**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 schools will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. The Catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census meaning we are predicting OLMC will be in receipt of £16,560. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs.

At Our Lady of Mount Carmel, we will use the money to:

* This will allow all teachers and teaching assistants to work with every child independently, or as a small group, working on closing the gaps in attainment that have been identified from the school's baseline data, this will be during the day and after school sessions.

The impact of this expenditure will be assessed through data analysis points in December and March. This will allow us to analyse each child's progress and attainment and whether gaps have been closed because of the COVID Catch Up funding.

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

**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)

 **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 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.