



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

School	Dorchester Learning Centre	Allocated funding (Catch-Up)	2020-Financial year £8960 Total £15360
Number on roll (total)	64 (Year 2-11)	Allocated funding (National Tutoring Programme)	Not known yet
% Pupil Premium eligible pupils	38/64 (59%)	Number in sixth form	None

Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)

B1: Literacy skills (Students have not been in school and therefore have not completed a range of tasks to improve literacy especially reading and writing)

B2: Gaps in curriculum as identified by each Head of Department

B3: Readyng the school for further home learning needs (E.g. a second lockdown)

B4: Ensuring all students can access online learning at home

B5: Gaps in knowledge that have appeared between March and July 2020 (as identified through baseline assessment)

B6: Ensuring our SEND students are making social, emotional and academic progress following the lockdown period

B7: Understanding T&L strategies within the 'new normal' way of teaching

B8: Gaps in 'careers and further education' advice and guidance

B9: Maintaining a high attendance % for all students is a priority

B10: Wellbeing: Lack of structure during lockdown and therefore increased refusal to follow behaviour expectations.

B11: Wellbeing: Students adjusting to the new school routines and structures

B12: Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period

B13: Ensuring parental engagement levels are maintained during the 'virtual meeting' era

B14: 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

Teaching and Whole School Strategies

Year Group	Actions	Intended impact	Cost
7-11	B5: Baseline testing for all students	Identify the reading and math's age of all students to ensure that work is targeted effectively.	£200
All	B1: Purchase a reading assistance programme that will ensure students focus on improving their literacy skills (Rapid Reader).	This programme will improve oracy and literacy skills through engagement in al lessons.	£850
All	B1: Purchase additional reading book sets to broaden the menu of books available.	The book sets purchased will include BAME authors to ensure a diverse menu for reading in our new library. Students are exposed to a greater number of words and challenging texts. The literacy specialist will lead on this. Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum.	£500
11	B5: Baseline assessments for all students in all subjects. Assessments will concentrate on knowledge and skills that should have been grasped between March and July 2020	Identify gaps in knowledge that have developed during lockdown. Use this information to inform intervention both in and out of the classroom	£0
11	B5: Ensure students attend all lessons with extensive pastoral support if needed.	There is no substitute for being in front of the teacher as school closure has so clearly demonstrated.	£0
11	B2: Pace planning in all subject areas to ensure the lesson time remaining is sufficient to cover all syllabus content to be examined	Planning a lesson-by-lesson approach will ensure content is delivered in time while being able to assess along the way	£0

All	B4: 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- Use of COVID-19 laptops and routers	£0
11	B2: Ensure that all KS4 maths teachers are trained up in their exam specification	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	£0
All	B5 B6: Continue the tracking of home learning engagement to keep up the positive momentum that was created during lockdown	Home learning will improve the independence of our students as well as support progress when it comes to key assessment points (mocks and ROA)	£0
All	B7: Focus on Rosenshine & 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
All	B7: Sharing of best practice through DALCH wide webinars which include a focus on curriculum, T&L, behaviour and pupil premium	DALCH wide webinars will give teachers access to the very best of what exists across the federation. This will lead to the most effective classroom practice being shared and student learning optimised.	£0
All	B5: Leaders to track and monitor catch up strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner.	Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and RAG rating each curriculum subject area will help leaders target specific subject domain knowledge students are not yet secure in. A cycle of plan – do – review will also support leaders' understanding of effective catch up in the classroom.	£0

7-9	B1 B2: Purchase AQA Activate for KS3 in science. These include student course books and intervention books.	Created to support the AQA GCSE, the differentiated intervention workbooks will identify key concepts and areas for improvement and extension. Also has maths, literacy and enquiry processes embedded throughout. Course books also great for one-to-one catch-up sessions with teaching assistants. This will be demonstrated in teacher assessments in Spring	£250
Total Cost Allocated cost from catch up Grant			£1850

Targeted Strategies

Year Group	Actions	Intended impact	Cost
All	B1: An annual budget for Literacy for the next 2 years used in the past on things such as software to improve reading ages.	The students who benefit from this will make rapid progress in literacy as seen in the reading assessment tests.	£1000
11	B2 B5 B6: Access the National Tutoring Program to ensure additional targeted support is put in place for year 11 maths students	The students who benefit from the NTP will have their progress tracked at key assessment points such as mock exams and ROA	£600
Year 10 11	B2 Purchase a new high performance camera for Art GCSE.	There will be an increase in the number of students achieving GCSE Art and this will be tracked from teacher assessment in January to final GCSE Grade.	£250
7 8 9 10 11	B5: Mymaths subscription (homework catch up)	Close and systematic tracking of Mymaths 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.	£199
All	B10: Snap-B assessment subscription to provide specialist behaviour support for those students who are struggling to adapt to new COVID-19 regulations.	Reduction in behaviour incidents and such fixed term exclusion thus increased attendance. Therefore, increased engagement in lessons following targeted strategies used by all staff.	£190.00
Total Cost Allocated cost from catch up Grant			£2239

Wider Strategies

Year Group	Actions	Intended impact	Cost
All	B10 B11: Purchase of new quad bike to allow all students to engage in the motorbikes project.	This will encourage students to attend and parent co-operation with attendance and could lead to an improvement in attendance figures. Also student engagement will increase within lessons especially for boys who have social, emotional, mental health needs.	£800
7 8 9 10 11	B3: Ensure that the Microsoft Teams 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 subject in all years. The use of Oak Academy, my maths and other videos	£0
11	B8: Ensure all Year 11s benefit from a 1:1 careers interview outside of lesson time. Through Ansbury Careers Service.	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
Primary	B10:B11 Provide thrive training for the primary family worker to provide a nurturing pastoral experience for students.	This will help develop strategies for students to engage in learning and reduce the impact of COVID-19.	£1394
All	B10:B11 Provide thrive family training for whole school thrive lead to provide a nurturing pastoral experience for families.	This will help to reduce families anxieties and increase engagement in school for students thus increased attendance and attainment.	£537

All	B10 B11: Train two members of staff to become STEPS (behaviour support) trainers.	This will ensure that all staff at DLC can continue to be STEPS trained and ensure that students develop strategies to engage within their learning.	£1000
All	B9: T2P system with additional email service to contact parents to ensure that attendance remains high.	Engagement with parents is a strength of DLC and this new system will allow communication to be further improved and thus attendance/engagement at school to be increased.	£299
All	B10, B11: Purchase further equipment for DLC gymnasium	The gym is used as an intervention for students with social, emotional and mental health needs. The desired impact is that students engage in studies and use the strategies taught within this intervention in lessons. This will be measured by attendance at lessons and assessment data	£250
All	B12 Online Bereavement training for a staff member which will be fed down to all staff, to enable an appropriate and supportive approach to pupils who have experienced a bereavement.	A number of students have experienced grief and loss during this time, therefore to help staff gain a better understanding of the impact of grief to support students in re-engaging in their studies.	£50
All	B11: 12 Building of a thrive garden to allow external sensory equipment and place for reflection.	The gym is used as an intervention for students with social, emotional and mental health needs. The desired impact is that students engage in studies and therefore engage in their work.	£550
Total Cost Allocated cost from catch up Grant			£4880

Summary Catch-up Grant allocation	
Strategy	Cost
Teaching and whole school	£1850
Targeted	£2239
Wider	£4880
Total	£8960
Allocation	£8969