



**TOTTINGTON**  
**HIGH SCHOOL**  
Excellence Through Partnership



*Tottingham High School*  
*Catch Up Premium 2020-21*



## **What catch-up funding is for:**

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. This funding 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

## **Funding allocations**

School allocations will be calculated on a per pupil basis. Mainstream schools will get £80 for each pupil in from reception to year 11 inclusive.

## **Payment schedule**

Schools will get funding in 3 tranches.

1. Autumn 2020 – this is based on the latest available data on pupils in mainstream schools
2. Early 2021 – based on updated pupil and place data. This payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds.
3. Summer 2021 term - a further £33.33 per pupil or £100 per place.

## **Using catch-up funding**

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 curriculum expectations for the next academic year in [actions for schools during the coronavirus outbreak](#).

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

[\(DfE Nov 2020\)](#)

## Coronavirus (COVID-19) Catch Up Premium 20/21

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant will only be available for the 2020-2021 academic year. Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months. To support schools to make the best use of the funding, the EEF has published a [support guide](#):

A summary of their best practice is as follows:

<b>Overall strategy area</b>	<b>Specific strategies</b>
Teaching and whole-school strategies	<i>Supporting great teaching Pupil assessment and feedback</i>
Targeted approaches	<i>Small group tuition Intervention programmes</i>
Wider strategies	<i>Supporting parents and carers Access to technology Transition Support</i>

As with all government funding, school leaders and governors must be able to account for how the money is being used. Therefore the impact and spending strategy for this catch-up premium will be reviewed at Academy Council meetings throughout the 2020-2021 academic year. When Ofsted re-commence routine inspections, they will make judgements about the quality of education being provided which will include how you are using the funding to ensure the curriculum has a positive impact on all pupils.

### Coronavirus (COVID-19) catch-up premium strategy outline

<b>ACADEMY NAME</b>	Tottington High School
<b>HEADTEACHER</b>	Ella Brett
<b>CHAIR OF ACADEMY COUNCIL</b>	Neville Kenyon
<b>AMOUNT OF COVID-19 CATCH-UP PREMIUM</b>	£74960

## Summary information

**School**

**Tottington High School**

The Tottington High School catch-up strategy has a holistic approach which includes all year groups and a broad range of subjects, all with equal importance. We have ensured that we have assessed the guidance offered to us and used official research to underpin decisions upon. The staff, at all levels, and pupils of Tottington High School are fully committed to ensuring that the partial school closures have a minimal effect on the students learning and well-being. This strategy will make sure that every young person, no matter their age or where they live, gets the education, opportunities and outcomes they deserve, by investing our time and funding on measures proven to be effective, particularly for those who are most disadvantaged.

Strategy Area	Specific strategy	Desired Outcome	Success criteria	Evaluation	Cost	Monitoring and Impact
<b>Teaching</b>	<b><i>Frequent low stakes testing to improve pupil assessment and feedback across all subjects.</i></b>	<i>To ensure teachers are aware of knowledge gaps and are able to plan lessons that address these. Teachers to make use of online packages and apps to promote independent learning: MathsWatch, Seneca.</i>  <i>Improved SPI across all three core subjects, in line with other students with the same starting points nationally.</i>	<i>Regular data collection. Gaps identified provide feedback for intervention.</i>  <i>Staff marking and feedback.</i>	<b>Currently running</b>	<b>£150 photocopy costs</b>	<i>AHT T&amp;L - to monitor through work scrutiny and informal learning walks.</i>
<b>Teaching</b>	<b><i>Use of visualisers in lessons to promote teacher modelling and Guided Practice</i></b>	<i>Promote metacognition and learners who are able to self-regulate.</i>	<i>Each member of staff to have their own visualiser</i>  <i>Each member of staff to receive CPD so that they are able to implement the visualiser into lesson planning and pedagogy</i>  <i>Informal lesson drop-ins and work scrutiny</i>	<b>Currently running</b>	<b>£4525</b>	<i>AHT T&amp;L &amp; HoDs - to monitor through staff &amp; pupil voice and informal learning walks</i>

