



Errington Primary School

Intervention programme overview

Overview of catch up programme to be implemented following the allocation of government funding per child – COVID 19 catch up programme

This overview will look to encompass several key points of information relevant to the programme;

- Overview and identified areas of deficit
 - Plan for intervention at Errington Primary School
 - How we will capture the baseline of need
 - Planning for intervention
 - Intervention recording
- Overview of government information – including background

Throughout the system will be following an Assess/Plan/Do/Review cycle of intervention model

Within the DfE based intervention information we have highlighted and defined key information which could have significant impact within school provision or planned intervention.



Plan for intervention at Errington Primary School

The 'catch up curriculum' is designed to ensure that where children have not had access to direct teaching during the lockdown period that adequate provision has been put in place to facilitate a catch-up process.

Crucially the school operates an assess/plan/do/review cycle in all practice and notably within intervention, this has allowed us over the past months to assure that where children have accessed intervention or additional support it is appropriate and importantly has a measurable impact.

The hallmarks of effective intervention practice at Errington Primary School are as follows;

- First quality teaching
We believe that the most effective provision children can receive is first quality teaching in the class, underpinned by high expectations and with a curriculum that balances the acquisition of knowledge with the development of skill.
- Measurable (Assess)
All intervention should be underpinned by a robust knowledge of the child, accurate identification of need and a clear understanding of what the aim of the intervention should be.
- Targeted (Plan/Do)
The period of withdrawal from class to facilitate intervention should be short term.
An effective intervention period is between 6-8 weeks.
- Impact (Review)
Following the process of intervention, we look to review progress made, what has worked effectively and crucially what could be done differently. Has there been impact? If not what needs to change?

At Errington this process will go through a number of stages across the autumn term to ensure the systems we put into place are both robust but crucially appropriate to the children's need:

1. Safe reintegration
Before we begin a process of catch up, we have designed a project model that emphasises the children's mental health and wellbeing. We firmly believe that before we can begin to support children's academic growth, we need to ensure that they feel safe, secure and ready to engage in activities around emotional wellbeing and mental health.
2. Diagnostic assessment
Over a period of week's teachers will make careful assessment of children's need.



This will focus upon potential gaps in knowledge and subject specific need.

3. Planning for progress

Careful planning will need to be put into place to ensure children only access direct intervention if required to do so. Equally we need to ensure support is appropriate to need.

4. Review of learning

Each intervention put in place will be closely monitored to ensure they have impact against the initial targets.

In moving our PPA timetabling to correspond with the deep-clean on a Friday afternoon we have ensured that children have access to their teacher for the full 30 hours provision for the first time alongside having access to support staff consistently as they no longer have to cover teacher release.



Summary information					
School	Errington Primary School			Total Catch-Up Premium	£17840 (£80 per child)
Academic Year	2020-21	Autumn allocation	£4460	Number of pupils	223

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support



Identified impact of lockdown	
Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPs specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Reading	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected by the closure process.
Non-core	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

Payment schedule

Schools will get funding in 3 tranches.

