

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
- a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help, which includes:
 - a schools programme for 5 to 16-year-olds
 - a 16 to 19 tuition fund
 - an oral language intervention programme for reception-aged children

Funding allocations

School allocations have been calculated on a per pupil basis.

Mainstream school will receive £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.
3. **Summer 2021** - a further £33.33 per pupil.

How should we spend the funding?

- **Which pupils need to access the support?** There are no specific requirements for who to spend it on. The school should identify pupils that will benefit most from the funding
- **What strategies should be employed?** The DfE recommends the following:
 - Small group or 1-to-1 tuition (particularly through the **National Tutoring Programme**)

Heart of England School		Allocated Funding	£86,000 (approx.)
Number on Roll (Year 7-11)	1073		
No. Pupil Premium Students	173 students	Number students in sixth form	182

Academic Recovery Process (Covid-19)	
Strategy Area	Focus
Teaching and Learning	High quality learning and teaching Reliable, valid and practical assessment and diagnostic tools High quality professional development
Intervention	Numeracy skills Literacy Vulnerable students 1:1 / small group tutoring
Wider Strategies	Access to electronic devices / online learning Communication with parents / carers Student welfare and wellbeing

Strategy Area	Focus	Success Criteria	Cost	Progress / Update
	Professional Development: Behaviour masterclass (Tom Bennett) Professional Development	<ul style="list-style-type: none"> ✓ Whole school training on behaviour management is delivered. <p>End of year staff survey shows high levels of confidence in behaviour management</p> <p>End of year survey shows high level of satisfaction with professional development</p>	£1000	November 2020: Behaviour masterclass (Tom Bennett) Professional Development
Teaching and Learning	Staff Professional Development: Assessment Training	<ul style="list-style-type: none"> ✓ Professional development on use of effective use of assessment in the classroom delivered <p>End of year staff survey shows high levels of confidence in use of assessment</p> <p>End of year survey shows high level of satisfaction with professional development</p>	£500	Oct 2020: Assessment Professional Development
Teaching and Learning	Staff Professional Development: Microsoft Teams training in order to improve our offer if remote learning becomes necessary again.	<ul style="list-style-type: none"> ✓ Whole school training on the use of Teams takes place. <p>In the event of local / national lockdown there is evidence of higher quality online provision</p> <p>In the event of local / national lockdown parental feedback is positive</p> <p>Any review of quality of provision in this event shows high levels of staff engagement</p>	£250	<p>November 2020: Advanced, bespoke professional development on use of Microsoft Teams takes place</p> <p>October 2020: Initial professional development on use of Microsoft Teams takes place</p>
Teaching and Learning	New behaviour system introduced with the aim of reducing lesson time wasted through poor behaviour or through learning expectations being eroded due to habitual poor behaviours.	<ul style="list-style-type: none"> ✓ Revised behaviour system introduced ✓ Review of revised system completed end of Autumn term <p>Spring data shows reduction in alerts</p> <ul style="list-style-type: none"> ✓ Spring review <p>Summer evaluation</p> <p>Staff survey shows positive feedback on revisions to behaviour system</p>	N/A	<p>March 21: There has been a great deal of time between the launch and implementing the changes! Curriculum detentions and SLT detentions that enable bubble to continue to operate are in place.</p> <p>December 2020: Progress Leaders and GB meet to review based upon implementation and learning of system; adaptations and clarification of roles discussed with Pastoral Team; intention and model discussed and agreed with SLT</p> <p>October 2020: Online staff information;</p>

