

## **Catch-up 2020/2021**

### **Rationale:**

In 2019/20 the majority of students were educated remotely for 4 months between the end of March and the end of the school year in July.

This will have affected students learning in different ways depending on each student's individual circumstances. Some children will have benefitted from this more independent style of learning but many will have made less progress than if they had been in school.

The DfE are aware that as a result some students will need to be 'caught-up' and as such are providing schools with some per pupil funding for students in Y7 to 11 to support in this process.

As a school we have long held the belief that the greatest impact we can have on student learning is in the classroom in our timetabled lessons. Even in these exceptional circumstances we continue to believe that this is the case. We have always had a clear focus on ensuring teaching is of the highest quality and use our description of excellent teaching as a guide to observing, training and talking about learning.

The purpose of this document is to identify the overarching strategies we will use to identify and intervene with students who need extra support so that they can make more rapid progress in their studies. It will also explain how we will delegate the responsibility to subject leaders who will then be responsible for determining the appropriate strategy in their particular context.

All strategies will need to be monitored and reviewed to determine the impact of the strategy on student learning.

### **Budget:**

£80 per student in years 7 to 11. This will mean we should receive in the region of £128,000.

### **Scope**

It is important that we support students in all year groups who may have made less progress than others during the lockdown period. However, there are groups of students where we need to have a greater focus:

- Students who are closer to sitting external examinations where we have less time to make up any lost learning - Y11, 13 and to a lesser extent Y10 and 12
- Students arriving in Y7 who are below the expected standards in literacy and numeracy
- Disadvantaged and looked after students who may have less access to support outside of school

Students who are part of more than one of the groups identified above need to have the highest priority.

### **Education Endowment Fund (EEF) Guidance**

The EEF has published guidance to schools on what are the most effective response to the COVID crisis may be and therefore how moneys may be spent:

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

The EEF has identified three key categories of strategy that can have the greatest impact:

1. Teaching and Whole School strategies - Great teaching, Pupil assessment and feedback and transition support
2. Targeted Support - One to one and small group tuition, Intervention programmes and extended school time
3. Wider strategies - Supporting parents and carers, access to technology and Summer support.

In regards to intervention, the EEF have identified 'promising projects' which they believe have the greatest chance of positive impact and can can be found here:

<https://educationendowmentfoundation.org.uk/tools/promising/>

The projects listed in the KS3 and 4 area are as follows:

- Accelerated Reader
- Embedding formative assessment
- Graduate coaching programme
- Switch on reading
- Talk for literacy
- Texting parents

It will be important that we utilise the evidence from these projects where it matches our desired outcome.

In its teacher toolkit EEF identifies two types of intervention which can be effective: Small group tuition and One to one tuition. In these studies it identifies that sessions run by professional educators are more likely to be effective than those run by TAs and volunteers. It identifies that generally the smaller the group the greater the impact, as individual feedback is a key part of this strategy, and that it is most effective if sessions are short, regular and occur over a set period of time. There may be reasons to move away from the above but we would want to think carefully about the reasons as they are likely to reduce the impact of any intervention.

### **The National Tutoring Programme**

The DfE has launched the National Tutoring programme to provide additional targeted support for children and young people who need the most support. The 5 to 16 part of this programme has two key parts

1. Tuition partners - All schools have access to subsidised tuition from an approved list of tuition partners. The list of tuition partners will appear on the National tutoring programme website ( <https://nationaltutoring.org.uk/ntp-tuition-partners>) at the end of October.
2. Academic mentors - Schools in the most disadvantaged areas will be supported to employ in house academic mentors to provide small group tuition to pupils. As a school we do not qualify for Academic mentors as our level of deprivation is not great enough.

The National Tutoring Programme has produced a guide on the best practice for tutoring based on evidence already collected in studies on tutoring programmes ([https://d3vgwsfdkj1ams.cloudfront.net/documents/Best\\_Tutoring\\_Practice\\_Briefing\\_For\\_Schools.pdf?mtime=20200901093621&focal=none](https://d3vgwsfdkj1ams.cloudfront.net/documents/Best_Tutoring_Practice_Briefing_For_Schools.pdf?mtime=20200901093621&focal=none))

The key messages from this short document can be found in Appendix 1

Any small group intervention or tuition run this year should pay close attention to this advice.

