



On Track plan in response to DfE Catchup funding and post Covid-19 Lockdown.

# On Track

Plan and operational guidance,  
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## **Introduction**

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. That is why, alongside the universal catch-up premium, the government has launched a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help.

## **Funding Allocation**

This funding will be provided in 3 tranches. The first payments have been received by school:

	Bainbridge – Oct 19: 47 pupils Oct 20: 41 pupils	Askrigg – Oct 19: 36 pupils Oct 20: 42 pupils	West Burton – Oct 19: 21 pupils, Oct 20: 25 pupils
Autumn 2020 – fixed	940	720	420
Spring 2021 – provisional	1093	1120	667
Summer 2021 – provisional	1367	1400	833
Total	3400	3240	1920

## **Use of the 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.
- This plan sets out the school's approach in greater and operational detail.

## **Accountability and monitoring**

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors should scrutinise schools' approaches to catch-up, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities and ensuring appropriate transparency for parents.

## **Further Information and Guidance**

### **BAWB Responses**

We will take a tiered approach as set out in the EEF guidance. We will be flexible and realistic in the actions we take, using qualitative and quantitative data to help shape our plans:

Support Strategies	
Teaching	<ul style="list-style-type: none"><li>- High-quality teaching for all</li><li>- Effective diagnostic assessment</li><li>- Supporting remote learning where needed</li><li>- Focusing on professional development</li></ul>
Targeted academic support	<ul style="list-style-type: none"><li>- Targeted academic support (gap filling, pre-teaching, etc)</li><li>- Targeted reading intervention for post-phonics readers (RWI)</li><li>- High-quality one to one and small group tuition</li><li>- Teaching Assistants and targeted support</li><li>- Planning for pupils with Special Educational Needs and Disabilities (SEND)</li></ul>

Wider strategies	<ul style="list-style-type: none"> <li>- Supporting pupils' social, emotional and behavioural needs</li> <li>- Communicating with and supporting parents</li> <li>- Supporting parents with pupils of different ages</li> <li>- Successful implementation in challenging times</li> </ul>
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### **Implementation checklist for Leaders including Governors**

	Aspect
	Are we confident that we have identified a small number of implementation priorities that we think we will be able to change?
	How many new routines and habits do teachers and other staff need to integrate into their work?
	Have we appraised our capacity to make those changes, so that they are feasible and likely to be sustained by all staff?
	Is there a clear and shared understanding of what is being implemented and how, e.g. targeted interventions are communicated clearly to teachers?
	Are we able to respond to new challenges that may arise during the academic year ahead, e.g. significant falls in attendance, bubble closures?

### **Additional Supporting Documents**

Document	Link
DFE Covid 19 Catchup	<a href="#">Click</a>
EEF Tutoring programme	<a href="#">Click</a>
EEF School planning guide	<a href="#">Click</a>

	Wider Strategies / Actions	Teaching	Actions
<b>All Children</b>	<ul style="list-style-type: none"> <li>- PSHE curriculum supporting wellbeing and positive mental health</li> <li>- Time built into each day</li> <li>- Supporting pupils' social, emotional and behavioural needs</li> <li>- Communicating with and supporting parents</li> <li>- Supporting parents with pupils of different ages (where managing remote learning)</li> <li>- Successful implementation in challenging times</li> </ul>	<ul style="list-style-type: none"> <li>- Have high quality teaching and a broad curriculum offer</li> <li>- Are formatively assessed day to day and given high quality feedback.</li> <li>- Live marking and feedback are a feature of provision</li> <li>- Undertake summative assessments in the form of online tests</li> <li>- Assessments and tests are adapted, or adjustments made to access arrangements and / or the content of the test</li> <li>- Curriculum adjustments are made to ensure any missed objectives are covered</li> <li>- Curriculum pitch and expectation remains high and mastery approach used</li> </ul>	
	Wider Strategies / Actions	Targeted academic support	Actions
<b>Some children</b>	<ul style="list-style-type: none"> <li>- Daily check-ins</li> <li>- Adjustment to timetable start / finish times</li> <li>- Pre-teaching</li> <li>- Nurture groups</li> <li>- Other agencies</li> <li>- Planned and regular parent conversations</li> </ul>	<p>Children are identified:</p> <ul style="list-style-type: none"> <li>- Assessments identify gaps in learning (formative: statements, and summative: assessment QLA)</li> <li>- Attainment and progress are halted</li> <li>- Children have or are at risk of falling behind</li> <li>- Lock down has had a significant negative impact</li> <li>- Children are not learning and retaining knowledge in line with their abilities</li> </ul>	<ul style="list-style-type: none"> <li>- Targeted academic support</li> <li>- High-quality one to one and small group tuition</li> <li>- Teaching Assistants and targeted support</li> <li>- Pre-teaching</li> <li>- Planning for pupils with Special Educational Needs and Disabilities (SEND)</li> </ul>
<b>See also: SEND reviews, assessment schedule</b>			

