

## COVID19 CATCH-UP PREMIUM

### Use of funding:

- For specific activities to support lost teaching over the previous months, in line with guidance on curriculum expectations (return to a full, balanced curriculum, supported by remote learning where needed etc).
- Reference made to the EEF support guide which provides details of evidence-based approaches.

<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1>

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Covid-19\\_support\\_guide\\_for\\_schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf)

### Accountability and monitoring:

- Regularity: Schools must be able to account for use to achieve the goal of getting pupils back on track and teaching a normal curriculum as soon as possible.
- Governors and Trustees should scrutinise plans and use.  
Challenge Q's to cover: Spend in line with catch-up priorities and transparency for parents.
- Ofsted visits may include discussion of plans. From January 2021, Ofsted will make judgements about the quality of education including how leaders are using funding for positive impact.

### National Tutoring Programme

- Launched alongside the Universal funding to target disadvantaged and vulnerable pupils through the £350m National Tutoring Programme.
- Strands include:
  - A 5-16 programme from second half of autumn term
  - A 16-19 fund for small-group tutoring
  - A reception early language programme: training and resources where targeted support for oral language is beneficial.

#### 5-16 programme:

- **Register interest at:** <https://nationaltutoring.org.uk/contact-us>
- **Funding can be used to access subsidised cost of the programme (75%).**
- 3 elements:
  - Tuition partners (all regions): Subsidised tuition from a list of approved partners in partnership with the EEF. Tutoring organisations invited to apply from Sept. Offer available from Nov 2020. May be online, face-to-face or hybrid: small-group or one-to-one. List of tutors will be available on the NTP site at end of October.

<https://nationaltutoring.org.uk/ntp-tuition-partners>

- Academic Mentors (in the most disadvantaged areas): Support to employ in-house mentors for small-group tuition. Teachfirst will support recruitment, training, and placement. Salaries will be subsidised. Mentors will be placed in a school at a salary of £19k. Six subject areas are addressed: English, Humanities, Maths, MFL, Science, Primary (literacy and numeracy).

<https://nationaltutoring.org.uk/ntp-academic-mentors>

- Reception Year early language programme: Support is through online training and resources from the Nuffield Early Language Intervention (NELI). It involves scripted individual and small



group language teaching by school staff, usually TAs. Materials will be available from Spring to all schools (priority given to those with high-levels of FSM if over-subscribed).

➤ Register interest using this application form by 30 October:

<https://forms.office.com/Pages/ResponsePage.aspx?id=yXfS-grGoU2187O4s0qC-bVBuxp4sexMnn1VDEcTScFUOTRIQIISUzAwTFM4R0dWSjdXSzZHVkRTWC4u>

### EEF Strategies

- Supporting great teaching: CPD attached to curriculum planning, focussed use of technology, practice development. (Specific focus on early career teachers).
- Use of TAs to supplement. Emphases: co-planning with teachers, but **avoid** assigning TAs to low prior attaining groups. Suggested: use of TAs to deliver high quality interventions and evidence-based programmes such as the NELI (Nuffield Early Language) programme.
- Training support / CPD: Effective remote teaching.
- Transition support: Events, assessment, primary/secondary liaison.
- Pupil assessment and feedback: subject-specific and wellbeing assessments.
- One-to-one and small group tuition.
- Extended school time (note made of need for parental support).
- Structured intervention following assessment: Particular focus: literacy and numeracy. Sustained provision for impact.
- Intervention might also focus on aspects of learning: behaviour, social and emotional needs, SEND support.
- Engagement with parents, eg. to increase attendance and learning engagement.
- Provision of books and additional resources.
- Holiday programmes.
- Supporting social and emotional learning.

Figure 1: The tiered model for school planning



Key questions to consider:



- Impact through a small number of implementation priorities.
- Number of new routines and habits.
- Capacity and sustainability.
- Communications / sharing approaches.
- Responsiveness to circumstances.



## Catch-up funding 20-21

## School details

Name of School	All Saints Academy				
Total Number on Roll	590	Number of PP	% PP	% SEND	Number Of SEND
Year 7	126	61	48.4	12.70	16
Year 8	122	70	57.4	8.20	10
Year 9	113	72	63.7	7.08	8
Year10	126	86	68.3	2.38	3
Year 11	103	58	56.3	0.00	0

Total funding	£40,000
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## Context

Notes on specific school situation (max. 200 words):

- particular areas needing support
- links between catch up funding and DS spending

Aim	Action	Target students	Timescale	Impact	Lead	Allocated Spend
Improve outcomes for Y11	Increasing school day by 3.75 hours per week for all Y11 students. Increasing time in English, Maths Science, RE and French.	All Y11	In place Sept 2020	Improved outcomes	LJS	10k
Increase attendance for all students	Appointment of external EWO through Babcock	ALL STUDENTS and focus on the most vulnerable or those who have significantly changed attendance patterns since March 2020.	In place for Sept 2020	Improved attendance (Above NA) Reduced PA	JB	10k
Additional staff via Teach First (science and English) to teach/give smaller groupings	Increase teaching groups	All year groups	In place Sept 2020	Improved outcomes	LJS	20k