				Communication with parents and students; new system implemented (12 th October)
Teaching and Learning	Conduct Year 7 Reading Age tests to establish priorities for intervention	<ul style="list-style-type: none"> ✓ Reading Tests completed for Year group ✓ Students identified of concern ✓ Probe / LASS testing completed for vulnerable students <p>Appropriate reading intervention put in place Year 7 students who receive reading intervention have gap between reading and chronological age eliminated</p>	N/A	<p>March 21: One Y7 has started the programme following an opening in the schedule</p> <p>November 2020: Approx. 20 Y7 students identified for LASS and Probe testing to identify reading weakness and most appropriate intervention</p> <p>October 2020: Reading Age Tests Completed</p>
Teaching and Learning	Year 7 - Maths, English and Language students taught in mixed ability groups until October half term. Setting delayed as no SATS info. Allows time to teach and assess before setting.	<ul style="list-style-type: none"> ✓ Appropriate assessment arrangements created to take account of lack of KS2 data <p>Set changes made based upon the data</p>	N/A	<p>October 2020: Set changes completed</p> <p>September 2020: Timetable created; groups created</p>
Teaching and Learning	Y9- 2 nd language and ICT dropped to enable full 6 hours/fortnight for main language and History and Geography increased to 4 hours a fortnight. These are all heavy opting subjects so it allows for full teaching of all KS3 content before GCSE.	<ul style="list-style-type: none"> ✓ Curriculum plan and timetable adapted <p>Number of students opting for History and Geography are in line with previous years' uptake</p> <ul style="list-style-type: none"> ✓ KS3 curriculum is covered as planned for History and Geography 	N/A	<p>February 21: Options process launched for Y9 with virtual taster sessions offered</p> <p>September 2020: Curriculum and timetable adapted</p>
Teaching and Learning	Teams Training for all KS3 students	<ul style="list-style-type: none"> ✓ In the event of any regional / national lockdown measures KS3 are able to access learning <p>Student survey show high levels of confidence in using Teams</p> <ul style="list-style-type: none"> ✓ Progress Leaders do not need to post work to students as they are able to access online provision using Teams 	N/A	<p>January 2021: Online information videos for students and parents prioritised on website and promoted on school's YouTube channel following lockdown</p> <p>November 2020: Video tutorials created and shared in Tutor Time to distribute information and build familiarity</p> <p>October 2020: Computer Science lessons address key areas of focus</p>
Teaching and Learning	Teams Training for all KS4 students	<ul style="list-style-type: none"> ✓ In the event of any regional / national lockdown measures students are able to access online provision <p>Student survey show high levels of confidence in using</p>	N/A	<p>January 2021: Online information videos for students and parents prioritised on website and promoted on school's YouTube channel following lockdown</p>

		<p>Teams</p> <ul style="list-style-type: none"> ✓ Progress Leaders do not need to post work to students as they are able to access online provision using Teams 		<p>November 2020: Video tutorials created and shared in Tutor Time to distribute information and build familiarity</p>
Teaching and Learning	Y12 training on use of TEAMS (they have had no experience of using this)	<ul style="list-style-type: none"> ✓ In the event of any regional / national lockdown measures students are able to access online provision <p>Impact (see comments above)</p> <p>Student survey show high levels of confidence in using Teams</p> <ul style="list-style-type: none"> ✓ Progress Leaders do not need to post work to students as they are able to access online provision using Teams 	N/A	<p>February 2021: positive engagement identified through usage and student questionnaire</p> <p>December 2020: Sessions to delivered to students</p> <p>November 2020: Sessions planned and resources prepared</p>
Teaching and Learning	Maths Y10 sets 2, 3, 4 crossover scheme of work followed for 6 weeks followed by assessment to decide correct setting and resultant tiering. Without this students were set according to January data and tiers decided on an historical model.	<ul style="list-style-type: none"> ✓ Creation of assessment tool ✓ Assessment data analysed ✓ Set changes actioned ✓ Parental communication takes place ✓ Students and parents are clear about tier of entry ✓ Tier of entry is appropriate to student achieving their best 	N/A	<p>October 2020: set changes implemented based upon assessment data</p> <p>September: crossover scheme of work created and ready to be launched; Parental correspondence for rationale of approach shared; assessments devised</p>
Teaching and Learning	Y11 English (L5 and R5) to drop English Literature to enable focus upon GCSE English Language	<ul style="list-style-type: none"> ✓ GCSE English Language curriculum coverage is thorough <p>At least 2 students achieve at least a Grade 4</p>	N/A	<p>September 2020: Intention and rationale communicated; 2 further student moves actioned as in best interest of students</p>
Teaching and Learning	Y11 mock exams moved from November to January in order to allow maximum learning time before these high stakes assessments	<ul style="list-style-type: none"> ✓ Mock examinations are re-scheduled ✓ Clear communication with students and parents of rationale <p>Data identifies intervention (NTP or in house)</p>	N/A	<p>December 2020: Information video of FAQs re. examinations and latest DFE video</p> <p>November 2020: Parent and child information video about revision strategies (tutor time and on school YouTube channel)</p> <p>October 2020: Communication with parents and students about the revised date move</p>
Teaching and Learning	Y13 subject 'Mock exams' in September to	<ul style="list-style-type: none"> ✓ Valid assessment tasks created 	N/A	<p>January: 73 UCAS applications submitted (1</p>

