



HEBBURN
Comprehensive 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 pupil, 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.

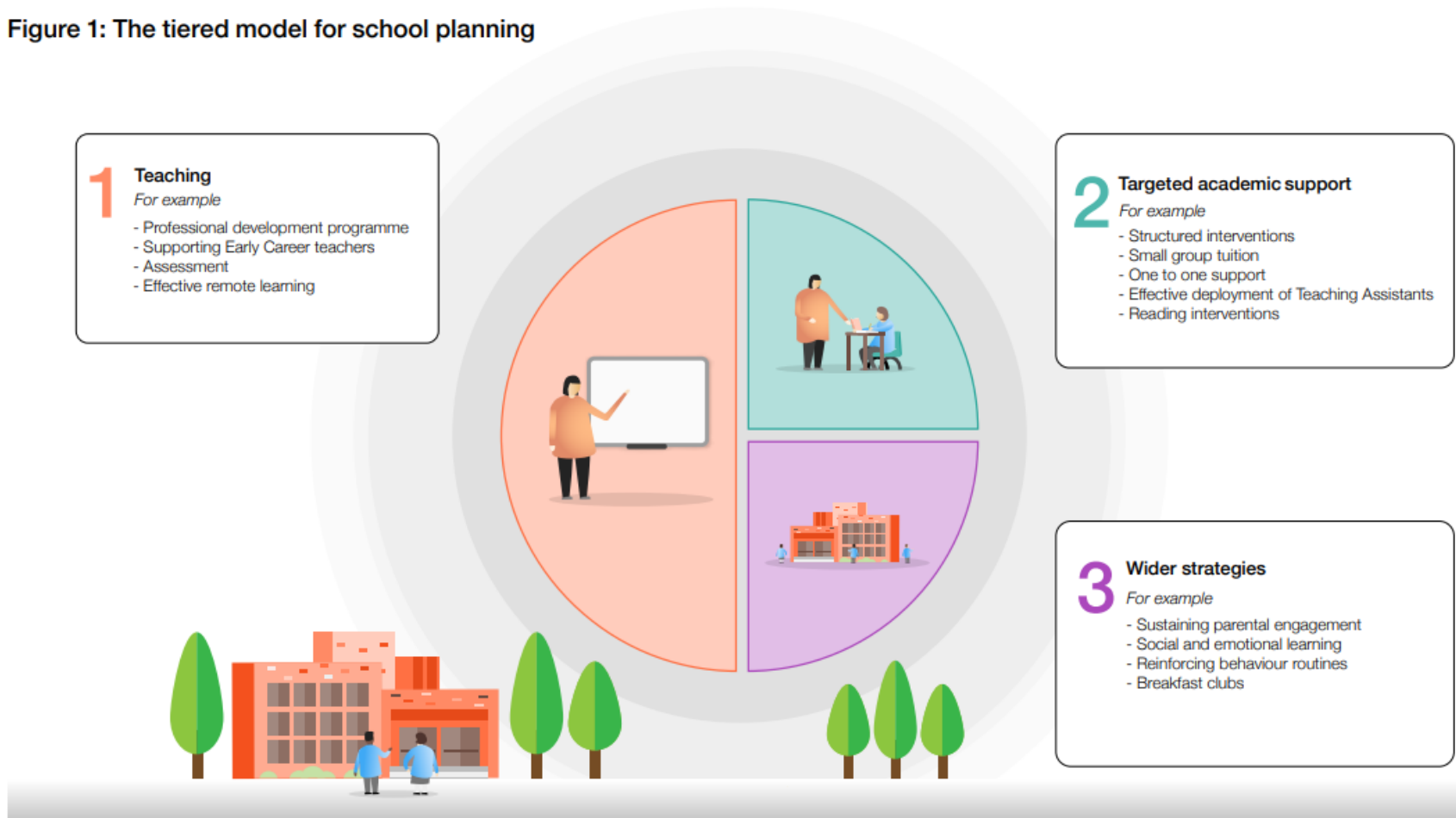
Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The Education Endowment Foundation (EEF) outlines a 3-tiered approach to spending the funding effectively:

Adopting a tiered approach

The tiered approach is a guide, not a prescription. Many strategies will overlap categories, and the balance between categories will vary throughout the school year as priorities change. However, the idea of tiers of support can offer a useful framework for thinking

about how to balance different challenges schools are facing this year. Schools can also use a tiered approach to help focus on a small number of strategies that are likely to make the biggest difference.

Figure 1: The tiered model for school planning



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 (SEL) curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

Catch-up Premium Plan KS3 & KS4

School	Hebburn Comprehensive School	Allocated funding (Catch-Up)	£80 pp (£65,240)
Number on roll (total)	815		
% Pupil Premium eligible pupils			

Addressing barriers to learning (e.g. curriculum gaps / literacy and numeracy / attendance / well-being

B1: Identify and closing gaps in curriculum knowledge through effective intervention, as identified by Heads of Department

B2: Develop strategies to support literacy and numeracy

B3: Ensure that pupils with SEND receive additional support they require

B4: Be fully prepared for home learning and any future school closures

B5: Ensure full access to online learning outside of the school day (for homework moving forward)

B6: Identify and support SEMH issues to avoid a negative impact on learning and well-being

B7: Identify poor attenders and target intervention.

