



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.

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.

Schools should set out how they will allocate the additional funding to support curriculum recovery 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.

EEF Guidance

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



Covid 19 Catch Up Premium Statement - Sept 2020

School	Denmead Junior School		
NOR	329 currently	Allocated Catch-up funding	Based on 319 on roll = £25,520 for the year broken down into 3 payments: Aut - £6,380/Spring - £8,510/Summer - £10,630

Challenges/Focus areas identified (e.g. curriculum gaps, attendance, mental health/wellbeing)

1. Curriculum gaps in learning for all year groups due to COVID 19 and impact on learning time in school
2. Maintaining a balanced curriculum and access for all
3. Mental health of all pupils, especially vulnerable
4. Ensuring all pupils are happy and feel safe in school - attendance
5. Ensuring all classes have adequate resources to limit any sharing across classes and within classes where possible
6. Limited transition for year 2 to year 3
7. Year 6 pupil's readiness for SATS preparation
8. Year 5 pupils' historic attainment levels and therefore readiness for the upper school learning program
9. Ensure EHCP children have appropriate support in class and access to the provision required outside of the classroom, such as physio
10. Ensuring all SEN children are supported safely and effectively in class and interventions carefully considered
11. Ensuring all children with needs beyond the classroom such as behaviour plans, resourced provision, S&L etc can still have their needs met safely
12. Ensuring all families have access to resources as and when school/classes need to go online
13. Ensuring all staff have the relevant IT skills to manage online learning as and when needed
14. Keeping all lines of communication open with parents, with limited access to the school site

1. Teaching and Whole School Strategies

Action/Strategy	Desired Impact	Cost
1. To review each curriculum area and strip it back to the key skills needed and include the key skills from previous year	All children will have caught up with any key skills missed and can continue on their learning journey with confidence and competence	
2. To continue to teach all subject areas in every year group, but modify the practical activities where identified	All children still have access to a wide and varied curriculum and enjoy a full range of subjects.	



Covid 19 Catch Up Premium Statement - Sept 2020

<p>3. To teach PDL daily, ensure every class has a worry and a gratitude box, increase the capacity for ELSA support</p>	<p>All children are able to express themselves in positive ways and feel valued and listened to. All children will have appropriate access to extra support as and when needed.</p>	
<p>4. To increase SLT presence on school gates morning and home time to meet and greet children and model expectations for safe distancing. Introduce a one way system around the school. Stagger arrival, break, lunch and home times, work in class bubbles only, limit numbers using the toilets at set times and vigorous cleaning routines. Limit access to shared areas such as the hall and music and drama room. All assemblies to be virtual and held in class. All children to attend school in their PE kits on their specific days to avoid any need for changing and bringing in excess bags etc.</p>	<p>All children and their parents feel safe coming to the school and children attend regularly and stay safe and happy within their class bubble.</p> <p>Children have a safe space to wait before entering their classroom without mixing with other bubbles.</p> <p>Parents can have access to staff at a safe distance, outside for quick/urgent messages.</p> <p>Cross contamination is at an absolute minimum and the integrity of each bubble is protected.</p> <p>Classes are cleaned thoroughly daily and at regular intervals during the day.</p> <p>All children and staff hand sanitise on entry and exit of every classroom and wash their hands before and after eating and using the toilets as well as regular intervals throughout the day.</p>	
<p>5. To invest in more resources for each class to ensure all children have access without the need to share – such as: maths resources like multi-link and numicon</p>	<p>All children will continue to be able to use the resources to aid their learning in class without the need to share.</p>	