## Actions

Action	Staff Responsible	Timing	Estimated Cost
Identify students who do not have access to suitable IT for home learning whilst school is open and during any potential further lock down. Provide loaned equipment to students requiring support	CLS/NH	End of Sept	£20,000
Ensure staff have technology required to deliver online and remote learning. To include microphones and cameras for all classroom PCs and YCo office. Prepared to provide computers to teachers who may have to deliver lessons from outside the school due to self isolation or school closure.	AH/CLS/NH	End of Sept Onwards	£5,000
Improve parental communication through use of SIMS app. To engage with parents. Ensure greatest possible coverage and investigate how communication can be used to further support parents and students	JSA/FW/CCo/CAS/YCo	Sept - Ongoing	£2,000
Purchase of Google license for one year for recordings to be saved and downloaded for more than 30 days. This is in place so more materials can be recorded and made available to students and ready for remote learning should it be needed.	AH	Sept - July	£5,000
Purchase of Software to enable parental meetings to go ahead remotely, even if lockdown measures increase and to	CLS/NH/Curriculum leaders/All teachers of affected year groups	Sept - ongoing	£2,500

implement extra parents evenings in the autumn term for those who missed out in the Summer term.			
Use NTP to identify possible providers of academic tuitions. Subject leaders to identify how these can be used within each subjects	NH/Curriculum Leaders of Maths, English, Science, History, Geography & MFL	End of October	£0 Money to come from departmental budgets see below
Identify students who are below the expected standards in numeracy and literacy in Y7 and 8. Identify and enact programme of support for students affected	LK/MKe/CW	Sept - ongoing	£15,000 (This includes £9,211 which was the figure we received last year that has been subsumed into this budget. More may be needed)
Use of assessment and classroom interaction to identify students who have made less progress during the lockdown period within each subject with a particular focus on Y11, 13, 10 and 12.	Curriculum Leaders including Head of department and all teaching staff	Sept - ongoing	£0
Subject level Intervention programmes and purchase of resources over the course of the year. Sessions to be run by combination of Teachers, TAs, Volunteers and third party companies. This will primarily be focussed on Y11 and 10 with the A-level money primarily focused on Y13	Curriculum leaders/HoD to plan	End of Sept - ongoing	<b>GCSE</b> £60,000 to be divided by faculty according to numbers of students although weighting given to core subjects. <b>A-level</b> £10,000 to be divided by faculty according to numbers of students, this will not come from catch up fund as Y12 and 13 not included in this funding
Money which can be accessed by bids for whole year group programmes or resources which will help students bridge gaps. These projects will need to show clear impact on learning and be approved by JSa	YCOs/FW/CCo/JSa	Sept - Ongoing	£5,000

Contingency			<b>£15,000</b>
<b>TOTAL</b>			<b>128,000</b>

**Table for Department level planning**

<b>Action</b>	<b>Intended Impact</b>	<b>How impact will be measured</b>	<b>Staff</b>	<b>Timing</b>	<b>Cost</b>

Ways in which money might be spent within departmental areas

- a. Resources for all/resources for specific groups
- b. 1 to 1 or small group tuition by NHHS teachers
- c. 1 to 1 or small group tuition by third parties
- d. External revision days
- e. ?

## Appendix 1

### How can schools ensure the content of tutoring sessions aligns with classroom teaching?

- Teachers are aware of the particular areas that pupils need support with, how to align these with classroom practice and how to receive feedback on progress from tutors. It is also useful to set an overall aim for what is expected to be achieved through a block of tutoring sessions with specific pupils.
- Systems are in place to manage and use feedback received from tutors on pupil progress.
- Pupils and regular class teachers are supported to sustain the impact of tutoring once they finish their cycle of sessions.

### When in the school day should tutoring take place?

- Arrange tutoring sessions during standard school hours and rotate wherever possible, to minimise pupils missing core curriculum time.
- The timetabling of tuition is clear so that the planned block of tuition can be delivered with consistency.
- Individual tutoring sessions are relatively short; for example, 30–60 minutes.
- Delivery of tutoring sessions is sustained, with more regular, shorter sessions for younger pupils.

### How should pupils be selected and grouped for tutoring?

- When selecting pupils, focus on those who are eligible for Pupil Premium funding. Consider using data on prior attainment, with low attaining pupils most likely to benefit, along with professional judgement on who would benefit the most.
- If you are undertaking a mixture of small group and one to one tuition, prioritise more experienced tutors/teaching professionals in delivering small group tuition.
- Arrange the majority of pupils into groups of three: consider the best approach based on the needs of your pupils along with advice from the tutoring provider who will be working with your pupils. One to one and one to two tutoring will also be available for pupils who need this support, including pupils with SEND and pupils attending Alternative Provision, as well as other pupils who may have specific needs.

### How can positive relationships between tutors, teachers and pupils and their parents/carers be established and maintained?

- Careful consideration of messaging to pupils and their parents/carers as to how and why they have been selected to receive tutoring, ensuring it is perceived as a positive activity.
- Work collaboratively with tutors to identify and monitor any issues with pupil non-attendance to ensure that tuition can be delivered as planned.

### How can pupils and teachers most effectively receive feedback from tutoring sessions?

- Consider how appropriate assessment will be used, particularly in the first half term of the 2020–21 academic year, in preparation for tutoring and to help set the aims for tutoring sessions.
- Clear outcome measurement/assessment structures are in place for pupils receiving tutoring. This will be important in enabling you to see if the tutoring is having the effect that you are hoping for and for informing any changes to tutor groupings.
- Feedback mechanisms are in place between tutors and schools; teachers are briefed on how to use this information.

## References:

Link to government guidance:

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>