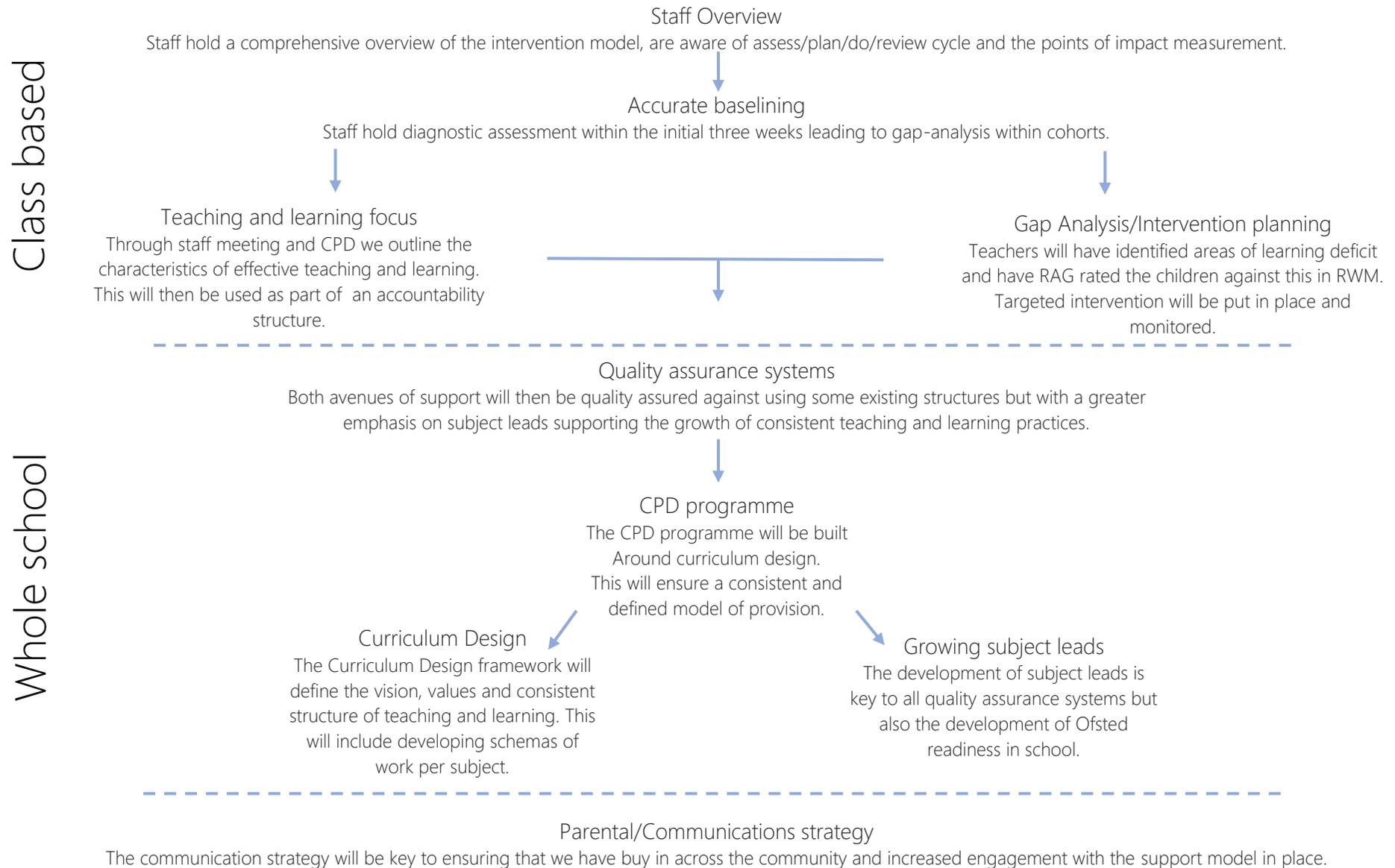
Autumn 2020 – this is based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP, hospital schools and special schools not maintained by a local authority.

Early 2021 – based on updated pupil and place data. This payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds.

Summer 2021 term - a further £33.33 per pupil or £100 per place



Implementing intervention at Errington Primary School





Suggested intervention at Errington Primary School

What intervention models will be put into place at Errington and how will they support various areas of need.

The three key areas of support:

At Errington Primary School we aim to support need through three distinct areas of support:

Intervention type:	Connect	Relate	Advance
Target:	SEMH Communication and Interaction	SEMH	Cognition and Learning
Aim:	<i>To make connection with children who have SEMH needs or communication difficulties to help them feel valued as part of the school community.</i>	<i>To target vulnerable children with attachment needs.</i>	<i>Ongoing intervention support aimed at addressing misconceptions in learning to ensure children make rapid progress towards their targets. These interventions will often be shorter in time scale in line with best practice from EEF.</i>

All interventions are captured in Curriculum for All Overview document with additional intervention captured within the Inclusion Register

The Errington Offer – Wave 1:

First Quality Teaching

Class based overview of children's learning, indicating a potential SEND need but one that can be addressed primarily through first quality teaching.

QUALITY FIRST TEACHING

The revised SEND Code of practice states that the most effective form of supporting the progress of SEND children is by accessing quality first teaching.

Fundamental to this is that this quality first teaching is underpinned by high expectation.

Rationale:

The EDUCATION ENDOWMENT FOUNDATION suggest that through good quality feedback a teacher can accelerate children's progress by up to 8+ months.

This is best done on a consistent basis by a class teacher who is aware of the next steps that the learner needs to make effective progress. This should include challenge and achievable goals which will ensure progress through high expectation.

This also provides the best opportunity for peer collaborative learning which has been proven to provide up to 5+ months development when used consistently.



