



Hadley Learning Community

Catch Up Premium Strategy 2020/21

2020-21

September 2020

What is the catch up premium and where does it come from?

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.

We know that we have the professional knowledge and expertise at HLC to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our recovery.

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.

The aim of 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.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. We have used this document to help us direct our additional funding in the most effective way. This includes, for example:

- small group or one-to-one tuition
- intervention programmes to help re-engage pupils or extra teaching capacity from September

To support us to implement our catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This provides further guidance on how we should implement catch-up strategies and highlights effective practice.

Accountability and Monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise our approaches to catch-up from September, including our 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.

Funding Allocation for 2020-2021

Strategies

- Catch up premium funding will be clearly identifiable within the budget
- The Principal and Head teacher in consultation with the governors and staff, will decide how the catch-up premium is spent for the benefit of entitled pupils.
- The school will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the catch up premium and the Head teacher will report to the governing body and parents on how effective the intervention has been in achieving its aims.
- We will publish online information about how we have used the catch-up premium
- We will ensure that parents, governors, and others are made fully aware of the impact of the catch-up premium
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- We will monitor evaluate and review the success of the impact of the catch-up premium

Allocation of funding

To achieve these aims we have allocated funding into three areas:

1. Teaching and whole school strategies
2. Targeted academic support
3. Wider supporting strategies

Total amount allocated to funding students catch up as a result of COVID19 = £78,310.

Income (including Year 7 catch up premium) = £ 79,610

See figure 1.1 below for allocation of funding.

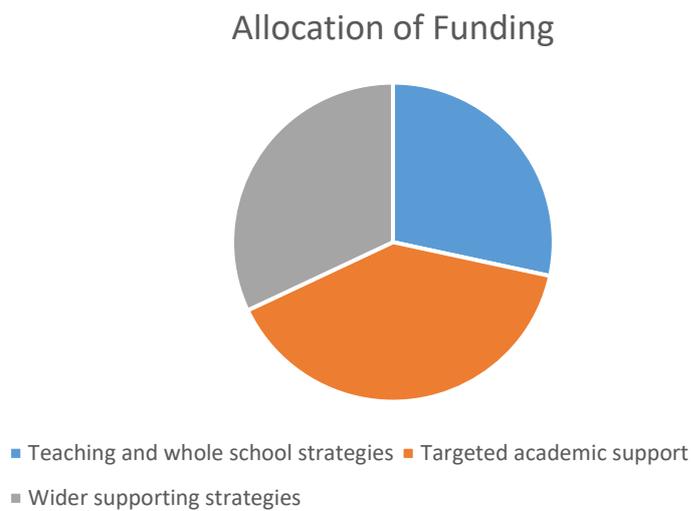


Figure 1.1

Teaching priorities for current academic year

Measure	Activity	Intended Outcome	Evidence and rationale for choice	Allocation of funding
<p>Ensuring gaps in knowledge have been addressed</p>	<p>Review and reflect on the gaps in knowledge and skills that are evident from the 6month period of lockdown.</p> <p>Half term testing programme that identifies missing pillars of knowledge that allows for easy data analysis into intervention groupings</p> <p>Allocation of subject leader time to re-write curriculum plans to ensure core knowledge has been delivered within curriculum time and intervention slots.</p> <p>Ongoing formative assessment through the use of low stakes testing and in class questioning.</p>	<p>Subject Leaders have identified the gaps in learning, have prioritised students' interventions requirements and have clear strategies to close the gaps in learning. Internal data will demonstrate 80% of students are making progress in line with expectations.</p>	<p>Daisy Christodolou in 'Seven Myths about Education' states, "knowledge builds to allow sophisticated higher-order responses," and that, "when the knowledge base is not in place, pupils struggle to develop understanding of a topic."</p> <p>As Tom Sherrington states in 'The Learning Rainforest', "Children can advance educationally only when they have the expected prior knowledge. Social justice demands that we give all children equal access to important shared knowledge."</p> <p>"Assessment (to help identify gaps and ascertain what learning has been remembered/forgotten) was identified as the top priority by headteachers, both primary (32%) and secondary (43%), to support disadvantaged students when schools reopen for all pupils" TeacherTapp, May 2020</p>	<p>Built into whole school CPD</p>
<p>Develop a remote learning plan that will ensure all students have access to high quality learning throughout Tier 1-4 closures.</p>	<p>Create resources for Tier 1-4 closures to ensure that every student has bespoke learning materials both online and paper versions when needed.</p>	<p>All staff deliver high quality online learning remote lessons.</p> <p>Students and parents understand the remote learning provision and all relevant students engage in all lessons.</p>	<p>Government guidance states that, "Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education</p>	<p>Training support TLR = £500</p>

