusing on professional development</p>	<ol style="list-style-type: none"> <li>1. Effectiveness of home learning</li> <li>2. Significant gaps in Phonics knowledge</li> <li>3. Some pupils have had limited opportunity to read</li> </ol>	<ol style="list-style-type: none"> <li>1. Further develop home learning so that it is easily accessible\available by pupils and maintains interest. Pupils should be supported with keeping safe whilst online.</li> <li>2. Increased emphasis of curriculum time for phonics to enable pupils to catch-up</li> <li>3. Provision of engaging text to restart the 'reading habit' for enjoyment</li> </ol>
<p><b>2 Targeted academic support</b>  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)</p>	<ol style="list-style-type: none"> <li>1. Pupils with identified gaps in early language development</li> <li>2. Pupils with identified gaps in early language development</li> </ol>	<ol style="list-style-type: none"> <li>1. CPD for Small group support as a result of the Nuffield Early language Intervention project</li> <li>2. CPD and implementation of 'learning village' resource</li> </ol>
<p><b>3 Wider strategies</b>  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</p>	<ol style="list-style-type: none"> <li>1. Pupils and families in a range of need including health, mental well-being (Including pandemic anxieties) and attendance</li> <li>2. Pupils with anxiety and questions related to pandemic</li> </ol>	<ol style="list-style-type: none"> <li>1. Single point of contact to shape and signpost families in need – provision of personalised support</li> <li>2. PHSE curriculum mapped to needs of the pupils 'Health and wellbeing' focus taught first term and aspects will be extended as required (also 'Time to talk')</li> </ol>

<https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium>

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support>