

Catch-Up Premium Plan

Tanfield School



Summary information					
School	Tanfield School				
Academic Year	2020-21	Total Catch-Up Premium	£57,560	Number of pupils	660

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 years 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	EEF Recommendations
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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.

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

Identified impact of lockdown

Maths	Significant gaps have arisen between those students who did not participate in online learning and those who did. Even when fully accessing the online learning it was clear that progress was slowed and certain topics did not lend themselves to being taught remotely. This has meant that much of the course content has had to be revisited (particularly for Foundation students where more teacher input is required to support individual needs). Y11 are now following an EXPRESS curriculum in order to focus on the key topics required for the examination.
English	Students lost stamina for extended writing/exam responses as a result of lockdown. We have also noticed a regression in students' use of accurate punctuation; some are not using capital letters, commas and apostrophes correctly. As a result of lockdown, we had to use the first 6 weeks of term to catch up/finish the Literature course with Y11. This means that we were not able to begin the teaching of Language in September (as normal) so are slightly behind in terms of course coverage.
Science	There are clear knowledge gaps as a result of lockdown. All cohorts have been disadvantaged in that some students engaged and others did not with our online teaching. Those who engaged have made progress, however, this is significantly less progress than they would have made in school and those who didn't engage with the online learning have fallen further behind still. All science learning involves micro and macro concepts which are difficult to visualise through online teaching. Many of these would be addressed through practical work which the students have missed out on. As a result the KS4 students have missed many required practicals. These students have been shown videos. However, they now lack the practical and experimental skills that allow them to answer questions relevant to Science practical. We are also significantly behind in terms of our delivery of the science content. Many students are working after school to catch up with lost time.
Non-core	<p>Art - Significant gaps have arisen between those students who did not participate in online learning and those who did. Those who did not take part have lost confidence and forgotten skills taught prior to lockdown. In KS4 those who did not take part lack work in their portfolio and time has been needed to complete projects rather than move on. In KS3 work is very limited due to not being in practical classrooms and the full range of skills is unable to be taught at the moment.</p> <p>DT - The inability to do practical lessons has led to students being behind. This has had an impact on the way DT has been taught with a focus on knowledge content and graphics practice. The continuation of the current situation has an impact on Y11 who need to complete practical elements as part of their courses.</p> <p>Enterprise - There have been some issues with regard to Component 3 content coverage. Time is tight to complete all of the content in time for the February exam. All classes have started at the same point from when we returned in September and all content will be taught for the first time or again by the exam.</p> <p>Geography - One significant gap in Geography is between those that participated in online learning and those who did not. Although work has been done to close these gaps e.g. through recaps and revision, the gap is significant. We are also behind with current content. The plan was to start teaching paper one content at the end of last year. This was put on hold due to online learning uptake. The biggest concern is getting through course content and having time for revision.</p>

Health and Social care - Unable to complete role plays and practicals in Unit 1. Concerned about the amount of course content still to be taught before exams in February.

History - significant contextual knowledge gaps have resulted between those who did and did not engage in lockdown learning, students have reduced speed of recall for fingertip knowledge, source analysis has weakened as a skill, stamina for extended writing has been identified as a key issue due to the nature of remote learning and for Years 7-9, quality of analysis in SPO paragraphs has been identified as a target area.

ICT - The main issues surround those students who did not engage in the online learning and those who did. The knowledge gap between those students is evident. While all topics are being revisited before the February exam those students who did not take part in the online learning are taking longer to show an in depth knowledge of the topic. Where examination style questions are being completed during the lesson, some of the students still struggle to show a thorough understanding of the question topic content. Time is quite tight to revise everything in the lessons before the exam.

MFL - There is a significant gap between the students who regularly took part in online lessons and those who failed to do so, particularly amongst disadvantaged students. Specific gaps identified are knowledge of vocabulary, the ability to extend their writing and to use a range of tenses, to read aloud and speak with confidence in the target language. This is even more evident at KS3.

Music - no performing on instruments and no composing on computers for kS3 has led to weaker performing and composing skills. No school band or music club meant that students lost the opportunity to practice.

PE - Fitness levels for PE are very poor for most and there has been an impact on the motivation of students taking part in PE, which has dropped significantly. Practical units of exam PE have not taken place. Students have also lost time completing coursework, due to not being able to do this at home.

