

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:

- a. High quality teaching for all.
- b. Effective diagnostic assessment.
- c. Supporting remote learning.
- d. Focusing on professional development.

2. Targeted academic support:

- a. High quality one to one and small group tuition.
- b. Teaching Assistants and targeted support.
- c. Academic Tutoring, Planning for pupils with SEND.

3. Wider strategies:

- a. Supporting pupils social, emotional and behavioural needs.
- b. Planning carefully for adopting a Social and Emotional Learning curriculum.
- c. Communicating with and supporting parents.
- d. Supporting parents with pupils of different ages, Successful implementation in challenging times.

Oldfield Park Junior School – COVID Catch-up Plan

Terms 1 and 2 Academic Year 2020-21

Rationale: Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At OPJS, in order to use this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children’s academic and personal development.

Catch-up Funding*

£19,500 – Autumn: £6.5k/Spring £6.5k/Summer £6.5k

* Although the funding is allocated in three equal parts, funds may be drawn down from future instalments.

EEF Recommended Strategy	EEF Rationale	Specific Implementation at OPJS	Resources/Responsibility	Expected Outcome
One to one and small group tuition	‘There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.’	One extra teaching day per week allocated to each year group for interventions thus increasing capacity.		
Implement a range of targeted intervention programmes	‘In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary’.	<p>This will be used to implement 1:1 and small group sessions led by the class teacher to ensure familiarity and knowledge of children.</p> <p>Baseline data (PUMA/PIRA) used to inform provision and targeted children</p> <p>Targets incorporated into staff performance management</p>	<p>Four days of supply per week equating to approx. £4k</p> <p>DG SLT Core SLs</p>	<p>Increase in % of targeted children at Age Related Expectations (ARE) and PUMA/PIRA Standardised Scores in Reading and Maths.</p> <p>Standard proforma used to identify children.</p>

EEF Recommended Strategy	EEF Rationale	Specific Implementation at OPJS	Resources/ Responsibility	Expected Outcome
Access to Technology	‘Pupil’s access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.’	Three laptops are on ‘standby’ to loan out for any possible bubble/school closures. IT survey undertaken to identify vulnerable families and pupils.	DG BaNES three laptops	All children have access to IT during any possible bubble/school closure. IT survey ongoing to ascertain changing needs.
		SPRING TERM: Purchase 15 iPads/ Chromebooks to support maths teaching, in particular in Y4 preparation for the national multiplication test. Furthermore these can be used to support home learning for any possible bubble/school closure.	£3k HM	Increase in % of children at Maths ARE based on PUMA September and Y4 tables test baseline.
Resources and initiatives supporting Parents and Carers	Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school	Weekly Forest School Nurture Group (6 daily sessions) targeting children who have had difficulty returning to school.	£900	Increase in attendance and confidence of targeted children.
	‘Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school.	Restocking and upgrading of the banded Oxford Reading books to enable children to take an increased number home coupled with targeted support at school.	GD and FC £1100	Increase in % of children at ARE. Increase in number of children progressing through the banded books.

	Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.'	To support above, purchase phonics reading books and access phonics games/programme. Linked to the above, all Y3 children phonic screened and subsequent targeted interventions in place. Targeted Y3 support and intervention to address significant gaps.	RVR/HM/FC £300	Increase over the term of the number of children achieving phonic standard.
Projected cost for Autumn Term			£6200 (Approx. £300 underspend to be put towards Spring Term iPad/Chromebook purchases)	

Example of COVID Catch-up Template

COVID Catch Up Template	Year Group		Teachers	
Who?	PUMA or PIRA September 2020 Baseline	PUMA or PIRA December 2020	What? Intervention Please note the type of intervention (i.e. 1:1, small group), its focus (i.e. maths and English) and who it was with.	Review (Completed at end of intervention)
Pupil A	PUMA - 99	PUMA - 109	1:1 with DG 25 mins per week on factual fluency	
Pupil B	PIRA - 88	PIRA - 96	Small group with DG 30mins per week on Reading Comprehension tasks	
Pupil C	PIRA - 99	PIRA - 101		
Pupil D	PIRA - 85	PIRA - 98		
Pupil E	PIRA - 97	PIRA - 98		
Pupil F	PUMA - 99	PUMA - 100	1:1 session with LW on 3/10/20 to go through previous maths papers	