



Testbourne Community School

Catch-up Premium Spending Report 2020-21

What is the catch-up premium?

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 students to catch up for lost teaching time over the previous months and in order to support students to access the curriculum. This could include accessing the National Tutoring Programme, which is another part of the government catch up package.

How should the catch-up premium be spent?

To support schools to make the best use of the funding, the EEF has published a support guide:

<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-supportguide-for-schools1>

The EEF has also published a guide outlining a tiered approach to school planning in 2021:

<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>

The recommended best practice can be summarised as:

Overall area of strategic support	Specific strategies
Quality first teaching	<ul style="list-style-type: none">• High-quality teaching for all• Effective diagnostic assessment• Supporting remote learning
Targeted approaches	<ul style="list-style-type: none">• High quality one to one and small group tuition• Teaching assistants and targeted support• Academic tutoring• Planning for pupils with SEND
Wider strategies	<ul style="list-style-type: none">• Supporting students' social, emotional and behavioural needs• Planning carefully for adopting a SEL (social & emotional learning) curriculum• Communicating with and supporting parents



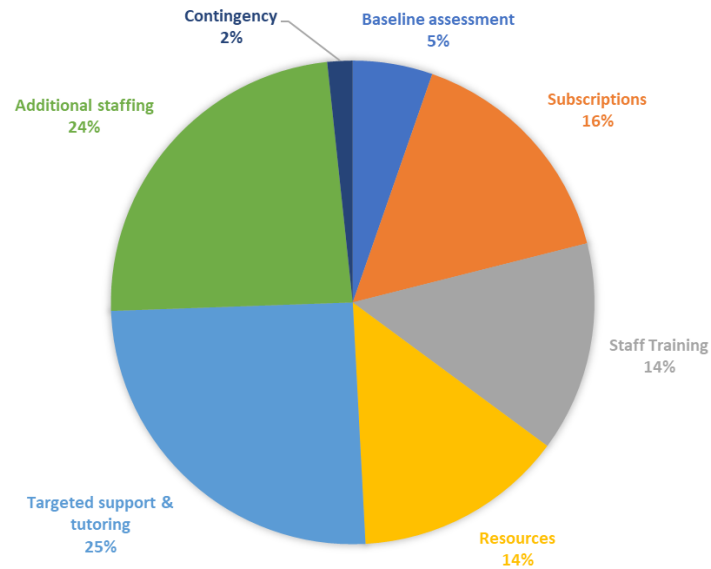
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Catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	890	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£71,200 (provisional)		

PLANNED CATCH-UP SPENDING 2020-2021





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Planned expenditure for current academic year

Quality teaching for all					
Action	Intended outcome & success criteria	Evidence & rationale for this approach	Start date	Staff lead	Review
Effective diagnostic assessment of new year 7 cohort: <ul style="list-style-type: none"> • New Group Reading Test (NGRT) • Cognitive Abilities Test (CAT4) 	All year 7 students to complete diagnostic assessment package to inform: <ul style="list-style-type: none"> • Appropriate setting in core groups • In-class targeted intervention Individual/ small group targeted intervention	The 2020/ 2021 year 7 cohort did not complete SAT assessments at the end of year 6 and all transition activities were virtual so staff were unable to assess needs prior to Autumn term (other than those needs identified by primary school). CAT tests are supported and frequently referred to by EEF as best-practice for assessing students: https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/developing-whole-school-assessment/	Sept 2020	JMA	Summer 2021
Continuing professional Development: <ul style="list-style-type: none"> • New Technologies • Online Teaching • Effective teaching & feedback 	<ul style="list-style-type: none"> • Students continue to make academic progress despite school closure • Prior attainment gaps do not increase 	EEF guidance makes clear that quality first teaching is key to addressing gaps in learning, and that the principles of high-quality teaching in the classroom are just as relevant, if not <i>more</i> relevant when teaching online: https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/ https://schoolleaders.thekeysupport.com/curriculum-and-learning/raising-attainment/approaches-to-raising-achievement/school-reopening-how-help-disadvantaged-pupils-catch/?marker=full-search-q-estimate%2011-75%20gao-result-3	July 2020	GGR	Summer 2021



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Subscriptions to support online learning: <ul style="list-style-type: none">• SAM Learning• GCSE Pod• Twinkl	<ul style="list-style-type: none">• Students continue to make academic progress despite school closure• Prior attainment gaps do not increase	School closure and student/staff absence has meant that activities such as revision classes, informal drop-ins and directed in-class support have been a challenge. These online platforms facilitate individual support and feedback.	Sept 2020	JMA	Summer 2021
Additional subject resources	Departments to demonstrate impact of spending through line management	Departments are invited to submit subject-specific bids for resources to support catch-up through tutor time, home learning or during lockdown period	Sept 2020	HoDs	Summer 2021
Supporting students to develop self-regulation skills & metacognition: <ul style="list-style-type: none">• Whole-school strategy• CPD• Becoming a 'Thinking School?'	TBC	EEF Best evidence on remote learning highlights the importance of metacognition and self-regulation skills, particularly to support disadvantaged students: https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/ This is further echoed in this article from The Key for School Leaders: https://schoolleaders.thekeysupport.com/curriculum-and-learning/raising-attainment/approaches-to-raising-achievement/school-reopening-how-help-disadvantaged-pupils-catch/?marker=full-search-q-estimate%2011-75%20gao-result-3	April 2021	ESU/ GGR	Sept 2021
				Total budgeted cost:	£35,000



