

Use of COVID-19 catch-up (recovery) premium

- £80 per pupil for 2020-21, total £71,760
- £XX per pupil for 2021-22, total XX

DfE guidance

- Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months
- Schools have the flexibility to spend their funding in the best way for their cohort and circumstances
- 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
- Governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding

EEF guidance

Teaching and whole school strategies:

- Supporting great teaching (CPD)
- Pupil assessment and feedback (eg subject specific assessments, literacy, numeracy)
- Transition support (inc. assessment)

Targeted support:

- One to one and small group tuition (- ensure that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback)
- Intervention programmes (- literacy and numeracy)
- Extended school time

Wider strategies

- Supporting parents and carers (eg attendance)
- Access to technology (eg invest in additional technology, either by providing pupils with devices or improving the facilities available in school)
- Summer support

Consideration of possible options

Strategy	Notes	Recommendation
National Tutoring Programme	Only for disadvantaged students Also costs the school Will not start until November 20 Do not know how closely will link to work in school	Insufficient information to decide
Recruit one or more additional teachers eg English, Maths, SEN teacher	Would support small group catch-up teaching But students would then be withdrawn from lessons Unlikely to be able to find a Maths teacher to appoint	Missing lessons is a concern
Recruit additional LSAs (eg literacy intervention)	Quality of interventions is variable	Keep under review, might be worthwhile if specific need emerges, eg Y7 students' reading
Recruit additional cover supervisor	To support quality of teaching when staff are absent, eg due to self-isolation To provide additional resource to support Subject Leaders, eg to lead small group tuition, develop 'catch-up' resources, to develop resources for remote education	Seek to make additional appointment in October 20 – <i>unsuccessful, review in June 21</i>

Strategy	Notes	Recommendation
Learning mentors	To have an overview of students whose progress is causing concern, eg homework and liaison with home This can be successful but we might struggle to recruit suitable candidates	Unlikely to have sufficient impact
Identify students who would benefit from reduced options. Appoint a teacher to lead learning in released periods. Using the resources already prepared by subject teachers, take them through work missed during school closure. Ongoing liaison with subject teachers Identify students in other years who would benefit from some small group teaching	This has the potential to have real benefit. Monitoring of remote learning shows at least 30 Y11 students really struggled to engage. Standard GCSE load is 10 subjects – students will be better served by good performance in 8. Teachers generally have good records of what work was missed but do not have the time to supervise students working through this systematically. Note potential impact on performance tables.	Advertise temporary post for full or part-time 'Recovery Teacher', 1 November 2020 to 31 May 2021 (now extended to August 2022). Work with students, parents and Heads of House to identify cohort and how we would reduce their options. If capacity, identify cohorts in other year groups
Pay teachers to offer Y11 revision out of school time	May be beneficial. Equity issues as some teachers/teams provide a lunchtime/ after-school offer for which we do not pay them.	Discrete Feb/May half term and Easter holiday offer
Homework club – staffed by paid teachers for targeted students	Targeted students may be reluctant to attend after school. Lack of continuity of staffing would reduce impact.	Unlikely to have sufficient impact
Y7 assessments to allow us to generate target grades	Current Y7 students have no SATs scores from which to calculate target grades	In place, no additional cost
Use Accelerated Reader to support reading across primary-secondary transition	Accelerated Reader is an EEF 'promising project': Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress. The EEF study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.	Introduce for Year 7, September 21
Family link worker capacity	Attendance not currently a significant issue	Not required
Contribution to improved Wi-Fi	Quality of Wi-Fi in school is currently a significant barrier to seamless learning in school and at home	Potential to help secure overall stronger provision
Tablets for LSAs	It is very difficult for LSAs to be effective from a distance of 2m. Using Google, devices enable LSAs to see work in real time and offer remote support	In train, using parental donation plus matched funding

Strategy	Notes	Recommendation
Devices for students	All students in Y8-11 now have devices; currently working on Y7, where ownership is high but not quite universal. [Update: all students in Y7-11 now have devices.] Universal access to device (and broadband) increases the quality of remote education and reduces workload for staff, as no need to provide hard copy resources	Keep under review and action if need looks not to be able to be met through available funding
Individual whiteboards	Teachers and LSAs need to stay at the front of the classroom and 2m from students; whiteboards help teachers and LSAs to provide immediate feedback despite these restrictions. Students have previously been able to use the back cover of their planner as a whiteboard but planners will be discontinued (in favour on online solutions) from Sept 21	Purchase for all students for Sept 21; students will be able to purchase replacements (less than £1) from Student Services
Revision guides and software	Students have missed learning due to the periods of school closure and due to periods of self-isolation, to their notes may not be complete. Teachers cannot readily take exercise books in to check the quality of notes	Purchase a subscription to GCSE Pod
Develop use of Google Enterprise for Education	Purchase additional capability such as breakout rooms	Purchase a license for Google Enterprise for Education

