

## Catch up funding- Chatham Hub

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.

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. Schools should use this document to help them direct their additional funding in the most effective way. This could include, for example:

- small group or one-to-one tuition (particularly through the National Tutoring Programme)
- summer programmes to help re-engage pupils or extra teaching capacity from September

To support schools to implement their catch-up plans effectively, [EEF has published the school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight 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 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.

Academic year 2020-2021	Total Hub	HGS	Victory Academy	New Horizons
Headteacher	DoE- Mandy Gage	Lee Preston	DOE – Mandy Gage	Cormac Murphy
Pupils in School	2661	946	1092	623
% of disadvantaged children (PP)		12.8%	36.61%	24%
% of SEND children		1.4%	21.49%	10%
Catch up allocation	£142,526	£27,738	£78,155	£36,633
Catch up lead	EBM: J Villalta	Alison Tanti/Andy Anderson	Ross McLellan	Cormac Murphy
Date agreed	29/01/21	29/01/21	29/01/21	29/01/21
Review dates	Regional Governing Board 2 Mar 21 22 Jun 21		Individual Academy Advisory Boards Week beginning 8th February 2021 Week beginning 24th May 2021	

## Strategy aims for catch up-School based

### Holcombe Grammar School

Education Endowment Fund suggestions	AFS identified priorities
<p><b>1. Supporting great teaching</b></p>	<p>Great teaching is the most important lever schools have to improve outcomes for their pupils. The Trust and school has worked hard to ensure every teacher is supported and prepared for the new year, the challenges COVID has brought and upskilling them to adapt to new ways of delivery is essential to achieving the best outcomes for pupils. The Trust and school has provided opportunities for professional development, think ahead development programmes, support for curriculum planning, adapting schemes of work for digital delivery, providing interleaving opportunities and recall tasks and has developed a team of staff who provided focused training on the effective use of technology, teams, assignments, forms insights, etc.</p> <p>HGS has made significant adjustments to organisational and logistical aspects of school life, adapting its school day timings, calling home to support students to access learning, adapting the timetable and ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school. During the January-February 2021 lockdown the school is conducting digital drop in observations of all teaching staff who will be provided with developmental feedback in support further enhancement of their teaching and pupil pursuits to QA the student experience and learn/develop CPD as a result of both.</p> <p>Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support. All have been allocated a coach/mentor and are led by a Trust lead for teaching and Learning and an in-school Lead Mentor for Teaching and Learning who continues to support them in school and remotely with additional support from SLT/HODs as required.</p> <p>Drive Team appointments from September 2020-August 2021 – to support teaching and learning and the advancement of technology use to support students in a variety of learning, lessons, support and pastoral events, virtually and in school</p>
<p><b>2. Transition support</b></p>	<p>All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19. Planning and providing transition support included dedicated transition events, visits to primaries where permissible and settling in evening events virtually to ensure pupils start the new year ready to learn. Additionally the school students services and SEN teams made extensive calls to parents/carers to determine what bespoke provisions could be put in place to enable new students with any concerns/worries/needs to join and settle into the new provision.</p>

	<p>Transition events focused on sharing information about school with children and their families, including the creation of a welcome transition video, full school virtual tours, welcome video from Head of Year 7 and many more, designed to make pupils feel comfortable in their new school and familiarise them with school staff.</p> <p>Additional transition support included using assessments early to identify areas where pupils are likely to require additional support or creating opportunities for teachers to share information about pupils' strengths and areas for development with colleagues, including between primary and secondary schools.</p>
<p><b>3. Pupil assessment and feedback</b></p>	<p>Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support. In addition to usual form time activities, the school built into the curriculum a specific 100 minute lesson once a fortnight to focus on wellbeing, citizenship etc.</p> <p>Subject-specific assessments have been used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations.</p> <p>Standardised assessments in literacy or numeracy have been used to identify pupils who would benefit from additional catch-up support. Staff have been trained on providing pupils with a range of high-quality feedback.</p> <p>Additional directed time has been allocated for staff to provide feedback, written reports and providing support and direction to specific year groups. Parents evenings are being moved to virtual events to provide face-to-face feedback through video calls from February 2021.</p> <p>Literacy/numeracy assessments and admissions/mid-year testing to support gap identification.</p>
<p><b>4. One to one and small group tuition</b></p>	<p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.</p> <p>Small group tuition delivered by qualified teachers is being delivered for students who have had the most significant impact and in subject areas where COVID/illness has impacted teaching – such as Biology, Law, Media, English. This has focused on Year 11, and 13 primarily, with some support for Year 10 and 12s who have had their first year of GCSE and A Levels also affected.</p> <p>Additional tuition is planned for Easter and May holidays.</p>
<p><b>5. Intervention programmes</b></p>	<p>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.</p> <p>A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. The school has continued its drive virtually</p>