	<p>Ensure staff devices are able to manage online TEAMS delivery models.</p> <p>Provide high quality training for all staff on the delivery of remote learning inline with guidance and safeguarding requirements</p> <p>Provide parents and students with training to support remote learning (creation of a library of video guides')</p>		<p>provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home."</p>	
<p>Ensure and effective CPD programme for all NQTs and RQTs to support quality first teaching</p>	<p>Whole school subscription to the National College CPD programme</p> <p>Membership of the National College CPD programmes for NQTs</p> <p>Position of RQT mentor in addition to the NQT mentor. Early career framework is being embedded for ITT/NQT and RQTs.</p> <p>A full training CPD programme is in place for NQTs.</p> <p>All NQTs have trained mentors.</p> <p>RQTs have a designated coach.</p> <p>National College CPD is in place.</p>	<p>NQTs and RQTs have access to high quality CPD to support quality first teaching. 100% of NQT/RQT to have complete the 6 CPD sessions and associated work</p> <p>Mentors give the additional support to ensure they have effective and robust NQT/RQT support.</p>	<p>The Early Careers Framework states that, "Teachers are the foundation of the education system – there are no great schools without great teachers. Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest. Just as with other esteemed professions like medicine and law, teachers in the first years of their career require high quality, structured support in order to begin the journey towards becoming an expert. During induction, it is essential that early career teachers are able to develop the knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching."</p>	<p>NQT Mentor TLR3 = £500</p> <p>RQT Mentor TLR 3 = £500</p> <p>National College = £850</p> <p>National Academy = £260</p>

<p>Transition to support students moving from KS2 to KS3 and KS4 to KS5</p>	<p>Virtual events to ensure students meet staff and tutors (pastoral care prioritised), Website redesign with bespoke section</p> <p>Virtual Careers Fair across the Learning Community Trust led by HLC.</p> <p>Additional Future Focus sessions to support Year 9/10/11 careers advice and guidance</p> <p>Intensive structure placed around the transition and future monitoring of SEND students through increased staffing, reporting systems and intervention strategies</p>	<p>Virtual events will ensure all students, regardless of Tier 1-4 closure will have access to pastoral support and careers, advice, and guidance. Reduction in NEETs.</p> <p>Additional support will ensure 98% settled outcomes.</p> <p>100% of SEND students at E and K to have over 93% attendance and progress in line with starting points</p>	<p>Students having contact with their pastoral team will ensure effective transition.</p> <p>Virtual careers fair will ensure students have access to high quality careers information, advice and guidance from external companies.</p>	<p>Virtual Careers Fair Administration and Tech support = £1000</p> <p>Additional Future Focus sessions for students identified as at risk of not securing their post 16 settled outcome = £2,000</p>
<p>Pupil assessment and feedback to ensure gaps in knowledge are identified and addressed</p>	<p>Understanding the barriers to learning using surveys for parents, students and staff</p> <p>Homework policy to drive knowledge retentions and focusing on core knowledge in the long-term memory using recall strategies.</p> <p>Meta-cognition strategies for students, parents, and staff, through Elevate programme for all stakeholders</p>	<p>Students will develop independent learning skills to support them in being able to recall knowledge. This will lead to improved outcomes for all students.</p> <p>Year 7-10 have access to 3 sessions to improve independent learning skills.</p>	<p>Dylan Wiliam suggests that, from all the research and studies there have been, formative assessment practice encompassing effective feedback is our best bet for raising standards.</p> <p>Tom Sherrington in 'Rosenshine's Principles in Action' states that, "one main purpose of weekly and monthly review is to ensure that previously learned material is not forgotten – to attenuate the natural rate of forgetting."</p>	<p>Surveys = £0</p> <p>Homework policy in 2020 budget</p> <p>Elevate metacognition programme for Year 7-11 = £8,000</p>

