

## Summary information

### Catch-Up Premium Plan



Academic Year	2020-21	Total Catch-Up Premium	£107120	Number of pupils	1339 (KS3-4)
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## Guidance

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 our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in year's reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

## Use of Funds

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.

## EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

**i. Teaching and whole-school strategies**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><b><u>Supporting great teaching:</u></b></p> <p>The Gaps that will have appeared and identified by teachers in class will be specific to each subject. As such it is important that each subject plays a key role in planning great teaching in order to support students with the closing of these gaps</p>	<p><i>A pot of money that departments can bid for in order to purchase resources, time or equipment that allow high quality teaching to close the gaps.</i>  <i>(Details of individual bids will be added as an appendix to this document as they are approved)</i></p> <p style="text-align: right;"><b>(£25,000)</b></p>		SHE	March 21
<p>Staff have a well planned streamlined curriculum that focuses on key knowledge and skills ("<i>what has to be learned</i>"), helping students to re-engage with their learning, as well as identifying gaps in learning and ensuring that these are revisited in lessons.</p> <p><i>"Gaps in learning are a matter of serious concern, but they are not insurmountable. Whilst the gaps in curriculum and knowledge can be extensive, these can be repaired through a systematic approach to a well- planned recovery curriculum."</i> Hattie</p>	<p><i>A day put aside for departments to revisit their curriculum and focus on Key Skills. These maps will then be put up on the website for parents and students to access.</i>  <a href="http://www.fortismere.haringey.sch.uk/page/?title=Departments&amp;pid=160">www.fortismere.haringey.sch.uk/page/?title=Departments&amp;pid=160</a></p> <p style="text-align: center;">Extra INSET day - September 2020 (School budget)</p>		SHE	Ongoing July 21
<p><b><u>Teaching assessment and feedback</u></b></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><b><i>Purchase and implement the GL Assessments Package to allow us to have a reliable baseline for students entering the school in Year 7.</i></b>  <b><i>GL Assessments package also offers standardised assessments across all of KS3 that will support and complement the in class assessments that are taking place.</i></b></p>		DBA	July 21

		<b>(£16,000)</b>		
<p><b><u>Associate Assistant Headteachers</u></b></p> <p>Appoint three leaders to support with three key areas and report to SLT and be line managed by Assistant Headteachers for T&amp;L and Inclusion.</p>	<p><i>The school as appointed three Associate Assistant Headteachers to oversee the implementation of the recovery curriculum at Fortismere.</i></p> <ul style="list-style-type: none"> <li>• <i>Recovery Curriculum Pastoral Lead</i></li> <li>• <i>Recovery Curriculum Lead Ks4 and Yr12</i></li> <li>• <i>Recovery Curriculum Lead Ks3 and Yr13</i></li> </ul>		FFI EBR	Ongoing July 21
			<b>Total budgeted cost</b>	<b>£41,000</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>KS4 1-to-1 and small group tuition</u></p> <p>Identified children will have improved understanding and better progress in the core subjects at Ks4. Areas of specific weakness will be identified by departments and the small group tuition will be tailored to address these. This will run in conjunction with the National Tutoring Programme.</p>	<p><b><i>MyTutor (<a href="http://www.mytutor.co.uk">www.mytutor.co.uk</a>) online 1-to-3 tuition after school on Wednesdays. 60 students identified by departments in Yr11 (20 English, 20 Maths and 20 Science)</i></b></p> <p><b><i>Teaching Personnel (<a href="http://www.teachingpersonnel.com/ntp">www.teachingpersonnel.com/ntp</a>) online 1-to-3 tuition after school on Wednesdays. 60 students identified by departments in Yr10 (20 English, 20 Maths and 20 Science)</i></b></p> <p><b><i>This figure is subsidised by the National Tutoring Programme (£11,000)</i></b></p>		DBA ICU	Feb 21  Feb 21
<p><u>Intervention programme</u></p> <p>An appropriate intervention programme in place that covers the Core subjects at KS3 and all subjects at KS4. This programme will be for students for whom the in class spiral curriculum work that is taking place is deemed insufficient. These students will be identified by HODS and Inclusion Panel.</p>	<p><i>Hire an additional Graduate Teaching Assistant (GTA) to support the current team and the repurpose GTA team to run small group or 1-2-1 interventions across Yr9, 10, 11 – in areas of specialism. This repurposing will allow for up to 80Hrs of additional time a fortnight for these intervention sessions.</i></p> <p><i>‘There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.’ EEF</i></p> <p><b><i>(£20,000)</i></b></p>		DBA EBR HWI	Ongoing July 21
<p><u>Extended school time</u></p> <p>Identified children in KS3 are able to access a weekly Ks3 catch-up club (1.5hrs per night). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and</p>	<p><b><i>The cost of a teacher and TA per club (x3 a week) and snacks for the children is made available.</i></b></p> <p><b><i>(£2000)</i></b></p>		DBA RSH	Ongoing

<p>understand the identification process.</p> <p>In conjunction with our Holiday club/camp. A programme whereby students identified as being in need of support/intervention attend a free half day at the camp and then half a day working with staff on their academic study.</p> <p>A large and comprehensive programme of intervention sessions run in the school holidays and potentially at weekends.</p>	<p><b><i>'Tuition delivered by qualified teachers is likely to have the highest impact'. EEF</i></b></p> <p><b><i>250hrs funded at £20ph (£5000)</i></b></p>		<p>DBA HWI</p>	
<b>Total budgeted cost</b>				<b>£38,000</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u>  Appropriate Software as well as Webcams and Microphones are purchased in order to ensure that Parents' Evenings and meetings with parents can continue remotely. This will allow us to continue to provide high quality formative feedback and conversations between home and school.	<i><b>Purchase School Cloud (<a href="http://www.schoolcloud.co.uk">www.schoolcloud.co.uk</a>) along with 60 Webcams</b></i>  <b>£1000</b> <b>£1059</b>		DBA	Feb 21          Feb 21
<u>Access to technology</u>  Provide high-quality blended learning so that students that are self-isolating can stay engaged with the learning and planned curriculum.  Access to WiFi for students that do not have that ability at home. This will allow students to interact with the Google classroom suite.	<i><b>Purchase of 100 USB Microphones to allow teachers to live-stream their lessons in line with the School policy .</b></i>  <b>£600</b>  <b>Purchase of USB Dongles</b> <b>£400</b>		FFI   HWI RHA	Feb 21          Feb 21
<u>Summer Support</u> NA				
<b>Total Covid Catch-Up</b>				<b>£107,120</b>
<b>Cost paid through Covid Catch-Up</b>				<b>£82,059</b>
<b>Remaining Covid Catch-Up</b>				<b>£25,061</b>