	<p>with weekly literacy activities as part of form time and ‘drop everything and read’ initiatives weekly in lesson time. In addition, the school has provided training for staff in structuring lessons in school and virtually to allow for extended writing practice, making use of the 100 minute lessons to allow time for student writing.</p> <p>The school appreciates that programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.</p> <p>Student services and Heads of Year have been providing Interventions focusing on other aspects of learning, such as behaviour or pupils’ social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</p> <p>Provision of specialist careers advice/meetings 1:1 for those who, due to time out of school/lockdown have changed their minds or are indecisive about their future plans</p>
<p><b>6. Extended school time</b></p>	<p>In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school - this has not been possible due to extended lockdown period.</p> <p>On-line tutoring/support sessions planned by qualified teachers at Easter and May holidays to support students catching up for missed time.</p>
<p><b>7. Supporting parents and carers</b></p>	<p>Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support focuses on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. The school has introduced the MyEd appl/comms package for parents to facilitate improved communisations.</p> <p>The school has provided additional books/textbooks and educational resources to families over the summer holidays and during further lockdown periods with support and guidance.</p> <p>The school has additionally purchased PAYG mobile devices for staff to make calls to support parents and students at home, to check on their wellbeing, to support attendance and engagement and to overcome any IT issues the family has.</p> <p>Paying to provide parental and student access to National Online Safety courses to keep students safe online with increased use of digital/virtual lessons/work.</p> <p>Liaising with parents/carers and in school Student services teams to identify those who would benefit from counselling to address difficulties caused by not being in school, fears of returning to school, dealing with increased stress/worries given changes in circumstances, exam changes, etc.</p>

<p><b>8. Access to technology</b></p>	<p>Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. The school has been able to secure the provision of a number of DFE laptops for students.</p> <p>Technology remains valuable; for example, by facilitating access to online tuition or support and lessons during extended lockdown periods.</p> <p>The school has invested in additional technology for teachers by providing every teacher with a laptop that can be used to support students from home, docking station, charger, visualiser and headset to support teaching in school and virtually.</p> <p>To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback— is more important than which form of technology is used. In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced. The school has provided extensive training to staff on this matter and provided access to school personnel to support with any technological difficulties. The school has publicised the opportunity for disadvantaged pupils/parents to take up the offer of additional free data, dongles, 4G routers.</p> <p>HGS is also updating the school subscription to Seneca learning premium – to provide additional breadth and depth of resources/questioning and revision materials for students.</p> <p>HGS is also working with the Trust to convert school licenses as required for Art/Photography students to personal Adobe licenses to allow students to use the necessary packages at home in an effort to continue their learning.</p>
<p><b>9. Summer support</b></p>	<p>The school will consider summer programmes as necessary.</p>
<p><b>10. Other</b></p>	<p>Additional staffing at extended break and lunch time periods – allowing opportunity for student supervision and support.</p>

Identified priority	Planned activity	Cost	Review date- Feb 21	Review date- May 21
<p>No 1.</p>	<p>Quality first teaching for all CPD support for teachers to adapt teaching methods as needed for virtual environment QA of teaching and learning Software to support teaching</p>	<p>£3,500</p>		

No 2.	Targeted academic support including academic tutoring, 1:1, small groups Careers support Literacy/oracy strategies Bespoke support for vulnerable, disadvantaged, absent learners	£20,000		
No 3.	SEL programmes Support strategies including counselling, parental engagement and communication, resources, books and technological devices	£4,238		
<b>End of Year review/ data-</b>				

