

Additional support to help reduce the attainment gap

- 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. Also funding of £350M for a National Tutoring Programme.
- The £650 million of universal catch-up premium funding will be available for all state-funded mainstream and special schools, and alternative provision
- 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.
- Alongside the universal catch-up premium, the DFE are launching a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help
- Programme of support for the autumn term – for all schools - has a specific focus on groups. In particular, how are schools adapting the curriculum to meet the needs of the learners as well as interventions in place to support closing the gaps. The evidence of early effectiveness will also be explored. It goes without saying that this work should be done within a broad curriculum. School Improvement Officers (SIO) will also be exploring how well schools are using high quality, up-to-date information about pupil's current capabilities, and adapt teaching accordingly to focus on exactly what each pupil needs to progress and ultimately how well they are monitoring and reviewing this information.
- In the primary sector the SIO team provided CPD last term for senior leaders and subject leaders, focussed on how to gather meaningful high quality assessment information as well as offering guidance on addressing key aspects of learning:
 - Learning how to learn e.g. perseverance
 - Reading – phonics and fluency training
 - Writing – the importance of fluent transcription skills (spelling and handwriting) alongside teaching pupils how to monitor their own writing
 - Mathematics – adaptations to the mathematics curriculum
 - In addition, we explored 'cognitive overload' and the teaching approaches that would maximise learning.
- This term, the CPD focus continues to be on the basic skills with particular focus on EYFS, Year 2 and Year 6. The main drive is to ensure that teachers and learners are carefully adapting their teaching to ensure that 'old' learning is not repeated thus maximising the curriculum time. Reading continues to be a key focus for professional development.
- In summary, whilst we will be exploring interventions and one to one tuition, the focus will be more on curriculum adaptations, high quality assessment and how leaders and teachers are using that information to good effect.