Targeted Support					
Action	Intended outcome & success criteria	Evidence & rationale for this approach	Start date	Staff lead	Review
<p>Year 7 reading & literacy intervention programme</p> <ul style="list-style-type: none">• Small group reading with librarian• Targeted literacy support with TA (Educake)	<ul style="list-style-type: none">• Improvement in reading age demonstrated from repeat NGRT test• Analytics within Educake programme	<p>EEF Covid support guide highlights need for literacy & numeracy intervention as part of catch up strategy.</p> <p>https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/</p> <p>Reading comprehension is one of the top 3 strategies identified within the EEF Teaching & Learning Toolkit in terms of impact:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</p>	Sept 2020	ESU / CRE	Summer 2021
<p>Year 7 Numeracy intervention programme:</p> <ul style="list-style-type: none">• Small group support with maths teacher• Targeted numeracy support with TA (Times Tables Rockstars)	<ul style="list-style-type: none">• Improvement in baseline Maths assessment results• Improved speed & accuracy demonstrated through analytics within Times Tables Rockstars programme	<p>EEF Covid support guide highlights need for literacy & numeracy intervention as part of catch up strategy.</p> <p>https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/</p>	Sept 2020	ESU / SLE	Summer 2021
<p>Year 8 Catch Up plan</p> <ul style="list-style-type: none">• Catch Up Literacy (not yet running during lockdown)• SEND students with LPA - small group intervention for Maths and English	<ul style="list-style-type: none">• Improvement in baseline assessments• Confidence in attending Maths and English lessons	<p>EEF Covid support guide highlights need for literacy & numeracy intervention as part of catch up strategy.</p> <p>https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/</p>	Sept 2020	GGR	Summer 2021



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<p>Year 11 Tutorial Intervention Programme:</p> <ul style="list-style-type: none"> • Maths • English • Science • Geography • History 	<p>Improvement in student outcomes between mock exams and final CAGs</p>	<p>Small group intervention is one of the key strategies for supporting catch up identified within the EEF Covid Support Guide:</p> <p>https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/</p> <p>One to one & small group tuition is evidenced to have between a 4 and 5 month impact on student progress according to EEF Teaching & Learning Toolkit.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</p>	<p>Jan 2021</p>	<p>JMA</p>	<p>Summer 2021</p>
<p>National Tutoring Programme: <i>My Tutor</i></p>	<p>Improvement in student outcomes from baseline assessment at start of programme</p>	<p>This is the government-subsidised programme and recommended best-practice for providing catch up support:</p> <p>https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium</p> <p>This strategy is supported by the EEF:</p> <p>https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=national%20tutoring%20programme</p> <p>https://nationaltutoring.org.uk/</p>	<p>Jan 2021</p>	<p>ESU (JMA / GGR)</p>	<p>Summer 2021</p>
<p>In-school one to one / small group tuition</p>	<p>Improvement in student outcomes from baseline assessment at start of programme</p>	<p>A small number of students will better engage with members of staff that they are familiar with and have a relationship with rather than an external tuition partner.</p>	<p>Apr 2021</p>	<p>ESU / JMA</p>	<p>Summer 2021</p>
<p>Total budgeted cost:</p>					<p>£18,000</p>



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Wider strategies					
Action	Intended outcome & success criteria	Evidence & rationale for this approach	Start date	Staff lead	Review
Wider pastoral support: <ul style="list-style-type: none">• ELSAs• Counsellor• PSHCE curriculum• Attendance	<ul style="list-style-type: none">• Attendance in-line (or better) than previous year• Student engagement & recognition points in line (or better) than previous year Student wellbeing feedback	Importance of pastoral support, including supporting both students and parents/carers is highlighted in EEF Covid Support Guide and Tiered Approach to Planning Guide: https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-supportguide-for-schools1 https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/	Mar 2020	DHL	Termly
ICT support for students e.g. headsets for online tutoring	<ul style="list-style-type: none">• Engagement with tutoring programme• Engagement with online lessons	EEF Best evidence on remote learning highlights importance of ensuring access to online technology, particularly for the most disadvantaged students. https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/	Jan 2021	DHL	Summer 2021
Additional Staffing Capacity: <ul style="list-style-type: none">• Administrative support• SEND support• Targeted intervention• Pastoral support• Surplus teaching capacity	<ul style="list-style-type: none">• Through outcomes identified above				
Total budgeted cost:					£17,000