

Tupton Hall School
REDHILL ACADEMY TRUST



(COVID) CATCH-UP PREMIUM STRATEGY

2020/21 STRATEGIES

Covid Catch-up Funding

The DfE has also set out the following **Curriculum Expectations**, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

Education is not optional

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Remote education

DfE asks that schools meet the following key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
4. Develop remote education so that it is integrated into school curriculum planning.

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered* approach:

1 Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

2 Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3 Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times
- **Ofsted** will conduct interim visits to schools between **28 September and December 2020** and will discuss with school leaders how they are ensuring that pupils resume learning the school's curriculum, including contingency planning for the use of remote education and the use of catch-up funding.

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.

This means for Tupton Hall:

Students in Years 7 to 11 = 1201

Allocation = 1185 * £80 = £94800

Catch-up Premium Plan KS3 & KS4

Related School Improvement Priorities

- Continued work with MLs to ensure curriculum content is comprehensively mapped against short, medium, and long-term learning objectives which meets the needs of all students and to identify students for targeted support.
- Develop Standardised Assessment strategies in all subject areas
- Consider curriculum audit outcomes to refine and develop solutions to gaps in learning both through curriculum re-planning and bespoke solutions for groups of students.
- Refine existing Catch-up programme to develop bespoke Covid related catch-up programmes – considering Tutoring, refined staff deployment and Faculty finance bids as well as specific programmes.
- Curriculum is developed to allow all students to follow appropriate academic and/or vocational pathways
- Increase the outcomes for Boys and vulnerable students through school and Trust wide programmes
- Further develop the PP strategy in line with Trust objectives to ensure the learning gap stops increasing and begins to reduce.
- Develop and embed teaching and learning strategies that ensure high prior attaining students are suitably stretched and challenged in their learning to ensure appropriate progress and rapid catch-up.
- Develop and embed teaching and learning strategies that ensure low prior attaining students are supported to make substantial and sustained progress and/or catch-up from their different starting points, across all subjects.
- Develop and refine remote learning opportunities for teaching and intervention, using TEAMS and ClassCharts. Work with wider community to ensure all participants (staff, students & parents) are fully aware of where and how information to support learning can be accessed and fully used in the event of absence from school.
- Further develop the Zorba programme to include foundation subjects as well as EBac subjects to fill gaps in learning. Technological solutions to be fully explored.
- Capture the Cultural Capital gained by students through the introduction of Pledges/Core Values.
- Further develop opportunities for disadvantaged students to engage in out of lesson activities
- Effective literacy interventions implemented to ensure students are supported to access the curriculum.
- Use of additional staff and other agencies to support students who struggle with reintegration back into school in September.
- Identify target groups for intervention based on this year's data so that intervention starts on day 1 of 2020/2021.
- Reduce the length of time it takes to implement alternative provision by initiating Ed Class for fixed period while waiting for medical evidence to be provided when a student is unable to attend

Key Performance Indicators

1. Targeted students are able to read in line with their chronological age and access texts required for each subject area.
2. Ensuring targeted academic support which addresses gaps in learning and is supported by remote learning opportunities.
3. Developing wider strategies which include:
 - Supporting pupils' social, emotional and behavioural needs
 - Planning carefully to enhance and adapt the curriculum
 - Communicating with and supporting parents
 - Improved academic outcomes (specific outcomes and how they will be measured)

Success criteria

Reading scores

- Targeted students achieve age related expectations for reading.
- Gaps in learning closed and students able to access papers in examination year groups.

Academic support

- Focus groups achieve targets.
- Assessments show that gaps in learning have been addressed.

Wider strategies

- Attendance above national averages and reduced absence.
- Exclusions reduced.
- Equality of access to learning for all students during potential periods of isolation.
- Student success celebrated.
- Reduced NEETS

