

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged students.

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:**

TEACHING:

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

TARGETTED 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)

WIDER STRATEGIES:

- Supporting pupils' social, emotional and behavioural needs
 - Planning carefully for adopting a SEL curriculum
 - Communicating with and supporting parents
 - Supporting parents with pupils of different ages
 - Successful implementation in challenging times
-

SCHOOL'S NEXT STEPS

The school has already allocated a proportion of this money. However, we need to implement further strategies for the remainder.

We will be asking middle leaders to assess where there may be need for more targeted academic support that could be funded through small group or one to one tutoring by colleagues.

In addition, there is opportunity to present a need for funding to support catch up in the other two areas too.

PROCESS FOR ACCESSING FUNDS

Below you will find the 2 needs assessment grids.

These needs assessment grids are used to identify :

- The key areas of need both academic and welfare
- The actions to be taken to address the need
- The resources required to complete actions
- Costing for the intervention

NEEDS ASSESSMENT FOR TARGETTED ACADEMIC SUPPORT INCLUDING SEND

DEPARTMENT				
	Topic Area/s	Number of students	Number of 1 hr sessions	Number of staff
Y7				
Y8				
Y9				
Y10				
Y11				
Y12				
Y13				

FURTHER STRATEGIES FOR TARGETTED ACADEMIC SUPPORT

STRATEGY	YEAR GROUP	RESOURCES	COST

NEEDS ASSESSMENT FOR STUDENT SOCIAL & EMOTIONAL SUPPORT INCLUDING SEND

KEY STAGE/ AREA OF SCHOOL				
	Area of need	Number of students	Detail of resource	Number of staff
Y7				
Y8				
Y9				
Y10				
Y11				
Y12				
Y13				

FURTHER STRATEGIES FOR SOCIAL AND EMOTIONAL SUPPORT INCLUDING SEND

STRATEGY	YEAR GROUP	RESOURCES	COST