Allocation of Covid Premium funding – intervention overview

Assess		Plan				Ratio	Do	Review
Intervention/Target	Phase focus	Rationale	Duration /Frequency	Intended Impact	Costing % of total premium		Staff lead	Review
Reading Plus	KS2/Yr6	Specific Year 6 based reading programme with recognised impact within the school and regionally. Focuses on children's fluency within reading and inference knowledge whilst providing robust analysis based on Lexile scores.	3-year licence	The impact being a long-term improved outcome within reading assessment at KS2 based on the development of fluency, inference and comparison of texts.	£4293		CE	
Creative Minds	Y5	Group based arts therapy intervention exploring emotional wellbeing through arts focus.	1 year weekly	Support the Year 5 cohort in addressing their emotional wellbeing in a structured medium. Ensure that the children have an outlet to address their mental health.	£1620		AF	
3-1 Tuition (NTP)	Y2/5/6	NTP programme provides a 15 hour tuition programme aimed at addressing need within maths and English. The aim being to target children with misconceptions but who will not require sustained intervention to ensure catch up.	Jan 15 hours Maths KS1 English KS1 Maths KS2 English KS2	Targeted short-term intervention aimed at addressing misconceptions in specific areas of learning stemming from gaps in knowledge sustained in lockdown period.	£900		BJ/HM	
NTP additional blocking	Y3/4		To be designated X2 blocks m		£1250		BJ/HM	



			X2 blocks e				
Reading resource	Whole school	Designated funding to buy new texts, reading resources and re-stock the library based on quality, relevant texts. Completed in conjunction with reading team to provide roll out at completion of new Errington Reading Structure.	Long-term provision	Increased levels of engagement within texts alongside increased reading outcomes at key assessment points, notably within boy's attainment.	£2500		CE/AP/MD
Maths resource	Whole school	In conjunction with maths team we have identified a gap in representing resources across the whole school. This will then feed into the mastery flow model we will look to adopt within the coming academic year 2021/22	Long-term provision 2021/22	Increased resourcing to support the development of representing as the first stage of the mastery flow model.	£1500		AF/TE
White Rose Maths	Whole School	From analysis of systems we have identified that the current Abacus maths resource isn't providing our needs in regard to meeting mastery approach. The White Rose system would provide a distinct mastery flow model ensuring consistency across the setting.	Long-term provision 2021/22	Embedded mastery flow model within school ensuring a consistency of offer for all learners within the setting.	£2000		AF/TE
					Total	£13,613	
					Assigned total:	£17,840	



The Website Statement

The 'Catch-up Premium' is a direct result of the lockdown period that initially took place in March 2020. The aim behind the fund is to support schools to intervene and ensure all children catch-up on learning due to time lost from school. This will be a one-off payment for the academic year 2020-21 so the spend should be clearly mapped and planned for.

How the funding is spent is based on the school's judgement, this has allowed us to specifically target catch-up spend to areas of demand but also areas of longer-term improvement, for instance the improvement of reading resources in classrooms. In some areas we have targeted specific year groups who have gaps in learning due to the reopening timescale in the summer of 2020, in other areas we have looked to support the whole school.

Some examples of where the spend has been targeted are as follows:

- Reading Plus
This is an online resource that ensures children develop in their reading comprehension, fluency and focus whilst reading.
This is targeted at Year 5 and 6.
- Creative Minds
An intervention aimed at Year 5 which supports with mindfulness and mental health and wellbeing through the arts and the creation of art.
- Maths and English tuition
We have signed up to a government backed scheme to focus upon targeted intervention in both maths and English where specific gaps have been identified in learning.



Provisional Covid-19 Catch-up Premium Allocations academic year 2020 to 2021 and autumn payment

1 school estate as at September 2020 from Get Information About Schools

2 academy status including September 2020 converters

3 pupil numbers in national curriculum year groups reception through to year 11 as recorded on the October 2019 school census (including the apportionment of unresolved duplicates)

4 initial payment is 3/12ths of the provisional allocation rounded up to the nearest £10. Local authorities paid on 30 September and academies on 8 October

