

## 2020-2021 Catch-Up Funding Plans V4 (Revised May 2021)

A single strategy will not be enough to compensate for lost learning due to school closures. Whilst each subject has identified a recovery curriculum to support all students accessing the crucial learning they may have missed, there is real concern over the widened gap between disadvantaged, vulnerable, and those who have fallen behind students and their peers.

The EEF guidance suggests the following three-tiered approach:

(Whilst the original plan focused on Year 11 and Year 7, the tutoring will encompass students from all Year groups from Yr 7 – 11).

After the return of students into the classroom, the barriers to future attainment, specifically academic barriers including gaps in maths and English skills and low levels of maths and English have become more obvious, meaning that a whole school teaching approach to address these specific barriers, is also required. The EEF Teaching and Learning Toolkit provides evidence to support the strategies used. We also feel it is essential to promote a high profile positive mental health and well-being culture to reach out to all students who may have found this period of time challenging but do not need one to one support.

Strategy	Details of strategy	Timescale	Students	Funding
<b>(i)Teaching and whole school strategies</b>	Quality of teaching for all: <ul style="list-style-type: none"> <li>- Complete baseline assessments in all year groups to identify gaps in learning</li> <li>- Update recovery curriculums in each subject, based on test outcomes and observation.</li> <li>- Adapt Year 7 curriculum in particular to address these gaps.</li> <li>- Literacy across the curriculum (particularly KS3) – revisit whole school expectations for reading skills in each subject (includes CPD to support all teaching staff in teaching strategies to develop reading/phonics/de-coding and use of Tier 2 and 3 vocabulary).</li> <li>- Specialist primary advice (LSZ) to develop strategy for above literacy developments</li> <li>- KS3 English Area leader to conduct NLS on line course – KS2-3 literacy – to disseminate to staff in Sept 2021</li> <li>- Year 13 students trained to teach reading (National Literacy Strategy/Skills academy) – re-establish reading club with Year 7</li> </ul>	March – July 2021 June – July 2021 Sept 2021 – June 2021 – June 2021 – June 2021 July/Sept 2021 -	All	<b>£550</b>
	Re-establish enrichment activities/ trips etc as soon as possible:  Duke of Edinburgh Award scheme starts again Establish other extra-curricular activities as and when we can	April/ May 2021 -	All	D of E Award students Bronze/Silver/Gold

	Additional resources - Faculties to bid for funds to purchase appropriate catch-up resources	On going		<b>£5,000</b>
	CPL for teachers - using Microsoft Teams to enhance remote learning	On going		-
	Access to Technology – webcams for all teaching rooms to enhance remote learning / and purchase of Apple pens to support M&F using Teams and iPads.	From Oct 2020		<b>£1,000</b>
	Invite most vulnerable /SEND students into school one week before the start of the new school year	Aug 2020		
	Maintain a broad and balanced curriculum when school re-opens to ensure students are not disadvantaged further – practical subjects continue in line with whole school Risk Assessment	Sept 2020 - March 2021 -		
<b>(ii) Targeted approaches</b>  <b>For students in all Year groups who need to catch up.</b>	1 to 1/ small group tutoring – English, maths (Employ a tutor in each subject, paid at £25 per hour + on costs = approx. £34) - regular review of students, rolling prog. Students taken out of Core PE/PREP. *	From w/c 12.10.20 CEA – 3 hours per week	30 in Eng – Year 11	£136 per week x 30 weeks = <b>£5,000</b>
	(Tutor room costs – bungalow kitchen)	WDH/WTR/ WRG – 2 hours per week	30 in Maths Year 11 & in other years	<b>£2,000</b>
		Oct 2020 half term		<b>£4800</b>
	'In tutor' company – groups of 3, £35 per hour – Eng and maths, (Science) Rolling programme of students following regular review		30 in Eng and 30 in Maths Year 11 DS & vulnerable	£700 per week x 29 weeks = <b>£20,300</b>
	Maths intervention – maths teachers (as part of their timetable)	7 hours per fortnight 4 hours per fortnight 3 hours per fortnight	Year 11 Year 10 Year 9	-
	Some intervention available by English teachers as part of their timetable		Year 11 + Year 7	
Learning Mentors – to meet with those DS students identified as having organisation difficulties/ struggles with remote learning – teaching staff/YM	On going	Year 11 – change to Year 10	-	
School Catch up in the holidays – subject catch-up masterclasses delivered by volunteering teaching staff	Max of 2 hours per subject x £34 per hour Ma/Eng/Options day	Year 11 DS & vulnerable/ disengaged	<b>£3,000 (Oct)</b>	

