

NIA Covid 19 Catch-Up Premium and Curriculum Expectations 2020/21

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. Eligible expenditure covers primary and secondary (up to year 11) children.

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. 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. Planning is based on 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:

Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support

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

Contextual information:			
Academy	Northampton International Academy	Allocated Funding	C £132 000
Number on roll	1 839	% Pupil premium eligible pupils	28.2%

Issues identified from September 2020 - Risks to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)
1: Ensure all students continue to access high quality provision
2: Literacy skills (reading ages are above national average in all year groups)
3: Gaps in curriculum coverage as identified by each Curriculum leader
4: Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1)
5: Ensuring our SEND/Vulnerable learners are making social, emotional and academic progress following the lockdown period
6: Readyng the school for further home learning needs (E.g. a second lockdown)
7: Ensuring all students can access online learning at home
8: Adaptations ad development of understanding L&T strategies that respond to new ways of working
9: Maintaining a high attendance % for all students is a priority
10: Wellbeing: Students adjusting to the new school routines and structures
11: Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period
12: Revised plans for the school day could create logistical difficulties which could impact upon high quality teaching and learning

Teaching – Whole School strategies

Target Year group	Actions	Intended impact	Cost	Milestones															
All	R1 Vast majority of recruitment took place under the final stage of Academy expansion. Support for new staff to ensure that they meet relevant teacher/professional standards – use of probationary period to assess. (35 new staff joined NIA in September 2020) Induction / dedicated time on INSET days	All students receive high quality teaching despite the changes that have had to be implemented	£0	<p>September 2020 Completed and school fully staffed to deliver revised timetable in September 2020. Induction completed using Teams</p> <p>Where staff were required to pick up non specialist teaching – support was given and is ongoing. We have managed to reduce this significantly form term 1 to 2.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="padding: 2px;">Lessons per cycle</th> <th style="padding: 2px;">Sep</th> <th style="padding: 2px;">Jan</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">English</td> <td style="padding: 2px; text-align: center;">34</td> <td style="padding: 2px; text-align: center;">26</td> </tr> <tr> <td style="padding: 2px;">Maths</td> <td style="padding: 2px; text-align: center;">89</td> <td style="padding: 2px; text-align: center;">15</td> </tr> <tr> <td style="padding: 2px;">Science</td> <td style="padding: 2px; text-align: center;">4</td> <td style="padding: 2px; text-align: center;">5</td> </tr> <tr> <td style="padding: 2px;">Computing</td> <td style="padding: 2px; text-align: center;">36</td> <td style="padding: 2px; text-align: center;">0</td> </tr> </tbody> </table>	Lessons per cycle	Sep	Jan	English	34	26	Maths	89	15	Science	4	5	Computing	36	0
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All Yr10 and 11	<p>R1 Training for all teaching staff on the delivery of On-going sharing of best practice for remote learning. 35 members of staff recruited and inducted.</p> <p>R2 Additional English teacher recruited in secondary in order to add catch up capacity</p>	All students receive high quality teaching despite the changes that have had to be implemented	£0 £35 000	<p>New staff induction sessions scheduled Thursday after school in the first half term.</p> <p>Probation process applied. 3 staff have had probation extended into term 2 (contractual covid clause)</p> <p>English teacher recruited December 2020 to add capacity to KS4 – reduce class sizes and support intervention</p>															
Yr7 to 11	R1 & 8 Full curriculum provision in place. Students move to specialist facilities, but remain in one room for majority of lessons so that movement coincides with break and lunch times only.	<p>All students access the full curriculum despite the restrictions that Covid-19 imposes.</p> <p>Progress data shows students are closing gaps on progress to target.</p>	£0	July 2020 – revised structure of the school day to accommodate staggered starts and end times and maximum use of entrance and exits allowing the school to re-open safely. Risk assessment completed.															

