



Catch Up Premium and the National Tutoring Programme

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1. Background

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

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.

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. That is why, alongside the universal catch-up premium, the government is launching a £350 million **National Tutoring Programme** to provide additional, targeted support for those children and young people who need the most help.

1.1 Eligibility and funding allocations

- The £650 million of universal catch-up premium funding will be available for all state-funded mainstream and special schools, and alternative provision. All of our schools will receive a separate funding allocation.
- Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.
- Special, AP and hospital schools will be provided with £240 for each place for the 2020 to 2021 academic year.
- This funding will be provided in 3 tranches. Full details of the allocations and conditions of grant can be found at [Coronavirus \(COVID-19\) catch-up premium: provisional allocations](#).
- As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

2. Catch up premium

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

2.1 Use of funds

We will adopt the following principles when using our allocations:

- Our schools will use this funding for specific activities to support our pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

- Our schools will have the flexibility to spend their funding in the best way for their cohort and circumstances, following a comprehensive diagnostic assessment process conducted early in the autumn term 2020.
- Our schools will use the Education Endowment Foundation (EEF) guide, a [coronavirus \(COVID-19\) support guide for schools](#) in order to ensure evidence-based approaches to catch up for all students. These approaches could include:
 - small group or one-to-one tuition (particularly through the National Tutoring Programme)
 - extra teaching capacity from September
- Our schools will use the EEF [school planning guide: 2020 to 2021](#) to inform their strategies for the use of catch up funding as well as to inform the priorities of their School Development Plans for 2020-2021.

2.2 Accountability and monitoring

- Our school leaders will account for how this money is being used to achieve our central goal of getting back on track and teaching a normal curriculum as quickly as possible.
- Governors and trustees will scrutinise our 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.
- 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.

3. National Tutoring Programme

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. An additional [£350 million National Tutoring Programme](#) will be launched to provide additional, targeted support for those children and young people who need the most help.

The programme will comprise of at least 3 parts in the 2020 to 2021 academic year, including:

- a [5 to 16 programme](#) that will make high-quality tuition available to 5 to 16-year olds in state-funded primary and secondary schools from the second half of autumn term 2020

- a [16 to 19 fund](#) for school sixth forms, colleges and all other 16 to 19 providers to provide small group tutoring activity for disadvantaged 16 to 19 students whose studies have been disrupted as a result of coronavirus (COVID-19)
- a [reception year early language programme](#) that will make training and resources available at no-cost to schools where additional targeted support for oral language would be particularly beneficial.

3.1 The 5 to 16 programme

- The 5 to 16 programme will increase access to high-quality tuition for disadvantaged and vulnerable 5 to 16-year olds.
- The programme will have 3 parts. Across all parts of the programme, tutors will be a powerful tool to support the delivery of the school's curriculum plan for the next academic year.
- Tutoring will begin from the second half of the autumn term and increase through spring term 2021.
- Schools will be able to use their catch-up premium to cover the subsidised cost of the programme.

3.2 Tuition partners

- Our schools will be able to access subsidised tuition from an approved list of tuition partners.
- These organisations - which will all be subject to quality, safeguarding and evaluation standards - will be given support and funding to reach as many disadvantaged pupils as possible.
- The DFE will work in partnership with the EEF to deliver this part of the programme. The offer will be available to schools from November 2020.
- Read about [tuition partners](#) and how to access tutoring from them.

3.3. Academic mentors

- Schools in the most disadvantaged areas will be supported to employ in-house academic mentors to provide small group tuition to their pupils.
- Teach First will be supporting the recruitment, training and placement of the first cohort of academic mentors and their salaries will be subsidised by the government.
- Some academic mentors will start working in schools from October half-term, with the remainder starting in spring term 2021.
- Read about [academic mentors](#) including how to express interest in employing a mentor and who is eligible to apply to become one.

4. Coronavirus (COVID-19): catch-up funding plan

The template below will enable our schools to outline how they are going to invest their funding for the whole school, targeted support and wider areas, e.g. supporting parents – at the end there is a summary report to outline the overall goals of the spending.

Each section of the plan outlines actions to be taken, the aim of the intervention, how much the intervention will cost, who the lead member of staff will be and any additional comments. The plan should be completed in full and sent out to all relevant stakeholders.