Learning	provide info for UCAS and clear information of gaps in knowledge and understanding.	<ul style="list-style-type: none"> ✓ Staff are able to identify learning / skill deficits and plan accordingly ✓ UCAS applications have appropriate academic data 		<p>Cambridge offer)</p> <p>October 2020: Assessments completed and data entered</p> <p>September 2020: clear communication with staff, students and parents about the assessments</p>
Teaching and Learning	Diagnostic tool for KS3 mathematical skills in order to identify strengths, weaknesses and compare student attainment at a national level	<p>All KS3 students complete a Maths Diagnostic assessment</p> <p>Data identifies cohort strengths and weaknesses to inform teaching</p> <p>Data helps to identify individual students who would benefit from participation in NTP</p> <p>Data helps to identify individual students who would benefit from participation in in-house numeracy interventions</p> <p>Data informs any curriculum / SoW changes as evidenced in LM discussions</p> <p>EOY sample re-test show gains in student attainment and proficiency in maths</p>	£5,000	<p>March Update: Review of data generated completed; Licences ordered ready for testing to commence in April 2021.</p> <p>February : 20 online licenses purchased; Trial Run of online assessment programme with Y7 Critical Worker / Vulnerable students who are on site (Deadline: 12th February 2020)</p> <p>Timescale dependent upon re-opening of schools: KS3 wide assessment of Maths ability using GL diagnostic tool</p>
Intervention	Students identified as needing 1:1 or small group support participate in English and / or Maths tuition (NTP)	<ul style="list-style-type: none"> ✓ Approved NTP provider sourced ✓ Baselining / identification mechanism investigated and sourced for maths <p>Reading age data / Probe / WA data used for English identification</p> <p>Positive discrimination of participation to meet priority groups / vulnerable groups in school (PP/FSM/SEND)</p> <p>Clear identification of the skill / topic that will be the focus of the tuition</p> <p>Appropriate grouping of students / 1:1 established as necessary</p> <p>Student progress is evidenced from baseline to end point of tuition</p> <p>WA Grades for respective subject show students involved</p>	£35,000	<p>March 2021: PLs, Asst Principal: Surety and Pastoral Inclusion Manager to agree students and subject focus based upon return to school; proforma of student need and targets to be created</p> <p>February 2021: Memorandum of understanding to be agreed</p> <p>January 2021: Online meeting with local rep and nation rep from connex; conversation with CLs for En and Ma around identification of students, need for clear focus etc.</p> <p>December 2021: Preferred service identified based upon use of qualified teachers</p>