	<p>R12 MRL re-wrote the Academy TT through the July and August 50 x 60 min lessons to 4x 75min lessons in secondary phase</p> <p>R8 &12 The building was zoned to ensure that bubbles could be isolated by class and year group. Monitor impact of new timetable</p> <p>R8 &12 Analysis of increase and reduction of subject time allocation completed based on revised TT model.</p>	No change to primary day – only entrance and exits.		<p>Timetable re-written in 6 weeks. Broad and balanced curriculum maintained</p> <p>Structure of timetable and organisation of school has ensured that we can isolate bubble closures.</p>
All	R3 & 5 Gap analysis completed by CLs to inform a rescue catch up curriculum form September 2020	Close gaps in learning by adjusting teaching content and identifying children who may have fallen behind	£0	<p>September 2020 Gap analysis was completed by each subject pre and post assessment. Teaching and curriculum content was adjusted accordingly for the term ahead.</p> <p>Year 11 Dec 2020 mock data baseline:</p>
All	<p>R5, 6 &7 Edulink and Teams training to all staff developmental and ongoing</p> <p>Catch up new staff training</p> <p>Test rigour of online safety in terms of Teams settings</p> <p>Roll out of laptop access and wi-fi dongles to ensure learners can access the internet from home. DfE and ENMAT funded</p>	<p>Individual learners not able to attend school can access work though Edulink. Transition to remote and online and remote learning become seamless in terms of curriculum planning.</p> <p>Remove barriers to home/remote learning for all learners</p>	<p>£0</p> <p>£0</p> <p>£0</p>	<p>Included in September INSET 2020. Additional EduLink and Teams training offered January 2021.</p> <p>All staff teaching staff are able to deliver online and remote learning using both platforms.</p> <p>Models of best practice shared with staff weekly</p>

All	R 3, 4 & 5 Leaders to track and monitor catch up strategies closely looking at low effort – high impact successes	Refining practice to ensure learning gaps are closed in the most effective 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	£0	November – (AJN) PPE meetings completed with CLs. Analysis of mock outcomes against expected progress for yr11 to be completed and shared with SLT/CL's 19 th January. Primary progress to be reviewed in light of January lockdown.
Year 7 to 11	R1, 2, 3, 4 & 5. Curriculum leaders identify and purchase resource(s) to address gaps identified in each subject area.	Track and provide impact of expenditure on closing learning gaps	£9 500	January - Awaiting identification of resources to be purchased.
EYFS to Yr4	R2 Purchase and implement use of Read Write Inc online resource and training. Plan roll out of training	Support consistent teaching of phonics and target learners that require additional support	£1 687	January 2021 – subscription ordered. Planning schedule of staff training. TP 38% Working Towards within KS1, 52% on track to Expected Baseline 48% Working Towards within year 3, 42% on track to Expected Baseline 57% Working Towards within year 4, 43% on track to Expected
Sub total			£46 187	

Targeted Academic Support

Target Year group	Actions	Intended impact	Cost	Milestones
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Year 10 and 11 initially	R 2, 3, 4 & 5 Learners who are struggling to catch up are identified quickly. Engagement with the national tutoring Programme – targeted Engage parental support to promote excellent attendance Monitor attendance and progress of identified learners	Close gaps in learning by exposing children to small scale intervention	£20 000	Baseline testing was deployed in September to benchmark progress. Gap analysis was completed by each subject pre and post assessment. Teaching and curriculum content was adjusted accordingly for the term ahead. Baseline data Working AT: P8 = -0.9 12% Eng and Maths 5+ Now risen to P8 = -0.33 26% Eng and Maths 5+
Year 7 to 11	R10 and 11 Learners who are struggling to catch up are identified quickly. Introduction to study skill development programme - Elevate	Increase motivation and awareness of effective study skills Increase parental engagement and involvement in support of learning	£15 000	Subscription to be purchased – roll out planned February 2021 Baseline data Attitude to Learning Score: Impact on average ATL to follow
Year 10 and 11	R1, 3 and 4 learners invited to attend catch up support sessions organised by NIA subject teachers	Targeted engagement with after school programmes aimed at closing gaps that have been identified in learning	£7 920	December 2020 Programme of catch up in place – data to follow on attendance and take up Baseline data:
Year 7 to 11	R2 & 5 Purchase Lexia literacy programme implement targeted intervention and support	Targeted literacy intervention that tracks and monitors progress	£3 058	Subscription to be purchased – roll out planned February 2021 Baseline Data Average reading ages:
Sub total			£45 978	