B8: Facilitate targeted 1:1 and small group intervention

B9: Ensure pupils in Year 11 receive high-quality CEIAG

B10: Develop strategies to engage 'hard to reach' families

B11: Have strategies in place to allow pupils to re-adjust to new school routines and structures as quickly as possible

Teaching Strategies

Year Group	Actions	Intended impact	Cost
7	Complete reading tests and Lexia tests, where appropriate to establish current reading ages and level of literacy.	This will allow for early identification and support for students below chronological reading age.	Staff time
8 and 10	Extra class injected into curriculum planning for 2021-22 in Year 7 into Year 8 and Year 9 into Year 10	Year 7 has 200 pupils. There are a high proportion of children who require additional intervention in the lower sets. The injection of the extra class will allow us to reduce class sizes and facilitate additional support. In year 9 going into Year 10, the extra class allow for smaller class sizes and allow us to increase intervention at the start of KS4	£46,710 <i>Supplemented with PP funding and growth funding</i>
7 8 9	Purchase additional reading books/texts	Differentiated, high-quality texts give increased access	£7,789
8 9 10 11	Baseline assessments in all subjects. Assessments will concentrate on knowledge and skills	Identify gaps in knowledge that have developed during lockdown. Use this information to inform intervention both in and out of the classroom.	Staff time
7 8 9 10 11	Develop the use of Microsoft Teams as a blended learning strategy	More flexible approach to intervention, with resources readily available.	Staff time
7 8 9 10 11	Further staff CPD on Microsoft Teams	Blended learning strategy will allow more pupils to access intervention outside of the school day and	CPD time

7 8 9 10 11	Tailored in-class/homework intervention after each Assessment Cycle to ensure identified gaps in knowledge and understanding are addressed in a timely manner.	Ensure that gaps are closed and do not widen over time.	PPA time
7 8 9 10 11	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 potential further local lockdowns.	£12,500
10 11	Purchase revision guides for all students in English and maths with additional guides purchased for other subjects where necessary.	This will give pupils additional, essential revision resources.	£9,849
7 8 9 10 11	Develop a whole-class feedback approach to addressing misconceptions	Delivered as part of T&L CPD programme	CPD time

7 8 9 10 11	Continue the tracking of home learning engagement (including homework)	Identifying gaps will allow subject leaders to ascertain those who may not be engaging and allowing for targeted intervention.	PPA time
7 8 9 10 11	Focus on T&L programme (Tom Sherrington's 'Walkthrus' model based on Rosenshine's Principles of Instruction'.	Evidence-based T&L strategies have an impact on pupil outcomes	£1,964 CPD time

7 8 9 10 11	Sharing of best practice, with a sharp focus on curriculum development, T&L, behaviour and targeted intervention strategies pupil premium pupils.	Elective CPD will give teachers access to high-quality training for their needs. This will lead to more effective classroom practice and improved outcomes	CPD time
7 8 9 10 11	Leaders at all levels to track and monitor catch-up strategies	Quality first teaching remains the most effective strategy for closing gaps in attainment. A focus on curriculum sequencing and RAG rating each curriculum subject area will help leaders target specific gaps in knowledge, understanding and skills.	SLT/Subject Leaders' time
7 8 9 10 11	Staff to receive further training in recording lessons, using the Teams suite to its full capacity, to ensure high-quality remote lessons and homework	Lessons will be saved for future use to make intervention more flexible and user-friendly for pupils.	CPD time
Total Cost			£78,812

Targeted Strategies

Year Group	Actions	Intended impact	Cost
7	Small group tuition and individual withdrawal for pupils in Year 7 who require support in numeracy and literacy	Pupils who benefit from this small group work will make faster progress in literacy and numeracy.	LSA time
11	Additional small group tuition to be offered to Year 11 in English and maths	Using own staff and additional staff (maths HLTA and additional English teacher) to ensure more rapid progress	£33,000 <i>Supplemented with PP funding and growth funding</i>
10/11	External provider used to look at revision strategies and wellbeing techniques for effective exam preparation.	Teaching revision techniques is a helpful way of preparing students for their mock and summer exams.	Rearranged from last year
7 8 9 10 11	Renew Hegarty maths, MyMaths subscription and the purchase of TTRS Subscription with statistic and session bolt-on	Systematic tracking of 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.	£2,076
Total Cost			£35,076

Wider Strategies

Year Group	Actions	Intended impact	Cost
8 9	Targeted mentoring programme to support pupils with confidence and self-esteem	Students identified would likely become disaffected or poor attenders in later school years and so this strategy is a preventative one.	£26,402 <i>Supplemented with PP funding and growth funding</i>
7 8 9 10 11	Additional support time and further opportunities to talk to appropriate staff within school: Heads of Learning, Intervention Managers, SEMHO and CAFWO	Pupils feel less anxious about the return to school and can discuss concerns and anxieties with staff. This will reduce potential absence will help with concentration levels and buy in to learning.	Time of key staff
11	Ensure all Year 11 pupils benefit from a 1:1 career interview in the summer term.	Pupils will have the advice and guidance they need for appropriate post-16 progression routes.	£8,805
11	Pupils to be provided with opportunities and assistance in school time to complete college applications, CVs and apprenticeship forms etc	This will ensure that pupils have a clear direction for post-16 pathways	£588

7 8 9 10 11	Develop a new system for parents' evenings	Purchase 'SchoolCloud' with video access to allow parents' evenings to go ahead.	£800
7 8 9 10 11	Virtual assemblies to continue in form time via pre-recorded video.	To ensure year-group cohesion	Time
Total Cost			£36,595

Summary Catch-up Grant allocation	
Strategy	Cost
Teaching and whole school	£78,812
Targeted	£35,076
Wider	£36,595
Total	£150,483
Allocation	£65,240