		<p>have made progress</p> <p>Post involvement student survey is positive</p>		<ul style="list-style-type: none"> • Connex Education Partnership • Delivered by tutors with QTS • School liaison managers in regular contact • Secure access to Tutoring & Interventions portal • Sessions mapped against available school data on programme entry and exit. <table border="1" data-bbox="1682 539 2157 868"> <tr> <td colspan="3">15 hr block with NTP subsidy applied</td> </tr> <tr> <td>Ratio</td> <td>£/PP</td> <td>Provision</td> </tr> <tr> <td>1:1</td> <td>£183.75</td> <td>Home Tuition In school After school Weekends</td> </tr> </table> <p>October 2020: Process of mapping NTP provision, offer, staffing and pricing model explored and collated</p>	15 hr block with NTP subsidy applied			Ratio	£/PP	Provision	1:1	£183.75	Home Tuition In school After school Weekends
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<p>Intervention</p>	<p>Create new Interventions coordinator role</p>	<p>✓ Job description and person appointed</p> <p>There is an increase in targeted intervention.</p> <p>Explicit Maths intervention strategy/strategies sourced and implemented with evidence of student progress.</p> <p>Referrals to appropriate agencies are timely and tracked.</p> <p>A detailed log of referrals and actions is created and accessible to staff</p>	<p>£5,000</p>	<p>March 21: TR timetables created and revised; additional staff training established; IDR model of intervention explored and order placed.</p> <p>January 21: Additional purchase of Nessy licenses including home use for students</p> <p>December 2020: Role established; IDIS online intervention programme researched and free trial procured; Data collation for submission of 2xEHCPs takes place;</p> <p>November 2020: Role Description Finalised (Role purpose to timetable, track and monitor intervention sessions across the school (Nessy, TR, numeracy) as well as coordinating and recording aspects of</p>									

				external support (Ed Psych, CLD team)
Intervention	Thinking Reading Intervention resumes	At least 35 students participate in the scheme over the academic year At least 10 students graduate the intervention (when chronological and reading age match)	N/A	March 21: After an initial week of readjusting to school, the timetable of TR as an intervention has resumed. January 2021: TR staff have been doing an online version of the scheme for participants; where online sessions aren't working, a virtual mentoring offer to support with work is in place. December 2020: 2x Y11 students graduated from TR, 1x male student (EHCP) gain of 5 years; 1 female student (SEND K) gain of 5.5 years. September 2020: 1x Y8 student; 5x Y9 students; 2x Y10 students; 2x Y11 students participating in TR
Intervention	Thinking Reading – Increase staffing capacity so at least 4 more students can participate on a weekly basis	Additional staffing capacity is created to increase delivery across KS3 and KS4 There are at least 14 participants at any one time There is an increase in KS3 students participating owing to additional capacity At least 7 students graduate in the academic year	£5,000	March 21: Additional staff member training completed to enable Y7 student to begin intervention December 2020: New LSA to begin training on the TR programme so that additional Y7 EHCP student can begin the intervention October 2020: Current capacity with staffing model is 10 students
Intervention	Numeracy Intervention Programme	Staff training successfully completed Additional staffing capacity to ensure delivery Students requiring long term intervention identified (combined with KS3 diagnostic assessment) Half Termly progress reports show student progress / gains WA grades of participating students show progress Student feedback is positive	£5,000	December 2020: Interventions Coordinator identified as one member of staff for training – need to identify second member of staff November 2020: Intervention Programme Identified (https://www.catchup.org/); Webinar attended as information gathering about programme