Wider Strategies

Target Year group	Actions	Intended impact	Cost	Milestones																
Year 10 and 11	R4 & Purchase of revision and subject support guides	Targeted subject support and resource. Improve engagement and motivation	£7 335	Purchased and distributed to year 11 Order to be placed for year 10 Baseline data Working AT: P8 = -0.9 12% Eng and Maths 5+ Now risen to P8 = -0.33 26% Eng and Maths 5+																
Yr2 and Yr4	R4 &6 Purchase subject support guides for primary	Targeted subject support and resource. Improve engagement and motivation Support home learning and parental engagement	£1 500	Baseline data: (December reports) <table border="1" style="margin-left: 20px; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d9d9d9;"> <th style="width: 70%;">Subject</th> <th style="width: 30%;">Rise in levels of Progress from Baseline to Mock</th> </tr> </thead> <tbody> <tr style="background-color: #c8e6c9;"> <td>"Science [6018758X]"</td> <td>0.79</td> </tr> <tr style="background-color: #e8f5e9;"> <td>Eng Lit 9-1</td> <td>0.37</td> </tr> <tr style="background-color: #e8f5e9;"> <td>"Maths [60147003]"</td> <td>0.25</td> </tr> <tr style="background-color: #e8f5e9;"> <td>Spanish 9-1</td> <td>0.24</td> </tr> <tr style="background-color: #e8f5e9;"> <td>"German [6018159X]"</td> <td>0.24</td> </tr> <tr style="background-color: #fff9c4;"> <td>"Art [60180882]"</td> <td>0.07</td> </tr> <tr style="background-color: #fff9c4;"> <td>"English Lang [60142923]"</td> <td>0.02</td> </tr> </tbody> </table>	Subject	Rise in levels of Progress from Baseline to Mock	"Science [6018758X]"	0.79	Eng Lit 9-1	0.37	"Maths [60147003]"	0.25	Spanish 9-1	0.24	"German [6018159X]"	0.24	"Art [60180882]"	0.07	"English Lang [60142923]"	0.02
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Year 7 to 11	R10 & 11 Extend work underway with AS STEER tracking to include all learners NIA to become a centre of excellence for AS STEER	Signpost children whose cognitive, learning and social biases are fixed and are at greater risk of low academic achievement, social exclusion and mental ill health.	£4 000	Package purchased – CLE has begun roll out January 2021 Baseline engagement data:																

EYFS to Year 4	R2 Purchase of additional reading books to close gaps in learning	Improve reading ages and facilitate catch up	£7 000	Baseline data: TP 38% Working Towards within KS1, 52% on track to Expected Baseline 48% Working Towards within year 3, 42% on track to Expected Baseline 57% Working Towards within year 4, 43% on track to Expected
EYFS to Year 4	R2 &3 Set up learning resources centre to encourage reading for pleasure	Improve reading ages and facilitate catch up	£20 000	Baseline data: TP 38% Working Towards within KS1, 52% on track to Expected Baseline 48% Working Towards within year 3, 42% on track to Expected Baseline 57% Working Towards within year 4, 43% on track to Expected
All	R9 Use of attendance officer to track and support children at risk of low/non attendance	Improve attendance to school (95%)	£0	Baseline data:
Sub total			£41 835	
Total allocated expenditure			£132 000	