	Targeted Literacy intervention – identify those students with weaker phonics and reading skills. Provide CPD on reading comprehension strategies (EEF +4m) to selected staff to deliver intervention			
	Year 7 CUP – Maths and English (CUP funding lost) (Using CAT scores and baseline tests to identify students) <ul style="list-style-type: none"> <li>English</li> <li>Maths</li> </ul> To employ a maths/English Year 6/7 teacher to support Yr 7	Part time appointment  Increased from 0.5 to 0.9	Year 7  Year 8 &9  KS3	<b>£13,000</b>  <b>£8,000</b>
	Home Learning Club – Year 7 (Pay TA's to run HL club)			
	<b>National Tutoring Programme</b> – ‘My Tutor’, we have registered our interest at this stage. (We will have access to funds to subsidies for this tutoring, provided by a list of approved providers) We have to pay a contribution to the costs – despite 75% being funded. (We can use funds from this pot of money +/- PP budget)	From Nov 2020	Disadvantaged students first priority: 45 Year 11 45 Year 10	<b>£15,000</b>
	<b>Use of teachers in Gained time to support students in lessons</b>	From May 2021	Category 2 students	-
	<b>Contribution to payment of Cover Supervisors to support continuation of remote learning from shielding staff</b>	From February 2021 x 7	All year groups	<b>£3,000</b>
<b>(iii)Wider strategies to support student catch up – addressing the most significant non-academic barriers</b>	Attendance - Additional support to get students into school	2 <sup>nd</sup> PSO role from April - Aug 2021 (tbc?)	All DS and KS3 vulnerable	<b>£8,000</b>
	SEMH – Increase capacity in Pastoral team (PSO) – P/T (0.5) counsellor role (similar to SMorris role – to help increase number of students and help with DS learning profiles). Temporary for this year (tbc?)			<b>£12,000</b>
	Promote positive mental health and well-being across the school	Assemblies with follow up discussions in form time and during PSHE days. Celebrate student achievement (postcards)	All	-

<b>Total projected expenditure for 2020-21</b>	<b>£100,650</b>
<b>Actual amount to spend</b>	<b>£105,500</b>
<b>Contingency</b>	<b>£4,850</b>

## Identification of Students:

Progress Leaders will work with the Faculty Leaders and Pastoral Teams to identify which students to target and for which type of support.

The tutoring sessions can be split according to time and tutor availability and suitability depending on the student needs, therefore identification of the right combination is crucial:

- Year 7 Catch up for Eng and Maths sessions - to run in form time/during or after school – we need to employ a member of staff for this, for this year only.
- Home Learning Club - Structured and targeted for Year 7/8/9 on different days.
- Short term tutoring - Up to 6 weeks, once a week, 1 to 1, to cover the work missed during lockdown (can be continued if this isn't enough time to recover) - most likely for Eng, Maths in all Year groups, but priority Year 11 - (use 'In tutor' and Part time staff who have volunteered)
- Medium to longer term tutoring - Regular 1 to 1 or 1 to 3 or 1 to 6 work with a regular tutor - most likely maths and English - Year 11 and 7 (PYE)
- Master classes - individual sessions run during the holidays for identified students (Oct - Year 11 - Eng/Maths/Options Day - 6th Form too)

Identification Criteria:

Suggested criteria for choosing Year 11 students first and then we must look at other Year groups:

- 1) Identified by the class teacher - substantial, obvious gaps in the crucial learning - where the student has clearly misunderstood the crucial knowledge and understanding- gaps that cannot be closed within class and that will hold the student back from making future progress
- 2) Identified by the class teacher - where the student was totally disengaged during lockdown - very little work, if any was completed - use engagement tracker to correlate and then check with class teacher to see if there is a real need for additional support.
- 3) Students with poor attendance - remaining off school for whatever reason
- 4) Ask the FL to then work with their teams to prioritise what type of support their students need - start with Year 11.

The PL must then devise a plan of catch up for those students, monitor the progress made, regularly review the students involved and evaluate the strategies used.

## 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.