

Coronavirus (COVID-19) Catch-up Premium

The government COVID-19 catch-up premium was established to mitigate the effects of the disruption to learning caused by the coronavirus pandemic. The grant will only be available for the 2020-2021 academic year.

Toot Hill School will 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:

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

A summary of their best practice is as follows:

Overall strategy area	Specific strategies
Teaching and whole-school strategies	<ul style="list-style-type: none">• Supporting great teaching• Pupil assessment and feedback• Transition support
Targeted approaches	<ul style="list-style-type: none">• One to one and small group tuition• Intervention programmes• Extended school time
Wider strategies supporting parents and carers	<ul style="list-style-type: none">• Access to technology• Summer support

As with all government funding, school leaders and governors are accountable for how the money is being used. Therefore the impact and spending strategy for this catch-up premium will be reviewed regularly via the School Improvement Framework (SIF) for 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 we are using the funding to ensure the curriculum has a positive impact on all pupils.

In order to track and monitor the impact of such measures, they have been categorised as teaching and whole school strategies, targeted approaches and wider strategies. The total amount of funding allocated to Toot Hill School is £ 122,840 based on 1535.5 pupils on roll, at a rate £80 per pupil; this will be received in three instalments. Toot Hill has committed to a minimum spend of £ 149,135 as detailed below.

Teaching and whole-school strategies				
Action	Evidence for the action	Impact	Cost	Phase
Increased number of lessons for students in the college (6 lessons a week compared to 5 in previous years)	High quality first teaching is the most important lever and the single strategy which will have the greatest impact on the outcomes of pupils (EEF).	<ul style="list-style-type: none"> High quality learning experiences for pupils Improved outcomes for all pupils Improve rates of progress, and reduce the knowledge gap that is created by a lengthy school closure, subsequent partial closures or periods of self-isolation Encourage self-reflective and innovative approaches to teaching 	£ 51,428 minimum	Ongoing
GCSEPod introduced for Years 10 and 11	The studies carried out by the EEF as part of the teaching and learning toolkit consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. GCSEPod enables all students in Years 10 and 11 to access high quality online revision resources at both school and at home. In addition, teachers can set home learning questions that can be used across departments to perform question level analyses. Both Year 10 and 11 students have undergone induction sessions to ensure they can effectively use the software for home learning and independent learning.	<ul style="list-style-type: none"> High quality online learning and revision resource Enables subject departments and teachers to identify learning gaps Enables students to identify learning gaps and address them Facilitates the facile monitoring of student engagement with home learning and revision Allows all students 24/7 access to high quality revision material 	£ 5,100	1
Improve live streaming of lessons through utilisation of visualisers, Wacom tablets and webcams	It is imperative that the technology enables teachers to provide high quality learning experiences when pupils have to self-isolate or in the event of further school closures. As a result, we have improved the capacity of our IT communication systems. Hardware purchases enable lessons to be recorded to a high quality including webcams, visualizers and teacher writing tablets (Wacom tablets).	<ul style="list-style-type: none"> High quality learning experiences can still be provided when pupils are having to self-isolate, a rota system has been implemented or if there are further school closures. In the event of any school closures, the school IT systems are future proofed and staff are able record and deliver online lessons. 	Wamcom – £ 580 Webcams - £ 307 Visualisers - £ 2,245	1

		<ul style="list-style-type: none"> Ensuring time and money is invested in this area will ensure that a higher quality of home learning can be implemented in to the future, where necessary developing a blended model when pupils are absent from school or used as part of the school's approach in catching up with work missed. 		
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Targeted approaches				
Action	Evidence for the action	Impact	Cost	Phase
YipiYap tutors for English, Maths and Science in addition to tuition provided by trained teachers in English and Maths	Studies carried out by the EEF has evidenced that small group tuition is proven to be effective. Using specialist subject tutors in English, Maths and Science, who know the pupils needs and aware of their gaps in knowledge, can help accelerate the progress of pupils. Th	<ul style="list-style-type: none"> Knowledge gaps are addressed developing the confidence of pupils. Support with developing exam technique and becoming more confident with more demanding questions on papers form specific exam boards. YipiYap tutors liaise with Year 11 Achievement Leads to improve impact of sessions and student confidence in school lessons. Raise pupils' aspirations by working with graduates. English and Maths teachers employed to provide a total of 18 hours a week tuition in English and Maths to targeted students 	£ 28,880 for YipiYap provision; £ 18,900 for teacher tuition.	Ongoing
MyTutor additional one-to-one tuition	Online tutoring programme delivered by experienced university students/graduates studying at Russell group universities will help narrow the knowledge gap caused by the school closure. An alternative would be to use additional school staff possibly including	<ul style="list-style-type: none"> Knowledge gaps are addressed developing the confidence of pupils. Disadvantaged students will be able to access 1-to-1 tutoring at home. 	£ 20,000	Ongoing

	<p>teaching assistants and volunteers. However, research shows using volunteers and teaching assistants can have some valuable impact, it has been proven to be less effective than using specialist trained tutors. This additional tutoring will be targeted towards KS4 pupils in year 11 and after school so students do not miss lessons. The tutoring programme will consist of one-to-one tuition. There will be a particular focus will be on English, Maths and Science to ensure pupils leave school with a strong pass that facilitates college entry. EEF evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. In terms of small group tuition evidence suggest this is effective however, as a rule of thumb, the smaller the group the better. This can be compensated with high quality feedback, sustained engagement and work that matches the learners need.</p>	<ul style="list-style-type: none"> • Support with developing exam technique and becoming more confident with more demanding questions on papers form specific exam boards. • MyTutor tutors liaise with teachers to improve impact of sessions and student confidence in school lessons. • Raise pupils' aspirations by working with graduates. 		
Study Support Coordinator	<p>The high level of small group and 1-to-1 tuition taking place in school can only be effective if it is coordinated in a central area with the highest standards of behaviour and engagement evident. A lack of classroom space because of the pandemic also necessitates the use of a central area (our concert hall).</p>	<ul style="list-style-type: none"> • High quality small group tuition is organised and facilitated in the dedicated study support area • Students can work with tutors or access online learning in an atmosphere conducive to high quality learning 	£ 16,924	Ongoing

Wider strategies supporting parents and carers				
Action	Evidence for the action	Impact	Cost	Phase
Purchase of Chromebooks and Wi-Fi dongles	Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at both school and home. In particular, lack	<ul style="list-style-type: none"> • High quality learning experiences can be provided where pupils are having to self-isolate, a rota system has been 	£ 4771	1

	<p>of access to technology has been a barrier for many disadvantaged children.</p> <p>We have worked with the Local Authority to ensure digital devices for those eligible can be claimed, however, where there are still gaps so the school will look to invest in building a small stock of additional devices alongside looking at innovative approaches to provide internet access.</p> <p>The studies carried out by the EEF as part of the teaching and learning toolkit consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. However, there is considerable variation in impact, as sometimes they may be used to replace more traditional methods instead of supplementing them. To ensure this is minimised CPD sessions will be focussed on supporting staff with the most effective strategies.</p>	<p>implemented or if there are further school closures.</p> <ul style="list-style-type: none"> • In the event of any school closures the school systems are future proofed and staff are able record and deliver online lessons. • Ensuring time and money is invested in this area will ensure higher quality of home learning can be implemented in to the future, where necessary developing a blended model when pupils are absent from school or used as part of the school's approach in catching up with work missed. • Chromebooks are used in the Study Support and Reset Room to ensure students have access to high quality online learning resources. 		
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