<p><b>Teaching</b></p>	<p><b>Reading for pleasure and Accelerated Reader to increase fluency and confidence in reading; pupils are able to read and comprehend a variety of text types with confidence (Including use of resources such as Accelerated Reader and English Mastery)</b></p>	<p>Greater participation in lessons from pupils - informal lesson drop-ins &amp; student voice</p> <p>Progress evident through improved reading ages through Star Reading test.</p>	<p>Reading for pleasure built into the English curriculum</p> <p>Use of accelerated reader across all Year 7-9(?) English lessons</p> <p>Reading ages to be taken each term through the Accelerated Reader Star Reading quiz to check progress</p>	<p><b>Currently running</b></p>	<p><b>Contributions to department</b></p> <p><b>£5,000 English Mastery</b></p> <p><b>£1,000 Accelerated Reader</b></p>	<p>HoD and DHT Intervention to monitor impact of intervention. Cohort to have their reading age taken in HT2 using Accelerated Reading Star Reading test.</p>
<p><b>Teaching</b></p>	<p><b>Revised MTP and resources for key groups, (including use of resources such as Mathematics Mastery and Maths Watch)</b></p>	<p>To develop the confidence of pupils with numeracy and the basic skills needed to succeed in maths.</p>	<p>Formative and Summative assessments to show progress.</p> <p>Staff marking and feedback.</p> <p>Use of work scrutinies to check progress and that resources were suitable for pupils. Set changes made based on assessments to ensure key pupils were in correct groups to maximise progress.</p>	<p><b>Currently running</b></p>	<p><b>£150 photocopy costs</b></p> <p><b>£5,000 Mathematics Mastery</b></p>	<p>AHT Maths &amp; HoD to monitor impact of intervention</p>

<p><b>Recovery Curriculum</b></p>	<p><b>Students receive a curriculum that takes into account the lost learning due to the partial school closures.</b></p>	<p><i>Students will be able to catch up on lost learning through strategically planned lessons which address the most difficult concepts taught remotely during the lockdown period.</i></p>	<p><i>An altered curricula and revised MTPs for each subject</i></p> <p><i>EEF Impact Toolkit used to ascertain which classroom strategies will have the most significant impact in allowing students to catch up.</i></p> <p><i>In subjects where the full specification content is still required to be covered, Heads of Department have modified their plans to ensure that all knowledge and skills are taught rigorously.</i></p>	<p><b>Currently running</b></p>	<p><b>£150 photocopy costs</b></p>	<p><i>AHT T&amp;L to monitor impact through work scrutiny and informal learning walks</i></p>
<p><b>Targeted Academic Support</b></p>	<p><b>Small group tuition for Y11 targeted students in Mathematics and English through the NTP programme</b></p>	<p><i>Develop the confidence of Yr11 disadvantaged students in English and Maths; address gaps in knowledge and improve attainment and progress</i></p>	<p><i>Small group removal to improve Mathematics and English in year 11, students, improvement of at least one grade on starting points.</i></p>	<p><b>Not yet started</b></p>	<p><b>£920 (cohort of 15 students)</b></p>	<p><i>AHT T&amp;L &amp; DHT Intervention to monitor impact through work scrutiny and informal learning walks</i></p>

<p><b>Targeted Academic Support</b></p>	<p><b>Small group tuition for Y7-9 targeted students in Mathematics and English, delivered by 3x NQTs</b></p> <p><b>English: Students identified using NGRT results; pupils selected had low reading ages and poor inference skills</b>  <b>Cohort 1 - 16 students (8xYr8 &amp; 8xYr9)</b>  <b>Cohort 2 - 45 students (6xYr7, 24xYr8, 15x Yr9)</b></p> <p><b>Maths: Students identified by HoF as underachieving using baseline data.</b>  <b>Cohort 1 - 10 students (7xYr8 &amp; 3xYr9)</b>  <b>Cohort 2 - 44 students (14xYr7, 19xYr8, 11xYr9)</b></p>	<p><i>Access for targeted students, including disadvantaged children, to get small group support in English and Maths. Intervention informed by baseline assessment, formative assessment and teacher professional judgement.</i></p>	<p><i>Progress to be recorded against baseline data; all students to make progress gains in reading and inference in English and to improve progress across Maths.</i></p>	<p><b>Currently running</b></p>	<p><b>£77142</b></p>	<p><i>HoD for English and AHT &amp; HoD for Maths to monitor the impact of intervention. DHT Intervention to have oversight.</i></p> <p><i>Cohort 1 (HT1): English - 80% progress made across targeted students in Years 8&amp;9</i></p> <p><i>Maths - Awaiting data</i></p>
<p><b>Wider Strategies</b></p>	<p><b>Provide 96 iPad devices for disadvantaged students and those identified as vulnerable students identified across all year groups with lack of adequate equipment or connectivity issues</b></p>	<p><i>All students have the necessary equipment to access remote learning opportunities.</i></p> <p><i>Parents supported through the parent &amp; students SMHW guide which has been made available on the school website</i></p>	<p><i>Barriers for remote learning removed; all students able to access SMHW and submit work to their teachers in line with the schools remote learning policy</i></p> <p><i>Teachers to provide feedback that will address knowledge gaps/misconceptions and improve progress</i></p>	<p><b>Currently running</b></p>	<p><b>£-</b></p>	<p><i>AHT T&amp;L to monitor impact of remote learning.</i></p> <p><i>All students able to access remote learning during partial closures</i></p>



