



## Catch-up Funding Impact Review 2020-2021 Townsend CE School - July 2021



Townsend CE School was awarded £49 000 by the government to support students with their learning in the academic year 2020-2021. The funds were used to provide materials and experiences to students that would help accelerate their rate of progress, coverage, depth and retention of subject knowledge, and development of skills.

### DfE rationale on using catch-up funding

Source: <https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium>

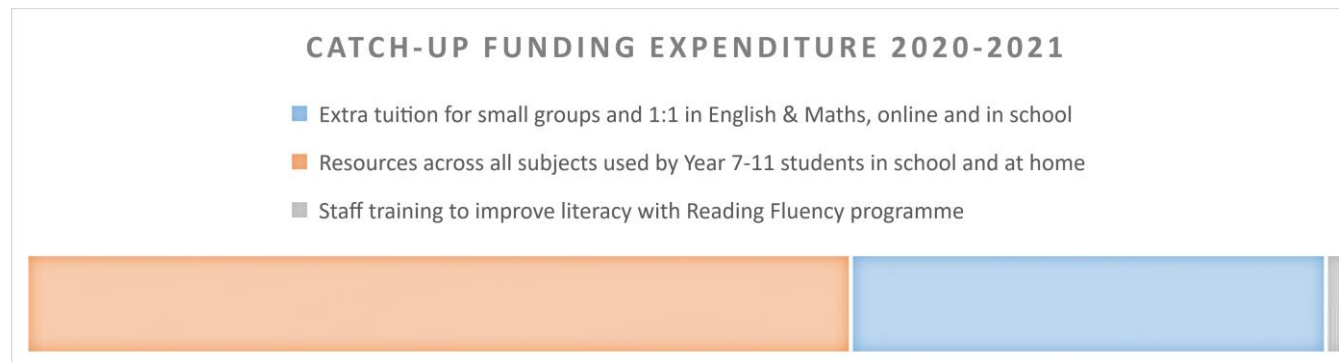
“Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the curriculum expectations for the next academic year in actions for schools during the coronavirus outbreak.

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...”

### EEF suggestions for appropriate spending

Source: [https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Covid-19\\_support\\_guide\\_for\\_schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf)

The Education Endowment Foundation (EEF) made several recommendations for expenditure and here at Townsend, we have focused on three of the suggested areas: extra tuition, resources and staff training, with details of expenditure of its impact stated below:



Area of funding & amount spent	EEF advice on catch-up funding expenditure	How funding was spent	Impact of funding
<p><b>Extra tuition</b></p> <p>Online £13 909</p> <p>In school £3 708</p>	<p>“There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy... As a rule of thumb, the smaller the group the better....”</p> <p>“Interventions might focus on other aspects of learning, such as behaviour or pupils’ social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.”</p>	<p>There have been two types of extra tuition that we have invested in: online (every Monday or Tuesday at 5pm) and in school.</p> <p>The online tutoring with MyTutor has given further access to Maths and English lessons to 110 students:</p> <ul style="list-style-type: none"> <li>- 23 (mainly Year 7) students for 1:1 lessons on a 10-week programme;</li> <li>- 87 Year 10/11 students on the National Tutoring Programme on a 15-week programme in small groups of 3. There were 60 at any one time on the programme (the government’s maximum allowed number), with additional Year 10 students replacing Year 11 students who decided to stop once they had left school. A small number, though, did continue till the end of the course.</li> </ul>	<p>Online lessons received a mixed reaction from students. All lessons took place outside of school hours so that students could continue whether they were self-isolating or in school. Contact home was made when students’ attendance started to drop. At the start of the programme, average attendance was 73%. By the end of the programme, after the Year 11 assessment period at the end of May and after several self-isolation periods for Year 10 in June and July, average attendance was 55%.</p> <p>Over half the students did attend at least 75% of their online lessons and a small number have requested to continue with their tutor on a private arrangement with MyTutor.</p> <p>We will see the impact of the NTP lessons with Year 11 once GCSE results are released.</p> <p>Of the 26 respondents in a parent/carer survey in July 2021:</p> <ul style="list-style-type: none"> <li>- 81% said their child make good progress in these lessons;</li> <li>- 88% said their child enjoyed the lessons;</li> <li>- 85% said their child would join lessons again if given the opportunity.</li> </ul>

			In school: our two intervention teachers worked with individuals and small groups to build literacy and numeracy skills, building self-esteem and confidence in themselves and their skills.
<b>Resources</b> £30 593	“Providing additional books and educational resources to families...”	<p>The main focus was to supply students with the materials they needed to have full access to course content and subject knowledge, whether they were in class or at home, learning remotely. Priority was given to Pupil Premium students and their needs, but this funding enabled us to provide for the majority of students across a number of students. Resources were bought and distributed to students, mostly in Year 9-11, but some in Year 7 and 8, for the following subjects:</p> <p>Computing, Design Technology, English, Food &amp; Nutrition, French, Geography, History, Maths, Music, PE (GCSE), Science.</p> <p>Some online subscriptions were also purchased to facilitate independent learning at home:</p> <p><a href="http://www.thisislanguages.com">www.thisislanguages.com</a> – an excellent range of video-linked activities using authentic French-speaking scenarios</p> <p><a href="http://www.gcsepod.com">www.gcsepod.com</a> – an excellent resource for all subjects, providing taught course content and multiple methods for practising retention of knowledge</p> <p>New fitness equipment, such as gym mats, was purchased to give a renewed vigour and emphasis on the need to exercise and keep physically healthy.</p>	<p>Feedback from staff showed they were very pleased to have the opportunity to relaunch their subjects in March following lockdown with new resources and a feeling of value from being invested in. It meant many students (across year groups and classes) could have greater access to all course content.</p> <p>Implementation of these resources has been evident in lessons, for example, on a cover lesson for Food &amp; Nutrition in Year 9, the students were instantly ready to study when they pulled revision guides from their bags and knew exactly what to do and how to access the course content, furthering their knowledge and giving them the opportunity to embed their learning by referring to the books in their own time. When asked, students were delighted to have their own books to take home and use in school. They felt invested in and valued, which was very important following their return to school in March after lockdown.</p> <p>Teacher comments: “[Funding has] been used to provide a set of books each for Years 9,10,11 during the period where bubbles have meant resources could not be shared.</p>

		Stationery (pens, pencils, paper) was also purchased to accompany the weekly food box deliveries that went to our families in most need, to ensure that students continued to have the means to study from home. (This was alongside the laptops that were purchased and distributed under a different scheme to ensure every student had access to online learning and live lessons at home during lockdown and periods of self-isolation).	Prior to this Y9 did not have textbooks, which was adversely affecting their learning.”  “Differentiated revision resources were supplied to Year 11 students to help them prepare for the final assessments and we feel that this helped students’ performance, especially those more vulnerable students who either do not have the resources or means to buy their own revision materials.”
<b>Staff training</b> to enhance literacy development £790	“There is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need... Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.”	Four members of staff will be trained on the KS3 Reading Fluency programme: one teacher, one intervention teacher and two Teaching Assistants. The new Year 7 students in particular will be supported by the interventions that take place following the implementation of this part of the whole school Literacy Strategy.	Future Year 7 and 8 students, and a few in Year 11, with below average reading ages will improve in their reading age following interventions put in place as a result of this staff training from September 2021.

H. Line, Deputy Headteacher, July 2021