**Identification of Pupil Need – Who, What, When? Systematic Approach**

Action Steps	Considerations
1	<b>Teachers make assessment of need based on specific criteria and group in three ways (low, moderate, high).</b>
2	<p><b>When selecting children for specific targeted support, <i>think of the whole child</i> and consider the following:</b></p> <ul style="list-style-type: none"> <li>• Prior attainment relative to current attainment (e.g. falling standardised scores)</li> <li>• Assessment data – EGPS, PIRA, PUMA, Target Tracker, other assessment opportunities (class work, RWI)</li> <li>• Effectiveness of support at home</li> <li>• Progress made so far this year (e.g. steps)</li> <li>• Are children in the disadvantaged or vulnerable group? Pupil Premium?</li> </ul>
3	<b>Choose a best fit – children do not have to have all elements to qualify – it’s about prioritising need.</b>
4	<b>SEND – consider this group in the same way as other groups of children. Has missing school significantly affected progress? How likely are they to benefit from extra support of this type? Are their needs already being met by provision that you already have in place for them?</b>

**Points for leaders and teachers to consider following referral and in the decision-making process to identify appropriate support:**

- Data – have these children seen a significant dip in attainment?
- Parental engagement – are these children for whom we can enlist parental support and deliver targeted support outside school hours?
- SEND – what impact does this have? How relevant is this to lack of progress?
- Disadvantage – do we give these children priority?
- Numbers – does this limit what we can offer?
- Specific issues around inconsistency in referral between classes. How do we mitigate this?
- What support do we give to those teachers who may struggle with this / where provision for quality wave one teaching is not secure?
- What is the strength of CPD strategies to enhance wave one teaching - effective use of formative assessment, mastery approach, etc?

### Outline of Approaches - Learning

Group Characteristics (WHO?)	Planned support (WHAT?)	WHEN?	Cost
<p><b>Tier 1</b></p> <p>Children may have a few gaps in their learning based on what they have missed during lockdown. They have made good progress since returning to school and are working broadly within ARE. There is sufficient support at home to ensure additional homework tasks are completed. Most children will be in this group.</p>	<ul style="list-style-type: none"> <li>• Target support (same day support) based on specific objectives as part of daily class teaching.</li> <li>• Engage parents with additional home learning targeted at specific objectives missed or not fully mastered.</li> <li>• No additional support needed outside of quality wave one teaching.</li> <li>• Daily grammar session at the beginning of the English session.</li> <li>• Post-phonics reading programme to support all with fluency</li> </ul>	<ul style="list-style-type: none"> <li>• During normal lesson time – in class and lead by teachers.</li> <li>• Homework – targeted activities for specific gaps as required.</li> </ul>	<b>Low</b>
<p><b>Tier 2</b></p> <p>Children have been more significantly affected by missed learning during lockdown and this has impacted progress in specific areas (e.g. Reading, Maths - see evidence base above) although they are coping and keeping up in other aspects of the curriculum. They may have lacked parental support and not engaged fully with home learning during lockdown but are beginning to benefit from being back in school.</p>	<ul style="list-style-type: none"> <li>• This could be planned sessions within the school building after school closes or at home virtually, delivered by TA and making use of resources and expertise we have in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Time directed by class teacher – either at home or after school.</li> </ul>	<b>Moderate</b>

**Tier 3**

Impact of missed learning during lockdown has significantly affected children's ability to access the curriculum or has resulted in a significant drop in attainment in assessments (EGPS, PIRA, PUMA). They may also need support with metacognition and mindset. They have struggled to work at ARE with their peers.

There is limited support at home and/or access to technology is an issue.

Lockdown has impacted on well-being and confidence.

- Groups with extra tuition outside of the normal curriculum provision.
- Delivered by teachers

- Outside the school day and/or during other curriculum time.

High