<p><b>Wider Strategies</b></p>	<p><b>All students have the required equipment so that they are ready to learn; every classroom kitted out with stationary</b></p>	<p>Staff able to teach without interruption while moving from classroom to classroom.</p> <p>All students ready to learn with the correct stationary.</p>	<p>Every classroom will have access to the following:</p> <p>Pens Pencils Rulers Glue Sticks Highlighters Exercise books</p>	<p><b>Currently Running</b></p>	<p><b>£890</b></p>	<p>Staff and pupil voice.</p> <p>Students able to engage and learn without additional barriers of missing equipment.</p> <p>Teachers are able to teach effective lessons without interruption.</p>
<p><b>Wider Strategies</b></p>	<p><b>Students have shelter for social times while staying within Year Group Bubbles</b></p>	<p>All students have access to a sheltered facility for social times, while remaining within their year group bubbles.</p> <p>Students remain dry and ready to learn when returning to the classroom.</p>	<p>Each year group to have a marquee set up outside, providing shelter and somewhere to sit and eat their lunch</p>	<p><b>Currently Running Oct-Feb</b></p>	<p><b>£20,000</b></p>	<p>Staff and pupil voice.</p>
<p><b>Wider Strategies</b></p>	<p><b>Provide pastoral support to students and families focusing on:</b></p> <p><b>a) regular and supportive communications with parents, especially to increase attendance and</b></p>	<p>Meetings with families are supportive and impactful. Student attendance and behaviours improve.</p> <p>Students request support and referrals are made. Students report improved wellbeing.</p> <p>Students know how to cope with change and deal with</p>	<p>Parents contact school readily to seek support.</p>	<p><b>Currently running</b></p>	<p><b>£- (currently on a trial)</b></p>	<p>Pastoral AHTs to monitor and evaluate</p> <p>Parent and student voice</p>

	<p><i>engagement with learning.</i></p> <p><b>b) Coaching conversations with students including referrals to A Hulton to ensure students access talking therapies around emotional wellbeing</b></p>	<p><i>challenge. Students understand the benefits of routine and make positive lifestyle choices.</i></p>				
<b>Wider Strategies</b>	<p><b>Re-establishing routines and focusing attention on supporting students' social, emotional and behavioural needs</b></p>	<p><i>Relationships between students and staff are positive.</i></p>	<p><i>Sessions to be run through PD, tutor time and assemblies</i></p>	<b>Currently running</b>	£-	<p><i>Pastoral AHTs to monitor and evaluate</i></p> <p><i>Student voice</i></p>
<b>Wider Strategies</b>	<p><b>Provide sessions to improve mental health is and the factors that can influence it</b></p> <p><b>Small group sessions to build self esteem and reduce anxiety</b></p>	<p><i>Students report higher levels of self esteem</i></p> <p><i>Student confidence is improving</i></p>	<p><i>Staff act on the signs of poor mental health</i></p> <p><i>School promotes mental wealth</i></p>	<b>To start in Jan</b>	£-	<p><i>Pastoral AHTs to monitor and evaluate</i></p> <p><i>Student voice</i></p>

<b>Wider Strategies</b>	<b>Provide additional careers guidance and opportunities to engage with employers that takes into account lost time due to partial school and wider closures due to Covid 19</b>	<p><i>Students are clear on future pathways</i></p> <p><i>Students benefit from engaging with employers</i></p>	<i>Gatsby benchmarks are met</i>	<b>Currently running</b>	£-	<p><i>Pastoral AHTs to monitor and evaluate</i></p> <p><i>Student voice</i></p>
<b>Total Budget</b>		<b>£74,960</b>				
<b>Total Spend</b>		<b>£114,627</b>				