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. https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools Covid-19 support guide for 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. National Tutoring Programme

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 School Planning Guide 2020-21:

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)
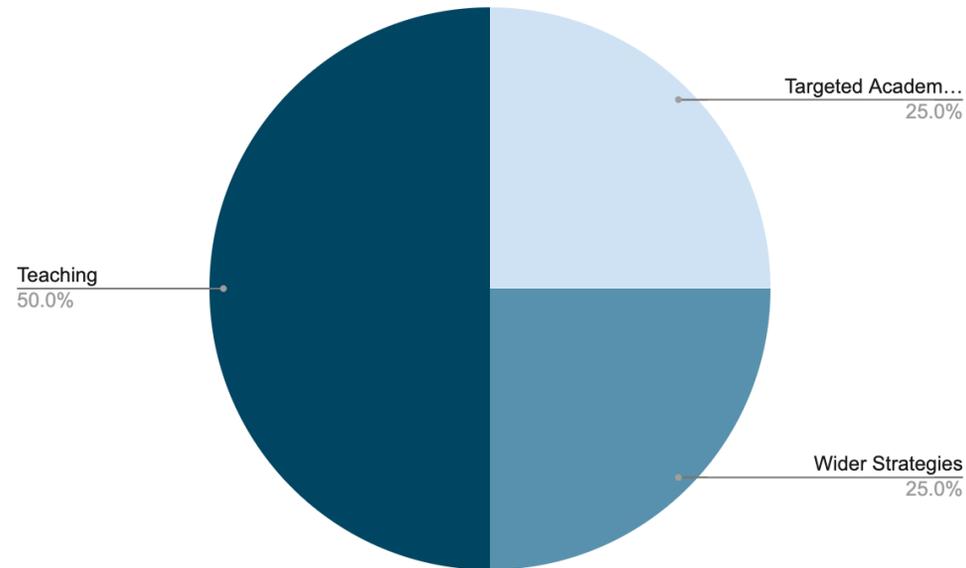
3 Wider strategies
- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

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.

The catch-up premium is funded by DFE on a per pupil basis at £80 per pupil. This is based on the previous year's census and does not include Nursery numbers, meaning we are predicting that Shoreside Primary School will be in receipt of £15,200 (190 x £80). The funding will be paid in instalments.

Our Planned Approach to the three tiered system:

Teaching (£13,000)
Evidence informed quality first teaching.
Maintaining a broad, balanced and challenging curriculum across all Key Stages
High quality professional development for teachers and support staff.
Investment in WALKTHRUs subscription and CPD package which will be run through the whole school CPD calendar
Implementation of a range of online learning apps that complement our school curriculum
Assessment – robust process to identify the gaps and fill the gaps
The use visualisers to support Assessment for Learning
The use of one to one devices to support home learning

Targeted Academic Support (£6,500)
National tutoring programme support
RWI and Fresh Start tutoring
Nurture programme focusing on academic and personal development
Additional EP slots to further support pupils with SEND

Wider Strategies (£6,500)
Pastoral interventions at lunchtimes
Increased parental communication via Parent App/Tapestry
Trauma and Attachment training for all staff
Well-being areas/gyms to support mental health and wellbeing
Attendance incentives
Leadership Programme to develop capacity

Teaching
50.0%

Targeted Academ…
25.0%

Wider Strategies
25.0%

Issues identified as barriers to learning	
B1	Ensuring all students can access online learning at home
B2	Maintaining a high attendance % for all students is a priority
B3	Readying the school for further home learning needs (E.g. a second lockdown)
B4	Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period
B5	Literacy skills will have decreased during lockdown
B6	Gaps in knowledge

Problem (why?)	Allocation	Intervention description (what?)	Implementation activity (how?)	Implementation outcome (how well?)	Final outcome (and so?)
Area of Focus: Digital Devices to support home learning					
B1, B2, B3	£11,800	Purchasing more devices so that any children who do not have access to a device will have access in case of further lockdown, closure or isolation periods.	All Y5 pupils will be provided with a one to one iPad which can be used in school and at home to access a range of learning activities.	All students can access online learning from home	All pupils in Y5 and Y6 will continue to make accelerated progress even if they are not physically in school.

Problem (why?)	Allocation	Intervention description (what?)	Implementation activity (how?)	Implementation outcome (how well?)	Final outcome (and so?)
Area of Focus: Attendance					
B2	£1000	Attendance incentives will be introduced to help to raise attendance and ensure that children are only staying home if they have been told to isolate.	We will hold attendance challenges, attendance raffles and other such incentives for the whole school and particularly for our persistent absentees	To encourage all children who can attend, i.e. those who are not shielding or isolating to attend and to ensure anyone who is shielding or isolating is still accessing learning, so that progress is secured	Attendance will be at national. PA's will decrease

Problem (why?)	Allocation	Intervention description (what?)	Implementation activity (how?)	Implementation outcome (how well?)	Final outcome (and so?)
Area of Focus: Online Learning					
B1 B3 B5 B6	N/A	Dedicated staff time to preparing online learning	Online learning across the trust in each year group will be of a high standard and will support the learning happening in school. Online learning will be prepared and ready to send within 4 hours of a school being notified that a child is absent.	Pupils in all year groups will be able to access high quality learning experiences from the first day of absence should they need to isolate.	Pupil's progress will not be affected by COVID related absence.

Problem (why?)	Allocation	Intervention description (what?)	Implementation activity (how?)	Implementation outcome (how well?)	Final outcome (and so?)
Area of Focus: Mental Health					
B4	£5,500	All staff will access Trauma and Attachment training. All schools will create spaces in school which will support children's ability to self-regulate and be mindful. Each school will ensure that all pupils who are experiencing mental health issues are well catered for.	Staff will be more aware of how to support children and families during the pandemic. Children will have a safe space to go to when they need it.	Pupils will be able to self-regulate and therefore be more ready to learn as a result of the mental health support they receive.	Pupils with mental health needs will be able to access the full curriculum and their learning will not be affected.

Problem (why?)	Allocation	Intervention description (what?)	Implementation activity (how?)	Implementation outcome (how well?)	Final outcome (and so?)
Area of Focus: Teaching					
B1 B5 B6	£1200	Visualisers will be purchased Online apps – NumBots, Doodle Maths, Spelling Shed	The visualisers will be used to improve students' metacognitive ability as they allow teachers **to** model their thought process clearly and in real time when answering questions and solving problems. This helps students gain	Teachers will be knowledgeable about the curriculum in place. Teachers can share work and support children's learning	Pupil will make greater progress across the curriculum.

			knowledge of the topic but also knowledge of the strategy implemented too.		

Problem (why?)	Allocation	Intervention description (what?)	Implementation activity (how?)	Implementation outcome (how well?)	Final outcome (and so?)
		Area of Focus: National Tutoring Programme/Targeted Interventions			
B1 B3 B5 B6	£6,500	National Tutoring Programme for individuals/small groups Targeted interventions for individuals/small groups	National Tutoring Programme will be used to target pupils who may have fallen behind due to COVID-19.	All pupils will make good progress.	The vast majority of children achieve their individual pupil targets bringing them back on track to achieve age related expectations or above