### Victory Academy

Education Endowment Fund suggestions	CCA identified priorities
<b>1. Supporting great teaching</b>	<p>The Trust and school have worked hard to ensure every teacher is supported and prepared for the new year, the challenges COVID has brought and upskilling them to adapt to new ways of delivery is essential to achieving the best outcomes for pupils. The Trust and school have provided opportunities for professional development, think ahead development programmes, support for curriculum planning, adapting schemes of work for digital delivery, providing interleaving opportunities and recall tasks and has developed a team of staff who provided focused training on the effective use of technology, teams, assignments, forms insights, etc.</p> <p>TVA has made significant adjustments to organisational and logistical aspects of school life, adapting its school day timings, calling home to support students to access learning, adapting the timetable and ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school. During the January-February 2021 lockdown the school is conducting digital drop in observations of all teaching staff who will be provided with developmental feedback in support further enhancement of their teaching and pupil pursuits to QA the student experience and learn/develop CPD as a result of both.</p>

	<p>Drive Team appointments from September 2020-August 2021 – to support teaching and learning and the advancement of technology use to support students in a variety of learning, lessons, support and pastoral events, virtually and in school</p> <p>Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support. All have been allocated a coach/mentor and are led by a Trust lead for teaching and Learning and an in-school Lead Mentor for Teaching and Learning who continues to support them in school and remotely with additional support from SLT/HODs as required.</p> <p>Appointment of two Teaching and Learning Mentors overseeing support and training for trainees and the other for support and further development of NQTs</p> <p>Additional funding for resources to allow pupils to learn and follow normalised curriculum from home e.g., stationary packs, art supplies etc...</p> <p>Funding held for additional resourcing and exam material support after Ofqual consultation</p>
<p><b>2. Transition support</b></p>	<p>Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support. In addition to usual form time activities, the school built into the curriculum a specific 100-minute lesson/fortnight to focus on wellbeing, citizenship, pastoral, wellbeing, etc.</p> <p>Subject-specific assessments have been used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations.</p> <p>Standardised assessments in literacy or numeracy have been used to identify pupils who would benefit from additional catch-up support. Staff have been trained on providing pupils with a range of high-quality feedback.</p> <p>Transition events focused on sharing information about school with children and their families, including the creation of a welcome transition video, full school virtual tours, welcome video from Head of Year 7 and many more, designed to make pupils feel comfortable in their new school and familiarise them with school staff.</p> <p>Assessment of year 7 upon entry in maths and English to baseline students due to no KS2 SATS. Used to inform streaming and ensure students are in the appropriate curriculum pathway and any learning gaps are identified.</p>
<p><b>3. Pupil assessment and feedback</b></p>	<p>Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support. For example, subject-specific assessments might be used to identify</p>

	<p>particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.</p> <p>Additional directed time has been allocated for staff to provide feedback, written reports and providing support and direction to specific year groups. Parent's evenings are being moved to virtual events to provide face-to-face feedback through video calls from February 2021.</p>
<p><b>4. One to one and small group tuition</b></p>	<p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective.</p> <p>Partnership with MyTutor – programme for 30 targeted year 11 students to have 10 weeks of 1 to 1 tutoring in a key subject they are underperforming in</p> <p>Additional tuition is planned for February half-term, Easter and May holidays.</p>
<p><b>5. Intervention programmes</b></p>	<p>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.</p> <p>A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. The school has continued its drive virtually with weekly literacy lessons as part of form time and drop everything and read initiatives weekly in lesson time. In addition, the school has provided training for staff in structuring lessons in school and virtually to allow for extended writing practice, making use of the 100-minute lessons to allow time for student writing.</p> <p>Student services and heads of year have been providing Interventions focusing on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</p> <p>Provision of specialist careers advice/meetings 1:1 for those who, due to time out of school/lockdown have changed their minds or are undecided about their future plans</p> <p>Saturday school &amp; holiday revision in place for term 1 &amp; 2 and planned for terms 4-6 once lockdown is over</p>
<p><b>6. Extended school time</b></p>	<p>In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school. - this has not been possible due to extended lockdown period.</p>

	<p>On-line tutoring/support sessions planned by qualified teachers in February half term, Easter and May holidays to support students catching up for missed time.</p>
<p><b>7. Supporting parents and carers</b></p>	<p>Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support focuses on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. The school has introduced the MyEd appl/comms package for parents to facilitate improved communications.</p> <p>The school has provided additional books/textbooks and educational resources to families over the summer holidays and during further lockdown periods with support and guidance.</p> <p>The school has additionally purchased PAYG mobile devices for staff to make calls to support parents and students at home, to check on their wellbeing, to support attendance and engagement and to overcome any IT issues the family has.</p> <p>Paying to provide parental and student access to National Online Safety courses to keep students safe online with increased use of digital/virtual lessons/work.</p> <p>Liaising with parents/carers and in school students' services teams to identify those who would benefit from counselling to address difficulties caused by not being in school, fears of returning to school, dealing with increased stress/worries given changes in circumstances, exam changes, etc.</p>
<p><b>8. Access to technology</b></p>	<p>Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. The school has been able to secure the provision of a number of DFE laptops for students.</p> <p>Technology remains valuable; for example, by facilitating access to online tuition or support and lessons during extended lockdown periods.</p> <p>The school has invested in additional technology for teachers by providing every teacher with a laptop that can be used to support students from home, docking station, charger, visualiser and headset to support teaching in school and virtually.</p> <p>To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback— is more important than which form of technology is used. In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced. The school has provided extensive training to staff on this matter and provided access to school personnel to support</p>

	with any technological difficulties. The school has publicised the opportunity for disadvantaged pupils/parents to take up the offer of additional free data, dongles, 4G routers.
<b>9. Summer support</b>	The school will consider summer programmes as necessary.
<b>10. Other</b>	Additional staff in student services area supporting with pastoral and academic catch up – supporting attendance, engagement, overcoming behavioural difficulties to ensure learning can take place, following a long absence from routine/school attendance. The department offer a huge range of support and additional staff in this area ensure team members have time allocate to support students as required.  Additional staffing at extended break and lunch time periods – allowing opportunity for student supervision and support.

Identified priority	Planned activity	Cost	Review date- Feb 21	Review date-May 21
No 1.	Quality first teaching for all CPD support for teachers to adapt teaching methods as needed for virtual environment QA of teaching and learning Software to support teaching	£16,000		
No 2.	Targeted support for students & families who are struggling with pupil engagement in virtual learning. Including access to technology and support with access.	£48,155		
No 3.	Targeted academic support including academic tutoring, 1:1, small groups Careers support Literacy/oracy strategies Bespoke support for vulnerable, disadvantaged, absent learners	£ 14,000		
<b>End of Year review/ data-</b>				

Education Endowment Fund suggestions	NHCA identified priorities
1. Supporting great teaching	Additional resources identified to support curriculum areas- focus on PSHE and Science. There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.
2. Transition support	Supporting Year 6 pupils to transition to secondary school.
3. Pupil assessment and feedback	
4. One to one and small group tuition	Allocate 1:3 online tuition to pupils in Year 6 identified as in need of additional English or Maths support. Children haven't necessarily missed 'units' of learning in English the same way as Maths, however they have lost essential practising of writing skills. GAPS specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
5. Intervention programmes	
6. Extended school time	
7. Supporting parents and carers	Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning. E.g. Seesaw, Times Tables Rockstars.
8. Access to technology	
9. Summer support	
10. Other	Additional staff member (HLTA) allocated to behaviour support role.

Identified priority	Planned activity	Cost	Review date-W/b 8 <sup>th</sup> Feb 2020	Review date-W/b 24 <sup>th</sup> May 2020
No 1.	Curriculum resources: Empiribox Science, PSHE Association, CGP Books	£7,400		
No 2.	1:3 tuition with Pearson	£10,000		
No 3.	Additional member of staff to support KS2 behaviour interventions and Year 6 transition.	£16,540		
<b>Funds still to allocate</b>		£2,693		

<b>End of Year review/ data-</b>				