Guidance completed by:

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Date: November 2020

Coronavirus (COVID-19): catch-up funding plan

School name:	Hazel Wood High School
Academic year:	2020-21
Total number of pupils on roll:	657
Total catch-up budget:	£49'000 (£31'000 year 7 funding) (£18'000 catch up funding)
Date of review:	March 2020 July 2020

Whole school support

To complete this section, outline which actions you wish to implement to support the whole school, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Baseline covid gaps analysis	Identification of curriculum gaps and stated actions to fill these gaps	Improved progress outcomes and decreased % under target	£0	RSP	Pupils should not be asked to do formal tests or mock exams during this time but give an appropriate use of formative, internal, on-going assessment using the assessment skills at KS3 and the assessment criteria at KS4. A holistic approach will be taken using teacher assessments; classwork, homework, formative assessments, AtL. Teachers will complete an analysis document which focusses on areas for meeting their targets based on their expected progress level for the end of HT6 19-20. This gives pupils a fair and relevant target

					<p>comparative to if they had finished the year. Actions are made which are relevant to the wave 1 intervention- in class intervention- where identification for filling the gaps in the curriculum is needed.</p> <p>Deadline for this report at teacher level 12th October. Director level 19th October giving staff and pupils enough time to assess where the pupils are in their curriculum knowledge and progress.</p>
Quality assurance of actions for closing the gap of missed learning	Effective strategic actions and shared good practice	Improved progress outcomes and decreased % under target	£0	RSP	Quality assurance actions will triangulate the reports with the lesson drops ins and book looks. Checks will be made if the pupils are accessing the missed learning and if this is successful in it's delivery. Quality assurance on the appropriate use of the assessment skills within the lesson to incorporate missed learning.
Total spend:			£0		

Targeted support

To complete this section, outline which actions you wish to implement to support individuals or small groups, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Employment of 1 graduate mentor	Small group intervention for under target data driven sub-groups	Improvement in % under target	£17'750	RSP	These will be used for KS4 with priority given to year 11. We are looking to recruit a full time graduate who can be allocated to a number of subjects in need of intervention. They will be used for small group intervention and delivering to the majority of he class while the class teacher delivers intervention.
Expanded team for intervention	Small group intervention for under	Improvement in % under target	£480	RSP	This is delivered by staff who are under allocation on their timetable. This equates

	target data driven sub-groups for English and Maths, Spanish and Geography (16 hours)				to 16 hours of learning time. Private tutors can cost between £25-£35 p/h. Taking an average of this as £30 p/h this gives us our £480 for 16 hours.
Learning to learn sessions	Form time teaching on how to revise and supportive measures for managing time for revision	Improvement in % under target Improved wellbeing for exams	£0	RSP	This will be delivered to year 10 and 11 in response to the year 10 audit and supporting our year 11 learners in revision techniques. The aim is to build these skills from year 10 so the learners are not having to learn this new skill in their exam year.
Year 7 project	Early identification of areas for development, supportive & consistent transition Identification of reading and spelling ages and intervention to improve the gaps in age related expectation Catch up interventions in literacy and numeracy Improvement of transition experience for students.	Improved wellbeing. Closing the 'drop off' of progress from year 6 to year 7 in English and Maths. Improving outcomes Improving literacy levels Improving numeracy levels Improving reading age related expectations	£26'937	RDA	A portion of this funding will go towards the staffing for this project. We have 4 permanent staff within this department and the development of the head of this project (RDA- see PP strategy) The salaries are subsidised by the school. The costs from GL Assessment for the CATs test and reading and spelling tests will be covered by school funds.
Session 7	Revision sessions for year 11 and coursework subjects of year 10	Improved outcomes and completion of coursework for exam board deadlines	£0	RSP	Timetables have been created with set days for each subject. Home are informed via SIMs app with a compulsory attendance, however during COVID we are not sanctioning non-attendance but are rewarding those who do attend. Attendance is logged on SIMs activities with a faculty point score sent out weekly for a healthy competition between faculties. Top