URN	LAESTAB	Establishment Name ¹	Establishment Type ¹	Maintained School or Academy ²	Pupil Numbers ³	Per Pupil Rate	Provisional Allocation academic year 2020 to 2021	Autumn 2020 Payment ⁴
131457	8072000	Highcliffe Primary School	Foundation school	LA Maintained	343	£80	£27,440	£6,860
139931	8072001	Dormanstown Primary Academy	Academy sponsor led	Academies	231	£80	£18,480	£4,620
111531	8072016	Lingdale Primary School	Foundation school	LA Maintained	83	£80	£6,640	£1,660
111533	8072018	Lockwood Primary School	Foundation school	LA Maintained	187	£80	£14,960	£3,740
145661	8072082	Westgarth Primary School	Academy converter	Academies	307	£80	£24,560	£6,140
145666	8072088	Galley Hill Primary School	Academy converter	Academies	218	£80	£17,440	£4,360
140919	8072166	Nunthorpe Primary Academy	Academy converter	Academies	213	£80	£17,040	£4,260
146887	8072196	Teesville Academy	Academy converter	Academies	301	£80	£24,080	£6,020
147392	8072207	Bankfields Primary School	Academy converter	Academies	266	£80	£21,280	£5,320
145662	8072218	Green Gates Primary School	Academy converter	Academies	185	£80	£14,800	£3,700
145663	8072223	John Emmerson Batty Primary School	Academy converter	Academies	180	£80	£14,400	£3,600
143478	8072224	Zetland Primary School	Academy converter	Academies	197	£80	£15,760	£3,940
145664	8072229	Ings Farm Primary School	Academy converter	Academies	412	£80	£32,960	£8,240
146067	8072233	Wilton Primary Academy	Academy converter	Academies	56	£80	£4,480	£1,120
111618	8072311	Hummersea Primary School	Community school	LA Maintained	256	£80	£20,480	£5,120
143618	8072315	Badger Hill Academy	Academy converter	Academies	187	£80	£14,960	£3,740
143479	8072329	Ormesby Primary School	Academy converter	Academies	324	£80	£25,920	£6,480
146403	8072330	Overfields Primary School	Academy converter	Academies	174	£80	£13,920	£3,480
147393	8072336	Whale Hill Primary School	Academy converter	Academies	490	£80	£39,200	£9,800



145665	8072338	Lakes Primary School	Academy converter	Academies	274	£80	£21,920	£5,480
111638	8072339	Newcomen Primary School	Community school	LA Maintained	338	£80	£27,040	£6,760
145046	8072340	Riverdale Primary School	Academy converter	Academies	173	£80	£13,840	£3,460
147394	8072349	Grangetown Primary School	Academy converter	Academies	243	£80	£19,440	£4,860
140918	8072352	Normanby Primary School	Academy converter	Academies	480	£80	£38,400	£9,600
143619	8072356	Whitecliffe Academy	Academy converter	Academies	91	£80	£7,280	£1,820
146486	8072357	Errington Primary School	Academy converter	Academies	223	£80	£17,840	£4,460
145668	8072361	Wheatlands Primary School	Academy converter	Academies	395	£80	£31,600	£7,900
111662	8072365	Belmont Primary School	Foundation school	LA Maintained	333	£80	£26,640	£6,660
111663	8072366	Saltburn Primary School	Foundation school	LA Maintained	379	£80	£30,320	£7,580
145667	8072368	New Marske Primary School	Academy converter	Academies	224	£80	£17,920	£4,480
145670	8073005	Coatham Church of England Primary School	Academy converter	Academies	197	£80	£15,760	£3,940
145671	8073007	St Peter's Church of England Primary School	Academy converter	Academies	275	£80	£22,000	£5,500
140779	8073300	St Mary's Catholic Primary School	Academy converter	Academies	176	£80	£14,080	£3,520
141458	8073307	Saint Bede's Catholic VA Primary School	Academy converter	Academies	192	£80	£15,360	£3,840
141457	8073308	Saint Joseph's Catholic Primary School, A Catholic Voluntary Academy	Academy converter	Academies	138.5	£80	£11,080	£2,770
141456	8073309	Saint Paulinus Catholic Primary School, A Catholic Voluntary Academy	Academy converter	Academies	198	£80	£15,840	£3,960
140750	8073387	Saint Gabriel's Catholic Voluntary Primary Academy	Academy converter	Academies	199	£80	£15,920	£3,980
140319	8073388	Skelton Primary School	Academy converter	Academies	491	£80	£39,280	£9,820
147433	8073389	Caedmon Primary School	Academy converter	Academies	310	£80	£24,800	£6,200
140769	8073393	St Margaret Clitherows RC Primary School	Academy converter	Academies	278	£80	£22,240	£5,560
134705	8073394	South Bank Community Primary School	Foundation school	LA Maintained	224	£80	£17,920	£4,480
142272	8073395	St Benedict's Primary Catholic Voluntary Academy	Academy converter	Academies	365	£80	£29,200	£7,300
131644	8073396	Chaloner Primary School	Foundation school	LA Maintained	209	£80	£16,720	£4,180
131645	8073397	Handale Primary School	Foundation school	LA Maintained	196	£80	£15,680	£3,920