Covid 19 Catch Up Premium Statement - Sept 2020

2. Targeted Strategies		
Action/Strategy	Desired Impact	Cost
<p>6. To liaise closely with feeder school to ensure all relevant information has been handed up and all staff are aware of each individual's needs, attainment and desired outcomes.</p> <p>7. Communication with parents will remain frequent and open to ensure they feel well supported during the early transitional process and ongoing throughout their time at the school.</p>	<p>All staff will have a good understanding of each individual in their class and will feel confident they can meet the individual needs from the outset and will have set ambitious and realistic targets for their children as well as have an insight into each child as an individual character. Children will feel confident and will settle quickly in Junior School. Parents will feel confident that their child's needs can be met in every way and will know who to talk to if they have any concerns.</p>	
<p>8. Invest in an extra teacher to separate the year 5 and 6 children so as to target each year group specific to their needs and gaps in preparation for next steps such as SATS and transition</p>	<p>Year 6 will be taught in 3 separate classes to focus on filling any gaps in learning, preparing for secondary school, sitting their SATS.</p>	
<p>9. Linked to above and target specific needs such as catch up work from 4 and modify upper school curriculum targets to reduce the significant jump from lower school to upper school.</p>	<p>Year 5 will be taught in 3 separate classes to focus on bridging the gap between the learning they missed in lower school and the new learning needed in upper school and then readiness for year 6.</p>	
<p>10. To ensure each individual has the 1:1 support, workspace and access to a safe space for their specific programs without breaking the integrity another bubble. All outside agencies to offer virtual support where possible and access granted only on a needs must basis to limit number of adults in school. A special room to be made available to meet any non-virtual meetings that can be cleaned before and after each use.</p>	<p>All EHCP children will continue to have their supported hours met with a named member of staff and will be able to access a safe space for their learning according to their needs. Outside agency contact will remain intact via virtual meetings where possible and special arrangements will be made if a visit is required to ensure this can be carried out safely.</p>	
<p>11. Interventions to be carefully planned to ensure they can take place within the classroom, whilst not impacting on their peers. To increase</p>	<p>All SEN children will continue to have their needs met, mostly within the classroom with clever use of space, resources and seating arrangements. They will continue to make the desired progress.</p>	



Covid 19 Catch Up Premium Statement - Sept 2020

resources such as teaching whiteboards in each class and creating mini classrooms within the classroom for distanced group support work.		
12. To timetable specific resourced rooms for physio work with time to clean down between uses and consider use of outdoor resources such as forest School area to meet needs. Behaviour plans to be modified to ensure the timetable enables children to only access certain parts of the building at staggered times to ensure they have access to a safe space as and when needed. All outside agencies to offer virtual support where possible and access granted only on a needs must basis to limit number of adults in school. A special room to be made available to meet any non-virtual meetings that can be cleaned before and after each use.	All children will continue to be able to come to school safely regardless of behaviour/social, emotional or physical needs through the clever use of timetabling key areas of the school such as Lego room, forest School areas and trim trail, whilst maintaining vigorous cleaning schedules. All children will continue to receive the support from outside agencies as and when needed through virtual meetings.	
13. To need access our families for access to online resources, internet, printing etc. Provide learning packs to be delivered to families without adequate access and ensure telephone consultations are offered in place of TEAMS meetings as and when needed.	All children will be able to continue their learning, should we need to close a bubble or a children need to self-isolate for any reason through the use of TEAMS or a hand delivered pack and through regular communication.	



Covid 19 Catch Up Premium Statement - Sept 2020

3. Wider Strategies		
Action/Strategy	Desired Impact	Cost
14. To provide staff training to support all staff with IT skills to ensure everyone can use the MS TEAMS to provide meetings, online learning and remain in contact with their pupils' from home as and when required. To update all staff computer systems to ensure they have cameras and microphones to support MS Teams	All staff and classrooms will be equipped for virtual meetings and for teaching/meeting their class or individuals virtually and for providing online learning/resources. All staff will be able to continue to meet for staff meeting virtually. All staff will be able to continue CPD virtually.	
15. Updated Website, regularly reviewed and added to, to ensure the most up to date information is easily accessible. Increase parent mail to ensure all parents feel they know exactly what is happening. Communications administrator to liaise with HT and SLT regularly to ensure they can communicate with all staff and families timely.	All parents will feel well informed and staff will be aware of all communications to parents in a timely manner. Everything the school are doing to remain open, stay safe and meet children's needs will be transparent and on the school website. Parent concerns will be listened to and responded to promptly.	

Evaluation/Impact	
Action/Strategy	Impact



Accountability and monitoring:

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities and ensuring appropriate transparency for parents.

The [guidance on full opening](#) sets out that Ofsted will conduct a programme of non-graded visits to some schools during the autumn. During these visits, inspectors will discuss how the school is bringing pupils back into full-time education – this may include plans schools have to spend their catch-up funding.

Ofsted plans to resume routine inspections in January 2021, with the exact timing being kept under review. When routine inspections restart, Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils.