

Tor View School Coronavirus (COVID-19) Catch-Up Premium 2020-21

Catch-Up Overview

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 response must match the scale of the challenge. [\(See Tor View Pupil Premium Plan 2020-21\)](#)

Professional knowledge and expertise in the education system will ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible is critical to national recovery. [\(See Tor View Curriculum Recovery/Transformation Plan and Contingency Plan\)](#)

Eligibility

The £650 million of universal catch-up premium funding will be available for all state-funded mainstream and special schools, and alternative provision. It will cover:

- primary, middle, secondary and all through local authority-maintained schools, academies and free schools
- local authority-maintained special schools
- special academies and free schools
- non-maintained special schools
- pupil referral units
- alternative provision (AP) academies and free schools
- local authority-maintained and academy hospital schools
- local authorities for SEND pupils they place in independent special settings

Funding will be provided to local authorities for pupils with education, health and care (EHC) plans who are educated in independent special schools based on the number of such pupils in their area

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.

Weighting has been applied to specialist settings, recognising the significantly higher per pupil costs they face.

Use of funds

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

As a school we have the flexibility to spend the funding in the best way for their cohort and circumstances. (As identified within this plan)

To support us 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. As a school we will use this document to help direct the additional funding in the most effective way. This may 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

Support is available to schools to implement catch-up plans effectively, as the EEF has published the [school planning guide: 2020 to 2021](#). This provides further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice. (All provision planned has been supported by research from the EEF)

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. *(Tor View – Catch Up Plan – will be shared with the Trust and with Governors of school.)*

The [guidance on full opening](#) sets out that 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.

Tor View Focus Areas:

1. Attendance

The EEF explain 'Attendance may prove problematic in the upcoming academic year and have a disproportionate impact on disadvantaged pupils. Some parents and carers may be hesitant to send their children back to school, which will require sensitive, supportive action on the part of school. Staggered school returns or intermittent absences can prove more disruptive to pupils and prove harder for schools to manage. While there isn't much high quality evidence to support families and the necessity for the ongoing support of, and communication with, parents and carers will prove vital'.

At Tor View School the Deputy Pastoral has the main responsibility for attendance. In light of COVID-19 a coding system for pupils isolating has been distributed to staff. Some individual families have been supported by Assistant Heads of Department and Class Teams when a gradual return to education has been appropriate.

2. CPD – High quality teaching

The EEF explain that *'Great teaching is the most important lever schools have to improve outcomes for their pupils, ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development – for example, to support curriculum planning or focussed training on the effective use of technology, is likely to be valuable'*. *'Almost all schools will have made significant adjustments to organisational and logistical aspects of school life. 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'*.

At Tor View careful planning and preparation of teacher's meetings reflects curriculum transformation and recovery. (See Teachers Meeting Plan). Faculties and Life Long Learning principles have been amended for this academic year, to reflect the current situation.

Additional training and CPD is also available for all staff to support the curriculum recovery/transformation process.

Support teaching, planning and assessment. 1. Explicit teaching 2. Scaffolding 3. Cognitive and metacognitive strategies 4. Flexible grouping.

The EEF found that *'Explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies are key components of high quality teaching and learning for pupils'*. *'Having deep subject knowledge and a flexible understanding of the content being taught is clearly important'*.

1. **Explicit Teaching:** The EEF explain *'Explicit teaching refers to a range of teacher-led approaches focussed on teacher demonstration followed by guided practice and independent practice'*.
2. **Scaffolding:** The EEF explain *'Scaffolding is a metaphor for temporary support that is removed when it is no longer required. Initially the teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of pupil's current capabilities. Support could be visual, verbal or written. The teacher will gradually remove the support (the scaffold) as the pupils become more able to complete the task independently'*.

3. *Cognitive and Metacognitive Strategies*: The EEF explain 'Cognition is the mental process involved in knowing and understanding and learning. Cognitive strategies are skills like memorisation techniques or subject-specific strategies like methods to solve problems in maths. Cognitive strategies are fundamental to learning and are the 'bread and butter' of effective teaching'.

The EEF explain 'Metacognition refers to the ways in which pupils monitor and purposefully direct their thinking and learning. Metacognitive strategies are strategies we use to monitor or control cognition, such as checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task'.

4. *Flexible grouping*: The EEF state 'Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when purpose is met. It may be that a small group of pupils share the need for more explicit instruction to independently carry out a skill, remember a fact or understand a concept'. 'Allocating pupils to temporary groups can also allow teachers to set up opportunities for collaborative learning, research has indicated, for example, that collaborative learning can be effective in helping pupils to read history texts'

Focussed training on effective teaching using technology.

The EEF explain 'Areas such as effective remote teaching may need to be revisited in professional development, thereby ensuring effective remote curriculum provision should unplanned school closures occur'.

At Tor View training is provided through supported sessions delivered by the ICT technician, and peer to peer support. CPD is dependent on area of need.

Pupil assessment and feedback.

The EEF explain that 'Assessment can help teachers to determine how to most effectively support their pupils. Every pupil will have been affected differently by COVID-19. Setting time aside 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'. 'Subject specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key

concepts, to ensure that new material being covered builds on secure foundations.' 'Providing pupils with high quality feedback, building on accurate assessment is likely to be a particularly promising approach'.

The EEF also suggest that 'High quality assessment is essential to great teaching, helping pupils to understand what they have, or have not learned'.

At Tor View time at the start of the academic year was dedicated to baseline assessments. An additional piece of work is being carried out to assess where pupils are now, where they need to be (Summer 2021 – against NWSCAP progress charts) and what we need to do to support them to get there. Deputy Curriculum and Quality alongside the Subject Lead for English and Maths will produce this additional piece of work. This will then inform the provision from this plan that individual pupils receive. The pupils will be categorised as follows as part of this work.



3. One to one and small group tuition.

The EEF explain that *'There is extensive evidence supporting the high impact of high quality one to one and small group tuition as a catch up strategy.'* The EEF also explain that the tuition should be *'guided by school, linked to the curriculum and focussed on areas where pupils would benefit from additional practice or feedback'*.

The EEF also suggest that *'Considering how classroom teachers, teaching assistants and external partners can provide targeted academic support, including how to link structured one to one small group intervention to classroom teaching, is likely to be a key component of effective planning for the new academic year.'* *'Approach to one to one and small group tuition, require close attention to effective implementation, ensuring sessions are explicitly linked to the content of daily lessons and that effective feedback structures are in place. Such interventions are typically maintained over a sustained period and require careful timetabling and associated training so that delivery is consistent for staff and pupils'*.

The EEF explain *'Where such interventions are necessary, schools should use structured interventions ideally with reliable evidence of effectiveness. Some of the common elements include:*

- *Sessions are often brief (15-45 minutes) occur regularly example: 3-5 times per week) and are maintained over a sustained period of time (example: 8-20 weeks)*
- *Staff receive extensive training from experienced trainers or teachers.*
- *The Intervention has structured supporting resources and lesson plans with clear objectives. (See [Tor View – catch up plan planning sheet](#))*
- *Teaching assistants or academic mentors follow the plan and structure for interventions.*
- *Assessments are used to identify appropriate pupils, guides for focus and track pupil progress.*
- *Connections are made between the out-of-class learning in the interventions and classroom teaching.*

4. Intervention programmes

The EEF explains *'In order to support pupils who have fallen behind the furthest, structured interventions, which may be delivered one to one or in small groups, are likely to be necessary.'* *'A particular focus on interventions is likely to be on literacy or numeracy.'* *'Programmes are likely to have the greatest impact where they meet specific need such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are timetabled to enable consistent delivery'.*

The EEF also suggest that *'Interventions might focus on other aspects of learning such as behaviour of pupils or social and emotional needs or focus on particular groups of pupils with identified special educational needs or disabilities'.*

5. Teaching assistants and targeted support

The EEF explain that *'Generally the use of TA's to deliver high quality interventions which complement the work of the teacher, is a 'best bet' and could be a powerful way of mitigating any impacts of time away from school and see positive gain for pupils. Schools should adopt one or two well chosen, and well implemented TA led interventions, judiciously used to complement and extend class based learning'.*

6. Supporting remote learning

The EEF explains: *'Every school will have been affected by COVID-19 differently and school leaders are best placed to understand the needs of their school communities. The right way to support pupils will differ between schools and must be informed by the professional judgment of teachers and school leaders'.* *'For many pupils, compensating for the negative impact of school closures will require a sustained response. It is highly unlikely that a single approach will be enough. It is also likely to be beneficial to consider how to align chosen approaches with Pupil Premium spending and broader school improvement priorities.'*

Wider Strategies:

The EEF suggest *'Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. These local needs and challenges will be different in every school'*

community'. 'Re-establishing the routines of the classroom, and of school, will prove beneficial for pupils. Given the loss of routine, along with potential adverse experiences during partial school closures, attention on supporting pupils social, emotional and behavioural needs, primarily as part of good teaching, is likely to prove an effective strategy to support learning'. (See [Tor View Curriculum Recovery/Transformation Plan](#))

1. Supporting parents and carers

The EEF explains 'Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning'. There is a risk that high levels of absence after the summer pose a risk particularly for disadvantaged pupils'.

The EEF explains that 'Communication with parents will need to be monitored and supported. For example, are parental responses to messages home remaining high? Are meetings remotely well attended?' Five areas to concentrate on:

- Develop a clear plan for communications with families across the academic year.
- Audit current communications (especially with less involved families) to assess what has worked well and what has not during the period of school closures and the planned return.
- Try to personalise messages as much as possible, being aware of parents varying literacy levels and need for any transition.
- Reinforce simple encouraging messages around sustainable home learning, routines and study tips. Also remember to celebrate success with parents.
- Avoid, where possible, complex communication about curriculum content, but focus support on self-regulation, such as establishing a quiet place of work, organisation or equipment, and work routines and habits'.

[At Tor View we have established different modes of communication to deliver different messages.](#)

2. Access to technology

The EEF suggest *'Pupils access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular lack of technology has been a barrier for many disadvantaged children'. 'To support learning, how technology is used matters most, ensuring the elements of effective teaching are present, for example, 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'.*

At Tor View staff communicate effectively with parents to establish any technological barriers to learning to enable a pro-active approach in the event of isolation periods. (See Tor View – Contingency Plan and Remote Education Policy)

3. Supporting social, emotional and behavioural needs

The EEF explain *'A large and often unrecognised part of teacher's work has always involved providing support for pupils social, emotional and behavioural needs. Understandably, the impact of COVID-19 closures means many schools are revisiting their approach'. 'As most children will change teachers in September, valuable transition information will need to be supplemented with a sustained focus on supporting and monitoring pupils, social, emotional and behavioural needs. Once more meaningful and manageable assessment will be crucial'.*

At Tor View ahead of the academic year 2020-21 an extensive transition package was put in place for parents and carers and pupils to ensure the transition was as smooth as practicably possible in the current circumstances.

The EEF explain *'Many schools have updated their PHSCE curriculum to include the following four key principles:'*

- 1. Sequenced activities that lead in a co-ordinated and connected way to skill development. New behaviours and more complicated skills usually need to be broken down into smaller steps and sequentially mastered.*
- 2. Active forms of learning that enable young people to practise and master new skills. This might include role play or behavioural rehearsal.*

3. *Focussed time in the school day/classroom (or in more 'blended' models) spent developing one or more social and emotional skills. Sufficient time and attention must be allocated for children to practise applying knowledge and skills'.*
4. *Explicitly define and target specific skills. Programmes should identify specific skills that they want children to develop, and teach these purposefully, rather than having a more general approach.*

Leadership Level:

1. Explore: The EEF suggests *'What problems are we seeking to solve in the academic year 2020-21. Are there adequate solutions, in the form of evidence informed practices or programmes?'*
2. Prepare: The EEF explains *'Do we have a clear, logical and well specified plan? Do staff fully understand what is being implemented and how? What is the readiness of the school and staff to undertake these changes?'*
3. Deliver: The EEF suggest *'How best can staff deliver upon new approaches? Are the mechanisms in place to improve their use over time? Can we reinforce our approaches with initial training and continuous wrap around support?'*
4. Sustain: The EEF state *'How do we best maintain new practices, for both staff and pupils across the full academic year? How we will nurture motivation and ensure that we acknowledge and support good practice?'*

Overview for Tor View School

Total number of students on roll	201 (funds based on 183 pupils only) Percentage per department based on 204
Amount of funding received per pupil	£240
Total amount of funding received for Catch-Up Premium Grant	£43,920

Catch Up Spending

Amount of pupils in Key Stage 1: Reception 7	Year 1	Year 2	Total Key Stage
	14	4	18 plus 7 reception 25 12%

Proposed Spending
Resources – Phonics and Reading
Resources – Maths
Resources - PHSCE
Educational Visits
Assessment
One to one and small group tuition
Intervention programmes
Pastoral sessions
Targeted support
Parent liaison support

Amount of pupils in Key Stage 2	Year 3	Year 4	Year 5	Year 6	Total Key Stage
		15	12	15	8
Proposed Spending					
Resources – Phonics and Reading £600					
Resources – Maths £600					
Resources - PHSCE £300					
Educational Visits					
Assessment					
One to one and small group tuition					
Intervention programmes					
Pastoral sessions					
Targeted support					
Parent liaison support					

Amount of pupils in Key Stage 3	Year 7	Year 8	Year 9	Total Key Stage
		27	20	17
Proposed Spending				
Resources – Phonics and Reading				
Resources – Maths				
Resources - PHSCE				
Educational Visits				
Assessment				
CPD: High quality teaching and learning				
Attendance meetings				
Assessment				
One to one and small group tuition				
Intervention programmes				
Pastoral sessions				
Targeted support & Parent Liaison				

Amount of pupils in Key Stage 4	Year 10	Year 11	Total Key Stage
		12	16
Proposed Spending			
Resources – Phonics and Reading			
Resources – Maths			
Resources - PHSCE			
Educational Visits			
CPD: High quality teaching and learning			
Attendance meetings			
Assessment			
One to one and small group tuition			
Intervention programmes			
Pastoral sessions			
Targeted support			
Parent liaison support			

Amount of pupils in Key Stage 5	Year 12	Year 13	Year 14	Total Key Stage
		12	12	10
Proposed Spending				
Resources – Phonics and Reading				
Resources – Maths				
Resources - PHSCE				
Educational Visits				
PFA				
CPD: High quality teaching and learning				
Attendance meetings				
Assessment				
One to one and small group tuition				
Intervention programmes				
Pastoral sessions				
Targeted support				
Parent liaison support				

Monitoring and Impact Evaluation

As part of our commitment to ensuring accountability we undertake regular monitoring and evaluation as follows:

- Data analysis
- Pupil progress meetings
- Moderation of assessment
- Learning walks
- Learning discussions with pupils about their work
- Support and challenge for individual teachers
- Regular external quality assurance
- Annual Catch Up reviews
- ½ termly meetings with interventions team

1. The EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21 – August 2020
 2. COVID-19 Support Guide for Schools
 3. GOV.UK guidance on catch up funding for schools 2020