					attending faculties received a certificate and prize. Attendance is monitored with full and pupil premium considerations. Current health and safety measures have seen faculties delivering in smaller groups in various forms including walking talking mocks, deeper understanding of topics or questions and coursework completion. Highest attendance was 44% of the year group for Science.
Development of Year 11 form time interventions	Planned sessions giving appropriate time for subject specific intervention, pastoral agendas and careers and revision strategies	Improved outcomes and completion of coursework for exam board deadlines	£0	RSP	Director of Maths, Science, English and Assistant director of English will deliver the subject specific intervention in small data driven groups. Form time also has an allocation for English, Maths and Careers sessions delivered by the form tutor. These are planned by the English and Maths.
Form time Maths intervention	Planned intervention for form time to fill the gaps in learning and give levels of challenge as appropriate	Improvement in Maths outcomes	£2833	GHA	GHA to plan form time interventions to be delivered by form tutors. These are set worksheets and support videos where form tutors can support learners improvements. A baseline is taken at the start of the half term and a finishing score at the end. These are collated and analysed to give staff an indication of necessary support or increased challenge. Cost is TLR increment for this project-based responsibility
Total spend:			£48'000		
Wider support					
To complete this section, outline which actions you wish to implement wider support, for example to parents, or accessing improved technologies, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.					
Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments

<p>Raising the attendance of whole school</p>	<p>CPD for Attendance Officer. Deployment of LA EWO for Persistent Absentee monitoring and Attendance Clinics / Home visits. Training of all staff, rewarding good attendance. Punctuality cards and Punctuality Corrections. Form Tutor and Heads of Year to monitor attendance with target setting. Improving home communications.</p>	<p>Improved attendance working towards national average</p>	<p>£0</p>	<p>Attendance Officer</p>	<p>Please see intended outcome for actions and staff allocation. Under these circumstances some allowances need to be made for student attendance. However, punctuality and training will continue.</p>
<p>Improving parental engagement and school opinion within the community</p>	<p>Implement SIMs parent app, development of community liaisons officer, development of website for communications, pupil parent forum.</p>	<p>Improved relationships with diverse community</p>	<p>£0</p>	<p>LJO</p>	<p>Sims parent and pupil app used for reports, behavior and achievement logs, after school activities. These are linked with sims and has automatic updates. Admin team responsible for adding letters for home. Data manager responsible for data reporting.</p>
<p>PSE form time program</p>	<p>Improvement of PSE form time delivery including an allocated hour per week for Citizenship</p>	<p>Improved wellbeing, engagement, tolerance and understanding, improved skills for life</p>	<p>£0</p>	<p>PGH</p>	<p>Quality assurance of topics and medium term plans will ensure effective and organised delivery.</p>
<p>Identity and Diversity project</p>	<p>Development of curriculum to be more diverse and meet the needs of all learners. Staff & pupil working party, stakeholders voice on what they want to see develop in school, literacy development.</p>	<p>Improved wellbeing, engagement, tolerance of all identities, improved literacy oracy and debate skills</p>	<p>£1000</p>	<p>RSP</p>	<p>Implementation of word of the day, staff and student working party, questionnaire, development of curriculum offer, writing to the local MP, Identity week, guest speakers, Identity garden.</p>

	Registration for City of Sanctuary award				
Total spend:			£1000		
Summary report					
What is the overall impact of spending?					
<p>Student levels of progress will improve for all years. Curriculum is developed to incorporate missed knowledge ensuring pupils have minimal gaps to skills and knowledge missed from March- July 2020. Pupils will feel supported, particularly at KS4 where effective interventions are in place. There will be an improvement in community relationships through the liaisons and voice heard. Improvements in attendance will bring together improved outcomes.</p> <p>January 2021 review:</p> <p>Those highlighted in grey are revised actions in response to the COVID-19 lockdown from January 2021</p> <p>All actions had started to develop within school. Intervention related actions have been paused until the return of school, however if the lockdown is extended after the 8th March there will be a full review of if and how we can implement these strategies through remote provision. If it is deemed an inappropriate action full adaptation will be made.</p>					
How will changes be communicated to parents and stakeholders?					
<p>SIMS parent app letters.</p> <p>Use of CLAS for EAL parents.</p> <p>Use of Community Liaisons officer LJO</p>					

Final comments

Final spend: £49'000