2020/21 Strategies	Person responsible	Intended outcomes	Rationale & evidence	Budgeted Cost
CATS and ARTI	NME/EKE	Improved intervention and catch up through swift identification of need and support.	These tests will enable us to track reading ages and highlight the positive impact our literacy strategy is having	£6000
Baseline and other diagnostic testing	NME/HOF	Improved intervention and catch up in lessons through swift identification of need and support.	Identify the ability of all students so as they can be set in CORE subjects in January 2021	£1000 contingency,
Dear time and reading amendments	ANE/EKE	Covid friendly DEAR time plus literacy curriculum introduction.	Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum.	£500 for resources.
e-reader programme	ANE/EKE/ JPI	Investigate e-reading programmes to replace some of the access to books reduced through lockdown.	Online accelerated reader books – compatible with current AR programme – clear links to enhanced reading offer. Improved access to books for most disadvantaged.	£2000
Plan “recovery curriculum”	NME/ANE/ HOF	HOF leading on developing the curriculum and a parallel online version to allow seamless learning.	In school and home learning planned to allow strong independent learning and thus improve pupil progress. Staff and students will be able to identify learning gaps and set bespoke homework and revision that covers these gaps. Analysis of students’ work then builds over time and interleaved practice and revision is created.	£1000 for work with peers. HOF
New Period 6 programme with specific catch-up focus for Y11	NME/HOF	Gaps in learning identified and specific targeted period 6 timetabled lessons to close the gaps.	Period 6 intervention to be bespoke and open to all where there is a need. Ensure that P6 intervention is at least as effective as pupils’ classroom teaching.	£1500 for planning, resources and for refreshments.
PC, Internet access for all	NME	Increased access and learning for all with an emphasis on disadvantaged students.	DfE and Derbyshire allocations applied for. Students with Social workers and the most disadvantaged targeted.	£0 (assuming DfE/DCC programme comes to fruition)
Purchase revision guides for specific students??	NME/HOF	Targeted provision to allow access/catch up.	Where appropriate, fund the purchase of these to add to intervention work to allow most disadvantaged/behind students to revise.	£2000/faculty
IT purchases for Live learning	NME	Improve access to learning for all through better live lessons leading to better outcomes.	e-readers, stylus/pens for home annotation. No substitute for live teaching! Enhanced AV solution	£2000

			to enrich learning experiences and ensure students have full access to rich content.	(£9000 for updated HDMI solution)*
Reader pens for Access Arrangements students	SBU	Standardise student normal ways of working to develop exam technique and improve outcomes for the most disadvantaged students and SEND students.	Reader pens piloted.	£2500 if pilot successful
Full curriculum audits in all subjects leading to refined curriculum offers/recovery curriculum planned	NME/HOF	Curriculum reviewed and revised in terms of catchup/recovery and opportunity to improve outcomes.	Review. Evaluate. Develop. Explore “Deep Dive” reviews with HOF. Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing will help leaders target specific subject domain knowledge students are not yet secure in.	£1000 if needed for cover arrangements.
Update effective e-learning subscriptions	AAD/ANE/HOF	Ensure effective e-learning offer to compliment the (Recovery) Curriculum to ensure a rich learning experience and improve access to learning and outcomes.	Cancel where not used or no impact. Renew, purchase where needed to effectively support learning/revision.	Cost neutral.
Ensure effective use of Class Charts and Teams	NME/ANE	Coordinated approach to the Recovery/parallel curriculum to ensure fair access to it and to learning resources, information and feedback for all.	Staff training – remote and in school. Teams – revised safeguarding software needed. (see separate document)	£1000
Enhance CPD for all staff through bespoke online solutions and engagement with Trust training	ANE	CPD generally, T and L focussed and specifically in remote learning to allow staff to be able to target key areas and key students.	No replacement for continually GOOD or better teaching. Enhanced staff skills engagement leading to catch-up of key students.	£1000 for materials/resources.
Small group tuition for students in Year 7 who require support in numeracy and literacy	SBU/EKE/GWA	Explore in-school and external models to plug gaps and ensure improved access to the curriculum.	The students who benefit from this small group work will make rapid progress in literacy and numeracy and therefore be able to improve outcomes.	Hackney English, Catch-up Maths and bespoke Hub provision. £6000 for programmes and resources. £4000 for staffing

Attendance strategies inc CC	AWE/AJO/HOH	Specific strategies TBC including targeted tracking of students isolating at any period – tracing them and their ability to access work – IT access etc. and to consult/track their ability to complete the work and catch-up.	Consider staffing/oversight of this tracking and reporting on the specific students and their abilities to catch up. Impact measuring.	£10000 for part time additional strategic post. £2000 – resources and contingency for strategies
Counselling	AWE/SBU	Explore additional ways and/or enhanced use of Counselling. KS3 students are missing out under current arrangements and would benefit from some additional time.	Counselling provision will allow for more children to have access to specialist advice and guidance over their worries centred around post lock down routines and anxieties. This will have an overall impact on well-being which will lead to a more positive outlook in lessons and around school.	£3000 *for an additional half day
Class Charts and Provision map	SBU	Provision map launched to allow for seamless tracking of SEND students.	Targeted intervention strategies shared.	£3000
Parents communications inc evenings and virtual comms	NME	Fully launch whole comms package for parents including Class Charts and email.	Better engagement to allow better understanding of methodologies needed for students to work/catch-up. Speedier comms means quicker action – catch-up work etc quicker to be taken up.	£0
Bespoke Faculty bids	NME/HOF	T and L focussed bids to be applied for. SLT to consider effectiveness of bids in terms of catch-up potential/learning potential.	Up to £4500 per Faculty bid – resources, staffing etc? Specific catch-up detail to be clear – outcomes to be planned and costed.	£35000
Catch-up Spending				£96500