



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

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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 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. Lost learning (due to Covid absence) upon phonics and early language development was noticeable	From Jan 5 th 2021 school was operating for vulnerable pupils and keyworker families only. Pupil numbers at school ranged from 35-71 on any given day. Remote teaching in place for all pupils at school or home during Spring term lockdown Attendance end of Autumn Term was 95% and was improved in all subcategories compared to Aut 19.	
	Barrier	Desired outcome (Action/Intention)	Estimated expenditure and current impact to date
1 Teaching High-quality teaching for all Effective diagnostic assessment Supporting remote learning Focusing on professional development	Effectiveness of home learning	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. (Achieved through google classroom, ongoing CPD for staff, policy and information awareness to establish routine and expectations for stakeholders, procurement of technologies to support those digitally disadvantaged, SLT Monitoring)	<ul style="list-style-type: none"> Jan to Feb review 24/2/21 25000 work submissions turned in across school responding to the 2200 items set – Resulting in sig increase of pupils accessing learning and reducing neg-impact of missed on-site schooling Investment in CPD for support staff to support online learning through in-school coaching (12 days@100 £1200) complete, resulting in all learning staff contributing to remote learning support to pupils Use of DFE laptop scheme enabling all pupils who would have been digitally disadvantaged to access remote learning (29 laptops issued)- In place, resulting in no pupils digitally vulnerable Provision of high-quality content for home pupil access to topic resources– (Espresso

			<p>£1600) Resulting in pupils able to self-direct to resource through Wonde</p> <ul style="list-style-type: none"> Investment in licencing to repurpose school equipment for home learning devices £100 – providing greater extension of Dfe support and contingency to positive bubble closures See QRA Governors Feb21 Remote learning impact report
	Significant gaps in Phonics knowledge	<p>Increased emphasis of curriculum time for phonics to enable pupils to catch-up. increase proportion of pupils in phonics to National</p> <p>(Achieved through timetabling, video lessons MCu,NF)</p>	<ul style="list-style-type: none"> 79% Y2 achieved PSC sig Aut 20 impact as 28 were on-track on Sep return. Identified pupils with gaps through school supported -See Phonics CU Plan below Spring term daily bespoke video lessons created for phonics, spelling and book talk, created by school staff set as a priority. These are well received by parents/pupils Equipment (Mic, web-cams,s-ware (£570) Sig number 80+ sounds video lessons in school style created, which have been used throughout lock-down. This results in a school website resource for community use and on-going impact.
	Some pupils have had limited opportunity to read	<p>Provision of engaging text to restart the 'reading habit' for enjoyment. Develop library environment to enable this</p> <p>(Achieved through investment in engaging reading resources and linked curriculum, consider skilled adult (reading target support) on pupil return to school) (NF)</p>	<ul style="list-style-type: none"> All children in KS1/EYFS provided a book to raise profile of reading at home -linked to video story lessons (Bug-club £1000) resulting in all pupils having routine access to stories Purchase topic related class-set reading books Allocated funding -£4000 Inc. home readers (Not yet started) Daily story and reading activities provided during lock-down. Texts selected include promotion of minority groups Adult support TBC

<p>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)</p>	<p>Pupils with identified gaps in early language development</p>	<p>CPD completed to enable Small group support as a result of the Nuffield Early language Intervention project</p> <p>(Achieved through CPD to FS leader+1, pupil assessment of Sp+L, targeted input to pupils, resulting in improved CL proportion of pupils on exit) (RS)</p>	<ul style="list-style-type: none"> EYFS Leader NeLI L1 certificate gained, providing CPD in recognising receptive and expressive language and skills to deliver oral language intervention CPD time £200 other costs DFE supported Intervention to pupils to start post-lockdown 21 – 20weeks input so will extend to Year 1 as appropriate for completion
		<p>CPD completed enabling implementation of ‘learning village’ resource.</p> <p>(Achieved through purchase and e-learning CPD to TA staff. Learning Village is a ready-made online EAL curriculum that fits learner needs and school curriculum (BK)</p>	<ul style="list-style-type: none"> User subscription £660 in place Support staff training to deliver remote intervention 12x0.5 £600 completed and target pupils being supported across school This resource has been well received by the children and is now being accessed independently. EG 2 complete non-English speaking Russian pupils are now talking in simple sentences since Sept.
<p>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</p>	<p>Pupils and families in a range of need including health, mental well-being (Including pandemic anxieties) and attendance</p>	<p>Single point of contact to shape and signpost families in need – provision of personalised support</p> <p>(Achieved through the increased time for AHT/SENdCo to support wider well-being agenda for families who are now</p>	<ul style="list-style-type: none"> All families contacted each week resulting in accurate provision of remote learning equipment (29) and food packs (16) Families state being well supported (Including those that are vulnerable through circumstance) see email correspondence to school and verbal feedback reports Families supported with support to access online learning routines and this has

<p>Supporting parents with pupils of different ages Successful implementation in challenging times</p>		<p>vulnerable due to C19 circumstance)(BK)</p>	<p>resulted in increasing proportion of pupils accessing more learning provisioned by staff. SLT directed time across year £8000</p>
	<p>Pupils with anxiety and questions related to pandemic</p>	<p>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')(BK)</p> <p>(achieved through teacher planning and support in planning)</p>	<ul style="list-style-type: none"> • Few pupils not attending in first term due to anxiety issues. Where these were specific families, support provided meant that all identified pupils were in school within 3 weeks. Continued support improved attendance from Sep20 to Dec from 91% to 96%. Avge 95% for the Term • Staff briefings and SLT support to ensure well-being activities 'Built-in' to remote learning offer each week.

<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>