

Strategy for the Catch-up Premium: CONCORD JUNIOR ACADEMY



What is the Catch-up Premium?

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting academies to enable them to do so.

Whilst Principals 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.

Curriculum Expectations

The DfE has set out the following **Curriculum Expectations**, to ensure that all learners – particularly disadvantaged, SEND and vulnerable students – are given the support needed to make substantial progress by the end of the academic year.

Education is not optional

All learners 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 learners continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

DfE asks that academies 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, academies 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 academy's normal curriculum in all subjects by summer term 2021.
3. Plan on the basis of the educational needs of learners. Curriculum planning should be informed by an assessment of learners' 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.

How the funding is used – a tiered approach

The EEF guidance suggests a 3-tiered* approach:

1. Teaching

- High-quality teaching for all
- Effective diagnostic assessment that informs curriculum plans
- 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 vulnerable learners

3. Wider strategies (including trauma focused support)

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

Catch-Up Premium Plan

Academy	Concord	Allocated Catch-up funding	£17,040
Nos. on roll	209	Allocated funding (national Tutoring Programme)	0
% Pupil Premium eligible pupils	52%	Nos. in Sixth Form	N/A

Summary of funding	
Strategy	Cost
Teaching	£13,830
Targeted academic support	£3,252
Wider strategies	£0
Total	£17,082
Allocation	£17,040