Intervention	SEND specific Numeracy Intervention Programme / resource	SEND students with specific needs in relation to Maths identified across KS3 and 4 (combined with KS3 diagnostic assessment) Regular timetabled sessions for intervention created WA data shows progress in maths Termly reports show progress of participants	£500	March 21: IDL Numeracy programme order placed February 2021: Trial with 2xY8 students December 2020: Interventions coordinator identifies platform that meets need: https://idlsgroup.com/numeracy									
Intervention	Year 8 – Disengaged / unmotivated student working group students (behaviour, attainment SEMH). Reading age assessment to discern barriers to learning.	<ul style="list-style-type: none"> ✓ Students identified by examination of Behaviour, Attainment, SEMH ✓ Reading age assessment completed to identify potential barriers / academic intervention <p>Maths assessment completed to identify barriers / academic intervention</p> <p>Spring and Summer RIs show improved progress and behaviour</p> <p>Spring and summer data shows decrease in concerns logged</p>	£500	<p>December 2020: 7 Y8 Boys identified for Tutor Time intervention scheme planned</p> <table border="1" data-bbox="1682 564 2152 687"> <thead> <tr> <th colspan="3">Student Profile</th> </tr> <tr> <th>SEND</th> <th>PP</th> <th>SEND & PP</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>3</td> </tr> </tbody> </table> <p>November 2020: 1xY8 student starts TR</p> <p>October 2020: 8 students have reading ages re-assessed; 3 show variance of concern for probe testing (completed)</p>	Student Profile			SEND	PP	SEND & PP	4	4	3
Student Profile													
SEND	PP	SEND & PP											
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Intervention	Y11 PP Mentoring – all Y11 PP students to meet with JGR <ul style="list-style-type: none"> - Identify areas of concern - Establish targets - Acute focus upon attendance – intervening where transport may be a concern 	Attendance of PP students is in line with non-PP PP A8 is the same or better as that of non-pp students Individual revision plans created for those where progress is most fragile <ul style="list-style-type: none"> ✓ Transport is not a barrier to school attendance ✓ Revision Resources are purchased in line with PP action plan ✓ Exercise is repeated in Spring term <p>A8 of PP students increases from 41.85 achieved in 2020</p>	N/A	March 21: 1:1 catch up with Y11 students resumes; small group career sessions for students interested in joining armed forces takes place (very positive feedback from students) December 2020: PP Attendance for Y11 84%, non-PP 93% November 2020: All Y11 PP students met with and collation of areas of concern – follow up staff correspondence where appropriate; any students with gaps in revision resources have had these purchased; conversations around careers provision commenced with advice on possible routes and									

Intervention	Y10 PP Mentoring – all Y10 PP students to meet with JGR <ul style="list-style-type: none"> - Identify areas of concern - Establish targets - Acute focus upon attendance – intervening where transport may be a concern 	Attendance of PP students is in line with non-PP <ul style="list-style-type: none"> ✓ All Y10 PP students met by end of Autumn term ✓ Transport is not a barrier to school attendance <p>Exercise is repeated in Spring term</p> <p>Exercise is repeated in Summer term</p> <p>A8 of PP students increases from 32.21 (Autumn 2020)</p>	N/A	March 21: Y11 students initially prioritised December: PP attendance for Autumn 85%, non-PP 94% November: All Y10 students met with and collation of areas of concern – follow up staff correspondence where appropriate
Intervention	TH to meet every Y13 student (Support plans to address academic and pastoral concerns)	<ul style="list-style-type: none"> ✓ Each Y13 student has a 1:1 tutorial ✓ Support plan created for students as needed <p>EOY student survey shows high levels of satisfaction with academic and pastoral support</p>	N/A	November 2020 : All Y13 students seen How many have support plans? Follow-up actions?
Wider Strategies	Set up Y7 IT accounts and ensure that local / national lockdown allows access to school portal	<ul style="list-style-type: none"> ✓ All Y7 students have IT accounts created ✓ In the event of any regional / national lockdown measures Y7 are able to access learning 	N/A	October 2020: Student accounts created; computer science lessons focussing on logging into the system, accessing and using email; organising folders
Wider Strategies	KS5 supervised study sessions have acute focus on student progress	<ul style="list-style-type: none"> ✓ EB creates a folder for each period on U Drive ✓ Each folder identifies individual targets for students with subject referral information updated ✓ TH/JH update student info as needed <p>EOY student survey shows positive responses to the supervised study sessions</p> <p>Attendance registers to sessions show 95%+ attendance</p>	N/A	November 2020: Session folders created; information communicated to relevant staff October 2020: Study sessions timetabled and groupings organised
Wider Strategies	Increased Educational Psychology provision	<ul style="list-style-type: none"> ✓ Additional Provision of services is purchased <p>Students for support are identified</p> <p>Students requiring additional expert support / advice are supported and EP advice implemented / shared</p> <p>Full allocation used</p> <p>EHCPs awarded to relevant students following EP advice</p> <p>There is an increase in the number of EHCP submissions being accepted</p> <p>Parental feedback of SEND students shows positive impact</p>	£4,000	December 2020: New EP works with school – online session commence with student. 3 students identified for 4 hour blocks of support October 2020: Planning meeting between school and EP July 2020: Online meeting with PMs, PLs, SENCO and SLT re. the return to school and strategies to implement June 2020: Additional hours purchased as part of SLA

