



Manor School Sports College COVID catch-up premium report.

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.

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

- 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 March 2021** 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.

COVID catch-up premium spending: summary

STRATEGY STATEMENT

Manor School Sports College strategy has a holistic approach which aims to support all students to achieve the education, opportunities and outcomes they deserve, by investing our resources, funding and expertise effectively in equal measures to ensure the desired impact on our young people, particularly those who are most disadvantaged and those who have SEND.

Our strategy is underpinned by a forensic approach to assessment and information gathering; identification of areas that are barriers to student attainment and wellbeing; effective intervention to bridge the gaps, robust measurement of impact of our strategy at all levels, with all year groups and all abilities.

BARRIERS TO FUTURE ATTAINMENT

1	Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1)
2	Understanding the ability of our new Year 7 intake without SATS scores
3	Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period
4	Ensuring our SEND students are making social, emotional and academic progress following the lockdown period
5	Ensure gaps in Literacy, Numeracy are closed.
6	Understanding T&L strategies within the 'new normal' way of teaching.
7	Ensure disadvantaged students are provided with sufficient support to ensure they maintain their level of progress.
8	Literacy skills- tutor reading has not been taking place to the full extent since March 2020.
9	Readying the school for further home learning needs (Eg: a second lockdown)
10	Students who have self- isolated understand and maximize the blended learning model.
11	Maintaining a high attendance % for all students is a priority.
12	Ensure parental engagement levels are maintained during the 'virtual meeting' era
13	Gaps in 'careers and further education' advice and guidance through our career's advisor

Planned expenditure for current academic year

Action:	Intended Impact:
CAT4 Assessment and benchmarking for Math's, English and Science	Reliable and accurate data for Year 7 target setting. Clear understanding of identification of students who require additional support and intervention.
Recovery Curriculum- students receive a curriculum that considers the lost learning due to the partial school closure.	An altered curriculum for each subject will be planned and implemented. EEF Impact Toolkit used
Purchase blutick math's from Years 7-11 students to provide targeted intervention and support	Close and systematic tracking of Blutick math's student 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
Purchase tassomai science from Years 7-11 students to provide targeted intervention and support.	Close and systematic tracking of Tassomai science student 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
Purchase tassomai English for Key Stage 4 students to provide targeted intervention and support.	Close and systematic tracking of Tassomai English Language and Literature student 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
External Tutor to provide support to students below expected standard for literacy (Two days per week)	The students who benefit from this one to one work will make rapid progress in literacy as seen in the GL assessments in September 2020 to June 2021 and in school summative assessments.
External Tutor to provide support to students below expected standard for numeracy (Two days per week)	The students who benefit from this one to one work will make rapid progress in numeracy as seen in the GL assessments in September 2020 to June 2021 and in school summative assessments.
To purchase visualizers for all teaching staff across the school.	Evidence-based strategies to supporting students' learning potential in knowing more and remembering more. Linked to the teaching and learning strategy of modelling on the centralized pedagogies and walk throughs document.

Purchase revision guides for all students in all subjects in Year 11 to ensure independent work can be completed at home	We will track home learning engagement stats in Year 11 to highlight the successful use of revision guides at home between December and March mocks in Year 11
Purchase revision guides for Core Subjects (English, Math's and Science) in Year 10 to ensure independent work can be completed at home.	We will track home learning engagement stats in Year 10 to highlight successful use of revision guides at home from January to the trial examinations in July 2021.
Career advisor ensures students in KS4 provided with personalized careers support.	Career advisor to work three days per week. Seeing up to 10 students each day for careers interviews. Specific external virtual sessions implemented for high risk NEET. In Year 10 the process will be repeated from March onwards. World of Work day planned for March with external employers.
Transport to revision sessions for Year 11 to ensure students are able to attend all additional sessions	Sign in sheet for all students within the Pod. A driver is in place to ensure students can attend revision nights each evening.
Maintaining a high attendance % for all students is a priority.	Attendance is at national average for each year group. PL to monitor weekly attendance and work with attendance officer and external support to target students with low attendance. Weekly monitoring reviews implemented.
Purchase of classroom textbooks for Math's, English and Science for Years 7-9.	Allows for long term investment. Provides additional resources for students to access within the classroom for personalized and specific intervention.
External company 'Elevate' to deliver an additional revision strategy and parent support session for students in Year 11.	Increases student confidence and allows for parental support on effective use of strategies.
Mental health nurse and external support.	Targeted and supported intervention where required for students who are struggling with the transition to the school setting.
Study centre created to allow for an additional support system for students.	An environment for students to catch up on any classroom work missed or require additional support with specialist staff.

ADDITIONAL INFORMATION

To support the implementation and impact from the report the following evidence was used:

- Evidence from the EEF [families of schools database](#)
- School Development Plan
- Parental feedback prior to returning to school.
- Analysis of attendance records
- Internal data.
- Recent school Ousted report from March 2020