	Focus on literacy and reading gaps using assessment data to inform intervention. Department disciplinary literacy focus. Presentation and explanation of key words within every lesson, displays on corridors and low stakes testing	Reading assessment is targeted and the number of students below their chronological age reduces by 10%. All departments have written a disciplinary literacy policy relevant to their subject area.		Reading assessment for Year 7-9 = £1,000
Adapted Year 7 curriculum support for all students not secondary ready	Bespoke, individualised additional targeted literacy and numeracy intervention through intervention and additional resources.	25 students make better than average progress in Literacy because of targeted support.	Students accessing the building blocks of numeracy and literacy will support them to be able to access the curriculum.	Intervention manager Scale 5 (Part funded by PP) £8,000
Introduction of Healthy Lifestyles lessons to support local concerns.	Redevelopment of proposed 20/21 curriculum to include a 1 hour a week Healthy Lifestyles lesson for all KS3 students that has a clear focus on reducing obesity.	Levels of obesity at HLC fall to national over 5 year period.	Obesity levels in Hadley are in the top 10% in England.	Included in curriculum plan.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Lack of external support influencing low levels of literacy. • Gaps in learning due to absence. • Recruitment and retention of experienced staff in core curriculum areas. • Available CPD opportunities to ensure professional development of staff 			
Projected spending	Teaching and whole school strategies = £22,610			

Targeted academic support for current academic year

Measure	Activity	Intended Outcome	Evidence and rationale for choice	Allocated funding
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<p>To reduce the identified gaps in learning through a range of targeted intervention strategies</p>	<p>1:1 Tuition by HLC qualified staff linked to the curriculum being delivered (30mins sessions). Planned sessions to be shared with parent with follow up work.</p> <p>To provide TEAMS delivered 7-8pm slots for high attaining students in Science and Maths to ensure full curriculum content is delivered.</p> <p>Holiday intervention – Half Term, Easter and Weekends that focus on hard to reach students (funded partially through PP)</p>	<p>Students identified as needing additional support in all EBACC subjects have intervention sessions be subject specialist qualified teachers. Internal data will show at least 80% of students are making expected progress in all subjects.</p> <p>All GCSE students identified access additional support in holiday periods.80% of students have positive P8 score.</p>	<p>Students gaps in learning are identified and closed using targeted interventions by qualified teachers. EEF identifies this as an effective strategy.</p> <p>Interventions should be applied using the principles of effective implementation described in the EEF’s guidance report Putting Evidence to Work: A School’s Guide to Implementation.</p>	<p>1 x session = £15 40 sessions per department/ year below</p> <p>Maths Science English History Geography Spanish French</p> <p>40 *£15 = £600 per department £600 *5 year groups = £3,000 £3,000 * 7 subjects = £21,000</p>
<p>To ensure that there is a whole school focus on literacy and numeracy through high quality small group/121 interventions</p>	<p>Focused literacy and numeracy interventions to support gaps in learning across all year groups.</p> <p>These will take place during the 30 minute tutor/reading sessions. Phonics and reading interventions to support students identified using effective data that they have a reading age below their chronological age. Numicon will be used to secure number concepts.</p>	<p>Literacy and numeracy gaps will be closed. Number of student’s with reading ages below chronological ages will reduce by 10%</p>	<p>Alex Quigley in ‘Closing the Reading Gap’ states that reading, “profoundly affects our lives, offering us a vehicle to store and share the essential knowledge of our culture. The inextricable links between reading, literacy and health, wealth and well-being are well established.”</p> <p>Structured, evidence-based programmes, such as Nuffield Early Language</p>	<p>Four fully trained staff to deliver a range of reading programmes including phonics delivery = £8,000</p>