141399	8074004	Outwood Academy Bydales	Academy sponsor led	Academies	827.5	£80	£66,200	£16,550
147724	8074014	Laurence Jackson School	Academy sponsor led	Academies	1227	£80	£98,160	£24,540
111726	8074007	Huntcliff School	Foundation school	LA Maintained	538	£80	£43,040	£10,760

Coronavirus (COVID-19) catch-up premium – DfE released information

What school leaders need to know about the catch-up premium and the National Tutoring Programme, including funding amounts and how funding should be spent.

Contents

1. Eligibility
2. Funding allocation
3. Use of funds
4. Accountability and monitoring
5. National Tutoring Programme

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery, and the government intends for schools and colleges to fully open in September.

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. That is why, alongside the universal catch-up premium, we are launching a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help



Eligibility

The £650 million of universal catch-up premium funding will be available for all state-funded mainstream and special schools, and alternative provision. It will cover:

- primary, secondary and all through local authority-maintained schools, academies and free schools
- local authority-maintained special schools
- special academies and free schools
- special schools not maintained by a local authority
- pupil referral units
- alternative provision (AP) academies and free schools
- local authority-maintained hospital schools and academies
- independent special schools

We will provide funding to local authorities for pupils with education, health and care (EHC) plans who are educated in independent special schools based on the number of such pupils in their area.

Funding allocation

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

Special, AP and hospital schools will be provided with £240 for each place for the 2020 to 2021 academic year.

We have applied additional weighting to specialist settings, recognising the significantly higher per pupil costs they face.

This means a typical primary school of 200 pupils will receive £16,000 while a typical secondary school of 1,000 pupils will receive £80,000.

Payments

This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP, hospital schools and special schools not maintained by a local authority.

We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census.

For special, AP and hospital schools, we will use:

- 2019 to 2020 academic year place numbers from the published local authority 2019 to 2020 financial year budget returns for local authority-maintained schools
- the published high needs place numbers for the 2020 to 2021 academic year for academies and special schools not maintained by a local authority

The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds.



A further £33.33 per pupil or £100 per place will be paid during the summer term 2021.

Though funding has been calculated on a per pupil or per place basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of funds

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#). – see appendix one

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way. This could include, for example:

- small group or one-to-one tuition (particularly through the National Tutoring Programme)
- summer programmes to help re-engage pupils or extra teaching capacity from September

Guidance to support the use of tuition will be published as part of wider National Tutoring Programme communications later in the summer.

To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.



Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

The [guidance on full opening](#) sets out that Ofsted will conduct a programme of non-graded visits to some schools during the autumn. During these visits, inspectors will discuss how the school is bringing pupils back into full-time education – this may include plans schools have to spend their catch-up funding.

Ofsted plans to resume routine inspections in January 2021, with the exact timing being kept under review. When routine inspections restart, Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils.

National Tutoring Programme

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. That is why, alongside the universal catch-up premium, we are launching a [£350 million National Tutoring Programme](#) to provide additional, targeted support for those children and young people who need the most help.

The programme will comprise of at least 3 parts in the 2020 to 2021 academic year, including:

- a [5 to 16 programme](#) that will make high-quality tuition available to 5 to 16-year olds in state-funded primary and secondary schools from the second half of autumn term 2020 – [interest registered Sept 20](#)
- a 16 to 19 fund for school sixth forms, colleges and all other 16 to 19 providers to provide small group tutoring activity for disadvantaged 16 to 19 students whose studies have been disrupted as a result of coronavirus (COVID-19) - guidance setting out further detail of this element will be issued shortly
- a [reception year early language programme](#) that will make training and resources available at no-cost to schools where additional targeted support for oral language would be particularly beneficial – [interest registered Sept 20](#)

The 5 to 16 programme

[Register your interest on the National Tutoring Programme website.](#)

The 5 to 16 programme will increase access to high-quality tuition for disadvantaged and vulnerable 5 to 16-year olds.