		for meeting student need		
Wider Strategies	Fixed Term AP role (surety) created linked to attendance and progress of disadvantaged learners	<p>✓ Job description that ensures focus upon the vulnerable and attendance</p> <p>Clear plan to improve school-wide attendance</p> <p>Demonstrable evidence of improving attendance for relevant groups (FSM, PP, SEND)</p> <p>Narrowing of attendance gap between PP and Non-PP students</p> <p>Y10 EOY data shows a narrowing of A8 gap between PP and Non-PP (Gap was 12.19 Autumn 2020); number achieving at least Grade 4 En Ma increases (was 5 Autumn 2020)</p> <p>At least 60% PP students make Good or Excellent progress at KS3 in English and maths using revised progress report indicators</p>	£10,000	<p>March 21: Application, Interview and appointment completed; commencement of role</p> <p>February 2021: Appointment to be confirmed</p> <p>January 2021: alteration of role to focus upon attendance and vulnerable group progress</p>
Wider Strategies	Online provision of Parents Evening platform	<p>Parents Evenings take place</p> <p>Parent and student feedback is positive</p>	£1,050	<p>March 2021: Y8 Parents Evening 18/3/21; Y13 Parents Evening 23rd March; Y11 Parents Evening: Evening 31st March</p> <p>February 2021 – Year 10 Parents Evening 9th February; SIMS meeting about alternative platform</p> <p>January 2021 – Rescheduled Y12 Parents Evening (21/1/21); Y12 Parents Evening (14/1/21)</p> <p>December 2020: Online providers Explored</p>
Total			£73,050	
Contingency			£12,950	
Contingency funding will allow us to respond to the varying needs that emerge as staff and students return.				
Strategic Objective 1		<ul style="list-style-type: none"> • Launching academic recovery – triage/diagnosis/treatment – narrowing the gaps • Continued focus on improving PP and SEND provision in and out of the classroom • Continued focus on improving outcomes in Science and Mathematics 		
Secure Outstanding Outcomes:				

<p>Strategic Objective 2 Learning by Design</p>	<ul style="list-style-type: none"> • Improving virtual teaching skills and the overall quality of remote provision • Improving formative assessment in the classroom • Improving behaviour in the classroom to ensure no time is wasted and high expectations are consistent by • implementing and embedding the new CALM classroom essential support system and linked CPD
<p>Strategic Objective 3 Meeting Staff and Student Needs</p>	<ul style="list-style-type: none"> • SRE and Health 2020 Curriculum Implementation • Re-launching the Pastoral team (conduct in social time, wellbeing and safeguarding) • Embedding the “decided essentials” in the “CRs” culture (Confidence through regularity / Consistency through repetition / Continuity through to recovery) • Planning, resourcing, implementing and assessing the impact of academic recovery • Health and Safety and safeguarding at the centre of operational effectiveness • Ongoing staff wellbeing in a time of COVID 19