			Intervention Programme (NELI) and REACH (a targeted reading support programme designed to improve reading accuracy and comprehension in pupils with reading difficulties in Years 7 and 8) are examples of effective interventions led by TAs, that can improve the literacy of pupils.	
To develop Oral language development and confidence	Planned debating programme to develop oral language development in KS3, specifically Year 8/9.	Year 8 and 9 students will have a programme of debating.	As the EEF KS3 and KS4 Literacy Guidance states, "Talk is a powerful tool for learning and literacy. It can improve reading and writing outcomes, enhance communication skills, and increase students' understanding across the curriculum."	Speakers Trust 'Speak Up' programme = £500
Behaviour and social emotional intervention	Wellbeing programme delivered to students identified using survey data	Survey results will demonstrate a 50% improvement in students wellbeing	Students wellbeing allows them to access learning.	1 x session = £20 100 session =£2,000
To minimise the lost content through COVID by extending the school day	1 hour additional session for all Year 11 students.	100% students attending the extended school day will lead to improved GCSE results.	Daisy Christodolou in 'Seven Myths about Education' states, "knowledge builds to allow sophisticated higher-order responses," and that, "when the knowledge base is not in place, pupils struggle to develop understanding of a topic."	Factored into 1265 as curriculum delivery catch up time

Barriers to learning these priorities address	<ul style="list-style-type: none"> • Lack of external support for student wellbeing • Lack of external support influencing low levels of literacy. • Gaps in learning due to COVID19. • Engagement of families in education.
Projected spending	Targeted academic support = £31,500

Wider strategies for current academic year

Measure	Activity	Intended Outcome	Evidence and rationale for choice	Allocated funding
To ensure that our families have increased Pastoral Support to manage potential issues as a result of lock down	Creation of a family liaison role to support safeguarding of families forced to isolate.	All families have support available to ensure effective communication	There may be new barriers to success in school, such as reduced attendance, or adaptations to school routines which may affect the behaviour of some pupils. Equally, many pupils will thrive as regular school routines are (re)established and school leaders focus on the social and emotional needs of their pupils. EEF Toolkit	Allocation of member of staff to role = £5,000 (part funded by Pupil Premium)
Remote learning mentor for families	Creation of a position to support families of students affected by Tier 1 closure. Safeguarding and remote learning support, monitoring and evaluation.	All Tier 1 students have a learning mentor attached to them. Records of impact.	Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework	Allocation of a member of staff to role = £6,000

			policies and related approaches to fostering independent learning. Support for families using a mentor will ensure no students are disadvantaged. EEF Toolkit	
To offer highly qualified counselling internally to support pastoral approaches	Appoint a HLC councillor for 2 days per week Caseload of students as identified by Pastoral panel	Review meetings with Councillor and Behavioural lead	A significant part of teachers' work has always involved providing support for pupils' social, emotional and behavioural needs. Targeted support will ensure students needs are met safely.	£3400
To provide regular supportive communication with parents	Additional SSM appointment – now one SSM per year group. Purchase additional mobile phones for parents to have direct line into identified staff	SSMs have 20% capacity to communicate with families of students in isolation. When students return they feel supported (survey data available)	Parental feedback told us that communication during COVID.	£5,000 (part funded through PP)
To provide students with additional home learning educational resources	Supporting the purchase of revision guides for Year 10/11 – focusing on SEND and disadvantaged students. Supporting the funding of text books for Year 10/11 – focusing on SEND and disadvantaged students	Additional resources and books ensure students all have access to relevant materials to allow them to make progress. Students achieve a positive progress 8 as a result.	Government guidance states that, "Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision by the end of September. This planning will be	Cost of revision guides for EBACC subjects in Year 11 = £2,000 Cost of funding core exercise books for students home study = £1,000

