

## Catch-Up Premium Strategy 2020-21

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. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.<sup>1</sup>

Desired Outcome	Chosen Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
Key Stage 3 students are supported to catch up across all subjects	Create smaller class sizes in English and Maths by having 6 classes in Year 7 and 8 for each subject, rather than 5.	EEF Toolkit suggests reduced class sizes have a moderate impact on student progress <sup>2</sup>	Timetable 6 classes rather than 5 for the 2020-21 academic year.  Ensure that subject specialists are teaching the bottom sets	VWA / KMI KAL	Cost of additional teaching group: <b>£10,000</b>
Students are supported emotionally and behaviourally so that they are prepared to return to learning	Invest in additional Educational Psychologist and counselling services to provide emotional and behavioural support to children.	'A large and often unrecognised part of teachers' work has always involved providing support for pupils' social, emotional and behavioural needs.... r, valuable transition information will need to be supplemented with a sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs.' <sup>3</sup>	AHT Safeguarding and SENCO to assess counselling needs and deploy provision  Impact of counselling provision / EdPsych tracked on students	TCH  SHA	Cost to double-up on existing counselling provision: <b>£4000</b>  Cost to double-up on existing EdPsych provision: <b>£3500</b>

<sup>1</sup> <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#use-of-funds>

<sup>2</sup> <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/>

<sup>3</sup> [https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/The\\_EEF\\_guide\\_to\\_supporting\\_school\\_planning\\_-\\_A\\_tiered\\_approach\\_to\\_2020-21.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf), p.19

Improvement in literacy has a positive impact on attainment in all subjects	Invest in Accelerated Reader for Years 7-10; encourage students to borrow books from the school library and test their reading progress regularly	An EEF trial of Accelerated Reader suggested that this could help pupils 'catch up' by three months at a cost of £9 per student <sup>4</sup>	English teachers to monitor student borrowing and ensure sufficient time for reading  2i/c to analyse STAR test results regularly, identifying pupils who need additional support	LMU	Cost of Accelerated Reader licences: <b>£2000</b>
All students are able to work from home in case of lockdown / self isolation	Providing dongles for students without internet access at home	Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school. <sup>5</sup> Internal surveys have shown that some students do not have access to laptops at home. While some of these students will be allocated laptops as a result of the government's latest allocation, wifi access is still an ongoing issue for some families.	Stringent process to identify families without wifi access at home  IT Team to allocate dongles and review usage to ensure that it is not being abused	2BW 2DO	Budget for providing wifi access to families <b>£5500</b>
Students nearing the end of GCSE courses receive extra	Funded Half-Term and Easter Forums (staff paid to deliver revision sessions for students)	There is some evidence that extending school time can have a small	Programme designed to allow all subjects to offer sessions as needed	VWA EBA	Estimated cost for delivering three weeks'

<sup>4</sup> <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/>

<sup>5</sup> [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), p.6

support in order to achieve well in external examinations		positive impact on learning <sup>6</sup>	Sessions will be invitation only to ensure that they are targeted at the right students		revision (two at Easter, one at May half-term): <b>£5000</b>
	Small group tuition delivered by the National Tutoring Programme to Year 10 and 11 students	There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. <sup>7</sup>	Sessions delivered in computer rooms after school, monitored by an LSA to check attendance / engagement. Short-term intervention, with attainment tracked before and after to see if it has been effective  IJO to take charge of developing three-way relationship between tutor, teacher and student, ensuring that QLA is used as a basis for sessions  Initial trial of sessions, scaled up if they are found to be effective	IJO PAR	Initial budget for tutoring <b>£12,000</b>  (£25 for 6 sessions = £150; allocating capacity for 80 students in Year 10 and 11 to be involved in a tuition programme)
	Extra revision materials provided to students in order to support exam preparation: budget for this given to each department to spend on appropriate resources, as well as to HOY for providing 'how to revise' guides	Providing additional books and educational resources to families... with support and guidance, may also be helpful—for example, offering advice about	Budget allocated between departments on a per-capita basis  CLs asked to write a short account of their	MHE VWA	Budget for revision materials <b>£20,000</b>

<sup>6</sup> [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), p. 5

<sup>7</sup> [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), p.5

		effective strategies for reading with children.	use for the funding and rationale  Use of departmental catch-up funding reviewed in LM meetings with SLT and in the exam review meetings next August		
					<i>Estimated total budget</i>
					<i>Planned spend</i>