Action (without using this funding):

- Tablets for LSAs
- Y7 assessments to allow us to generate target grades

Action (using this funding):

- 'Recovery' teacher (and laptop to support their teaching)
- Purchase individual whiteboards
- Pay teachers to offer Y11 revision out of school time
- Purchase a subscription to GCSE pod
- Purchase a subscription to Accelerated Reader
- Purchase a subscription to Google Enterprise for Education

Potentially action later:

- Devices for students
- Contribution to improved Wi-Fi
- Additional cover supervisor
- National tutoring programme

**Total allocation:
Spending plan 2020-1**

Outcome	Activity	Description	Evidence of need	Cost	Impact
Targeted support – small group tuition	Appoint full-time 'Recovery teacher', 1 November 20 to 31 August 21	Reduce number of GCSE options for 22 identified students	Monitoring of remote learning during period of school closure showed at least 30 Y11 students really struggled to engage Standard GCSE load at Gillotts is 10 – but students will be offered post-16 places on best 8 grades	£24,645	
		Additional teacher resource for Y11 English and Maths	Y11 term 1 data: APS disadvantaged English – gap is almost 2 grades Maths – gap is over 2 grades and disadvantaged have gone backwards since Y9 T6 APS SEN English – gap is about one grade Maths – gap is over 1.5 grades		
Targeted support – small group tuition	Equip 'Recovery teacher' with laptop		Due to zoning of the school, no classrooms available in Y11 zone – teaching space created in foyer	£374	

Outcome	Activity	Description	Evidence of need	Cost	Impact
Targeted support – extended school time	Weekend and holiday sessions to support work on Year 11 NEA	Enable students to have extra time to work on NEA without removing them from other lessons, following school fully re-opening on 8 March 21	Teachers requested to have students off timetable but we could see these requests would clash with lessons being used to prepare students for spring assessments	Dance 0.5 day £103.82 DT 2 days £415.28; plus 11 hours technician £110.11 Food 2 days £415.28 Drama 0.5 day £103.82 BTEC Children's play 0.5 day £103.82 Teachers (with on costs) £1559, Support staff (with on costs) £125	
Targeted support	License for GCSE Pod	Revision software	Due to period of school closure and periods of self-isolation, students' own notes may well be incomplete	£9142.52 (for 3 years)	
Supporting great teaching	License for Google Enterprise for Education	Adds breakout rooms, private messaging and poll for Google Meets, as well as automatic registration and enhanced usage monitoring	Increases the effectiveness of live lessons and helps to improve engagement and motivation	£3822.81 (one year)	
				Total: £31,440.33	

Spending plan 2021-22

Outcome	Activity	Description	Evidence of need	Cost	Impact
Targeted support – small group tuition	Appoint 0.6 'Recovery teacher', 1 September 21 to 31 August 22	Reduce number of GCSE options for 18 identified students	Monitoring of remote learning during period of school closure 01-03/21 showed a number of Y10 students really struggled to engage Standard GCSE load at Gillotts is 10 – but students will be offered post-16 places on best 8 grades	£16001	
Pupil assessment and feedback	Purchase A4 individual whiteboards for all students	Enable live feedback and support individual student accountability	Teachers and LSAs have to remain at the front of the classroom and 2m+ for students. This is very challenging for individual support and feedback	Tbc, approx. £1000	
Intervention programme - literacy	Accelerated Reader	Fosters independent reading	Y7 Sept 2021 will have lost learning in both Y5 and Y6; reading skills essential to be 'secondary ready'	£3038 (license) £731 (staff time to set up in holidays)	
Supporting great teaching	License for Google Enterprise for Education	Adds breakout rooms, private messaging and poll for Google Meets, as well as automatic registration and enhanced usage monitoring	Increases the effective of live lessons and helps to improve engagement and motivation	£3822.81 (one year)	
Supporting great teaching	Appoint additional cover supervisor,	Greater continuity in teaching and better quality when staff are absent Additional resource for Subject Leaders	Staff workload is high due to COVID restrictions and changes Staff absence is higher than normal Quality of supply	£12,724	

Outcome	Activity	Description	Evidence of need	Cost	Impact
			teachers (if they can be secured) is variable and they are unfamiliar with school systems and processes		
Wider strategies	Purchase science/DT goggles for each student	To allow practical work to restart safely, whilst enhanced cleaning requirements still in place		£1133.58	
				Total:	