	<p>Past paper department packs to allow students to practice GCSE examinations throughout Tier 1-4 closures.</p> <p>Software – GCSE Pod and SENECA to ensure independent GCSE support for all subjects.</p>		<p>particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.”</p>	<p>Cost of photocopies resources for all students in Year 10/11 core subjects = £3,000</p> <p>Cost of online learning used to support Tier 1-4 home learning = £3,000</p>
<p>To ensure that every year 10 and 11 student has an IT device to access video home learning and Office 365</p>	<p>Purchase of a device for all students in Year 7-10 that do not have access to technology that would allow remote learning. High needs students identified via survey.</p> <p>All Year 11 students have been allocated a device for remote learning (no cost as funded by Aspire to HE and PP)</p>	<p>All students have access to devices to allow 100% of students to be able to access remote learning.</p>	<p>Government guidance states that, “Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.”</p>	<p>£50 per device x 100 =£5,000</p>
<p>Understanding how technology is being used</p>	<p>CPD for staff, students, and parents on how to access remote learning, how to use it effectively and how to generate effective feedback</p>	<p>All staff, students and parents have an understanding of how technology can be used</p>	<p>Government guidance states that, “Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example</p>	<p>Remote Learning Lead TLR: £500</p>

	using low stakes regular testing.	effectively to support feedback.	through technology, and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.”	
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Attendance and punctuality to support effective learning. • Mental Health of students to ensure engagement in learning. • Wellbeing of students to ensure healthy lifestyles. • Understanding effective use of technology 			
Projected spending	Wider Strategies = £25,500			

Monitoring and implementation

Area	Challenges	Mitigating Actions
Teaching and Learning	<ul style="list-style-type: none"> • Recruitment of core curriculum staff due to national shortages • Access to whole staff CPD due to COVID 19 measures. • Availability of CPD time to deliver high quality programmes and to allow for department collaborative time. 	<ul style="list-style-type: none"> • Effective recruitment strategies leading to high quality appointments. School website identifies all the strengths of the schools and promotes our vision and ethos. • Use of Inset days to support deliver of CPD. • Staff can access CPD flexibly due to the use of National College CPD programmes. • Department collaborative time has been included in all staff timetables as additional CPD allocated time.
Targeted support	<ul style="list-style-type: none"> • Timetable opportunities for small group interventions • Access to online resources at home • Monitoring and evaluating impact of targeted support 	<ul style="list-style-type: none"> • Interventions at KS3 and 4 are delivered in evenings via Teams sessions and during identified slots in the curriculum. • KS4 Year 11 intervention session scheduled from 3.10pm-4pm. • Analysis of progress data for all subgroups of students including disadvantaged ensures targeted responses.
Wider strategies	<ul style="list-style-type: none"> • Engaging families facing challenges (increased challenges due to COVID) • Supporting families to ensure children return to school following COVID19 lockdown • Supporting parents and students to engage in restorative processes • Accessing high quality careers provisions during COVID restrictions. • Engaging families in the arts and promoting their importance. 	<ul style="list-style-type: none"> • Additional EWO support and appointment to family support liaison role. • Training for staff and students to support the restorative processes used in the new behaviour policy. CPD time allocated on Inset day to support implementation. • Virtual careers fair for all year groups via website. • Provide opportunities for parents and students to understand the vital skills and qualities that they will develop through engaging in the arts. For example, resilience, confidence and engagement.

