

## 2020-2021 Catch-Up Funding Plans

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 this current plan is focused on Year 11 and Year 7, the tutoring will encompass disadvantaged students from all Year groups from Yr 7 – 11)

Strategy	Details of strategy	Timescale	Students	Funding
<b>(i)Teaching and whole school strategies</b>	Additional resources - Faculties to bid for funds to purchase appropriate catch-up resources	On going		<b>£4,000</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	From Oct		<b>£750</b>
<b>(ii)Targeted approaches 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 – 4 hours per week	30 in Eng – Year 11 and in other years	£136 per week x 30 weeks = <b>£4080(CEA)</b>
		WDH/WTR/ WRG?? - 10 hours per week	30 in Maths Year 11 & in other years	<b>£10,200</b>
	(Potential rooming costs – bungalow kitchen)	Oct half term?/weekend		<b>£4800</b>
	'In tutor' company – groups of 3, £35 per hour – Eng and maths, Science Rolling programme of students following regular review  *(Part time staff could be used at £34/hr instead of company)	Tbc once above tutoring confirmed	30 in Eng and 30 in Maths Year 11 DS & vulnerable	£700 per week x 29 weeks = <b>£20,300</b>
			Approx 30 in Science over 29 weeks	<b>£10,150</b>
Maths intervention – maths teachers (as part of their timetable)  Some intervention available by English teachers as part of their timetable	7 hours per fortnight 4 hours per fortnight 3 hours per fortnight	Year 11 Year 10 Year 9  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 + other years	-	

	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>£4,000</b> (Oct) <b>£8,000</b> (Easter)
	Additional time for KTS to co-ordinate and lead on Year 11 catch up	1 hour per fortnight – cover lesson	Cover cost	£40/hr for 20 weeks = <b>£800</b>
	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 Home Learning Club – Year 7	DYS to approach primaries/NNJ to ask BNL to check supply agencies	Year 7	<b>£13,000</b>
	<b>National Tutoring Programme</b> – details tbc, 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	<b>Disadvantaged students only</b>	<b>£15,000</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?		All DS	-
	SEMH – Increase capacity in Pastoral team – P/T (0.5) counsellor role (similar to Sarah Morris role – to help increase number of students and help with DS learning profiles). Temporary for this year.			<b>£12,000</b>
<b>Total Budget for 2020-21</b>				<b>£107,080</b>
<b>Total Budget for 2020-21</b>				<b>£105,400</b>

Potential shortfall £1,680

(top up from PP to support National Tutoring – checked with JSC and agreed shortfall and overall expenditure)

## 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 and Science 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 (Annie? other)
- Master classes - individual sessions run during the holidays for identified students (Oct - Year 11 - Eng/Maths/Options Day - bear in mind that Claire wants to run a parallel system for 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.