The programme will have 3 parts. Across both parts of the programme, tutors will be a powerful tool to support the delivery of the school's curriculum plan for the next academic year.

Tutoring will begin from the second half of the autumn term and increase through spring term 2021.

Schools will be able to use their catch-up premium to cover the subsidised cost of the programme.

1. Tuition partners

Schools in all regions will be able to access subsidised tuition from an approved list of tuition partners.

These organisations - which will all be subject to quality, safeguarding and evaluation standards - will be given support and funding to reach as many disadvantaged pupils as possible.

We will be working in partnership with the EEF to deliver this part of the programme. Tutoring organisations will be invited to apply from September 2020 and the offer will be available to schools from November 2020.

Read about [tuition partners](#) and how to access tutoring from them.

2. Academic mentors

Schools in the most disadvantaged areas will be supported to employ in-house academic mentors to provide small group tuition to their pupils.

Teach First will be supporting the recruitment, training and placement of the first cohort of academic mentors and their salaries will be subsidised by the government.

Some academic mentors will start working in schools from October half-term, with the remainder starting in spring term 2021.

Read about [academic mentors](#) including how to express interest in employing a mentor and who is eligible to apply to become one. – see appendix 2

The reception year early language programme

Use this [application form](#) to register your interest by 30 October 2020.

The Department for Education is working with the EEF and other partners to scale up delivery of the Nuffield Early Language Intervention (NELI).

NELI is a high-quality, evidence-based, 20-week intervention designed to improve the language skills of reception age pupils. It involves scripted individual and small group language teaching sessions, delivered by trained school staff, usually teaching assistants. Several EEF trials have found that NELI improves both children's oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group.

Participating schools will receive resources and will be able to access online training from the start of the spring term 2021.

All state-funded schools with a reception class can apply but places are limited. If places are over-subscribed, schools will be prioritised based on their percentage of free school meals (FSM) eligibility.

Further information

Read more about the [NELI programme on the EEF's website](#). For further information, email contact.neli@education.gov.uk.

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Appendix 1:



Section 3: Curriculum, behaviour and pastoral support

Curriculum expectations

This section sets out some key principles and expectations for curriculum planning in school based nursery, mainstream, and special schools, and alternative provision (AP), so 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.

The key principles that underpin our advice on curriculum planning are as follows.

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

Where needed, this is high-quality and safe, and aligns as closely as possible with in-school provision. Schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021.

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. Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. 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. Does this then impact on Ofsted judgement in terms of the quality of education measure?. Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than 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, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.
4. Develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown.

All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.



Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Schools should be able to show that this is in the best interests of these pupils and this should be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.

Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.

Specific points for early years foundation stage (EYFS) to key stage 3

For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the [EYFS disapplication guidance](#). For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.

For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, **Use some money to spend on high quality texts then?** and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.

For pupils in key stage 3, the curriculum should also remain broad from year 7 to year 9 so that the majority of pupils are taught a full range of subjects over the year, including sciences, languages, humanities, the arts, physical education/sport, religious education and relationships, sex and health education. For pupils in year 7, it may be necessary to address gaps in English and maths by teaching essential knowledge and skills from the key stage 2 curriculum.

Appendix 2

Schools in the most disadvantaged areas need more support than ever as they deal with the impact of the crisis. Teach First is supporting the recruitment, training and placement of the first cohort of National Tutoring Programme (NTP) Academic Mentors.

Applications to become an Academic Mentor will open in August 2020. Visit the [Teach First website](#) for further information and to register your interest in both becoming an Academic Mentor or employing an Academic Mentor in your school.

How it works



NTP Academic Mentors will be employed in schools from October half-term to provide intensive and frequent support for those pupils who need it most.

Academic Mentors will provide support tailored to their school, but most Academic Mentors will support subject-specific work (both one-to-one and in small-groups), revision lessons, and provide additional support for those shielding or not in school.

Teach First will provide intensive training for applicants. Academic Mentors will be placed in a school on a salary of £19,000 per year, which will be funded by the Government.

Academic Mentors will be a part of their school's staff team, supporting and managing them to deliver mentoring that is linked to the curriculum.

Subject areas

Teach First is currently recruiting academic mentors in six subject areas:

- English
- Humanities
- Maths
- Modern foreign languages
- Science
- Primary (literacy and numeracy)

Interest registered – Sept 20