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 Cycle 1	Impact Cycle 2	Impact Cycle 3	Staff lead	Review date?
<p><u>All students have access to a full curriculum</u></p> <p>All subjects are delivered as normal for all students.</p>	<p><i>Timetable created as normal.</i></p> <p><i>Specialist teaching rooms are shared by different year groups and cleaned in between uses to allow the delivery of DT, Art, Music and IT.</i></p> <p><i>PE changing facilities expanded with the use of the sports hall to enable social distancing.</i></p>				JAL, SCL, NST	End of each cycle
<p><u>100% of students are on task 100% of the time</u></p> <p>Learning time is maximised for all students.</p>	<p><i>All staff will use the 100% strategies from Teach Like a Champion 2.0.</i></p> <p><i>When giving instructions, staff will use '100% STAR students in 3,2,1" to gain attention and then use clear 'What to do' instructions that 'make compliance visible'.</i></p> <p><i>Radar be seen looking, Least invasive intervention and Art of the consequence strategies used to ensure students stay on task.</i></p>				SCL, NST	End of each cycle
<p><u>All students follow a knowledge rich curriculum</u></p> <p>Lessons will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p><i>Booklets are used in all subjects that incorporate Rosenshine's principles, reading of complex text, tier 2 and 3 vocabulary and The Writing Revolution.</i></p>				SCL, NST	End of each cycle
<p><u>All students receive feedback that they respond to</u></p> <p>Teachers have a very clear understanding of what gaps in learning students have.</p>	<p><i>Mini whiteboards used by students to answer hinge questions, short answer questions and brain dumps.</i></p> <p><i>£566.80 for 720 whiteboards</i></p> <p><i>£59.97 for dry wipe pens</i></p> <p><i>Feedback given on work if there can be a 72 hour turnaround.</i></p> <p><i>Self assessment using model answers shared under a visualiser.</i></p>				SCL, NST	End of each cycle
<p><u>All students receive homework that incorporates retrieval practice</u></p> <p>Learning gaps from lockdown are closed. Students remember what they are taught.</p>	<p><i>Students complete brain dump on Google Classroom</i></p> <p><i>Teacher videos uploaded to Google Classroom using Screencastify</i></p> <p><i>£633.47</i></p> <p><i>Students complete quiz on Google Classroom</i></p> <p><i>Students complete a Look, Cover, Write, Check task in their homework books</i></p> <p><i>£343.40</i></p>				SCL, NST	End of each cycle

<u>Students in year 7 sit standardised assessments to enable gaps in learning to be identified</u>	CAT tests will be completed by all year 7 students. £948.29 NGRT reading tests used to identify weak readers for intervention. £1952				SCL, JAL, CRY	Dec. 20
<u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling with Tanfield School have an opportunity to become familiar and confident with the setting before they arrive.	A transition hub set up to include a virtual tour, meet the headteacher, year manager and advisor, subject information, testimonials, uniform information, Tanfield's history and what support is in place for students.				SJO, KMO	Sept. 20
Total budgeted cost						£ 4503.93

ii. Targeted approaches						
Desired outcome	Chosen action/approach	Impact Cycle 1	Impact Cycle 2	Impact Cycle 3	Staff lead	Review date?
<u>Low attaining students in years 7 and 8 make rapid progress</u>	Direct Instruction placement tests used to identify students and the correct starting points. Literacy and maths lesson time used to deliver Direct Instruction. £10,000				SCL, NST, CRY, CBA	End of each cycle
<u>All year 11 students will receive an extra hour of revision each day</u>	Subjects will offer Get Exam Ready sessions on a rota. Core subjects will have one GER a week. Option subjects have one GER every two weeks.				JAL, SLs	End of each cycle
<u>Students who struggle to revise from home have somewhere quiet in school to revise</u>	Champions hour will run from 4pm until 5pm, after GER for students who need a computer or somewhere quiet to revise. Sessions will be led by members of the senior leadership team.				SCL	End of each cycle
<u>Vulnerable year 11 students have an alternative provision to enable them all to make progress</u> All students get on to their next step in education, training or employment.	Alternative provision base set up in school for those vulnerable students who are worried about returning to full time education. English and Science tutors brought in to support teaching of those subjects. £5760 for English tutor £6400 for Science tutor				CJO, AST	End of each cycle

<u>All students have the opportunity to review learned information to improve their long term memory</u> Students remember more information which leads to better test results.	Morning meetings used to do braindumps, low stakes testing of core subjects and spellings tests. Afternoon meetings used to do retrieval practice on all subjects.					NST, SLs	End of each cycle
<u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of progress in History, Geography and English.	An academic mentor will be employed from TeachFirst to work with underperforming students in History, Geography and English. £6000 on costs - wage funded by DfE					SCL, NST	End of each cycle
<u>Extended school time is used to increase the progress of identified students</u> Identified children are able to access a daily morning mastery or afternoon mastery session. The attainment of those identified children improves and the effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.	Students will be identified from the data to attend morning mastery (8am to 8.35am) or afternoon mastery (3.05pm to 4pm). These sessions will be run by teaching staff to help students catch up.					SCL, YMs and Heads of SG	End of each cycle
Total budgeted cost							£38,500

iii. Wider Strategies							
Desired outcome	Chosen action/approach	Impact Cycle 1	Impact Cycle 2	Impact Cycle 3	Staff lead	Review date?	
<u>All students have access to technology to complete homework on Google classroom and to access remote learning when isolating</u>	Google Chromebooks bought for all students who lack a suitable device at home, or who share a device. £30,000				DFI		
<u>Parents are kept up to date with their child's progress</u>	Online parents evenings to take place for all year groups using Weduc. £1921				KMO		
Total budgeted cost							£ 31,921
Cost paid through Covid Catch-Up						£57,560	

	Cost paid through charitable donations	£0
	Cost paid through school budget	£17,364.93