

Catch up funding- Portsmouth Hub

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. This could include, for example:

- small group or one-to-one tuition (particularly through the National Tutoring Programme)
- summer programmes to help re-engage pupils or extra teaching capacity from September

To support schools to implement their catch-up plans effectively, [EEF has published the school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.

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 and trustees should scrutinise schools' approaches to catch-up from September, 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.

Academic year 2020-2021	Total Hub	NHP	M3	PenBridge	TPA
Headteacher	DoE- Natalie Sheppard	Lucy Caroll	Sonia Nickerson	Anna Webb	Rachel Grey
Pupils in School (based on October 20 census)	2867	545	701	650	971
% of disadvantaged children	40.7%	41.8% (228/545)	25.9% (MWI 42/168) (MIS 39/181) (MJS 101/352)	39.6% (PHI 61/173) (NBR 197/477)	51.39% (499/971)
% of SEND children	14.3%	17.3% (94/545)	10.6% (MWI 16/168) (MIS 12/181) (MJS 46/352)	14% (PHI 22/173) (NBR 69/477)	15.4% (150/971)
Catch up allocation	£207,816	£43,347	£47,028	£56,314	£61, 127
Catch up lead	Natalie Sheppard	Lucy Carroll	Sonia Nickerson	Anna Webb	Rachel Grey
Date agreed					

Review dates	Regional Governing Board 3 rd & 4 th March 2021 23 rd & 24 th June 2021	Individual Academy Advisory Boards w/c 8 February 2021 w/c 24 th May 2021
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Strategy aims for catch up-School based

New Horizons Portsmouth

Education Endowment Fund suggestions	NHP identified priorities
1. Supporting great teaching	<p><u>Quality First teaching for all</u></p> <ul style="list-style-type: none"> - Monitor flip chart planning (medium term planning has been monitored by EP and SP) - Monitor Literacy and Numeracy planning - Create knowledge organisers - Monitor books - Monitor teaching and learning - Plan CPD on 7 Principles including sharing of best practice led by Professional Growth plans - Monitor pupils' understanding of the flip chart planning icons - SLT and SEN Leads to support with planning and adapting provision
2. Transition support	<p><u>CPD</u></p> <ul style="list-style-type: none"> - Introduce 'Sounds Write' phonics scheme (28 hours of CPD x4 CTs) - Deliver on professional Growth Plans - Deliver remote learning CPD - Give subject leaders time for planning - Continue meta memory development - Provide CPD for EYs LSAs for NELI - Provide CPD for EYs –Y3 LSAs for new phonics scheme - Introduce spelling shed and time table rockstars
3. Pupil assessment and feedback	<p><u>Attention on effective diagnostic assessment</u></p> <ul style="list-style-type: none"> - CPD above under quality first teaching for all - Use previous year's PiXL and SATs test - Hold pupil progress meetings to address needs and gaps - Follow up on Impact Ed survey & respond with ELSA support - Continue meta-memory journey (SIP) <p><u>Planning for Pupils with SEND</u></p> <p><u>EYs</u></p> <ul style="list-style-type: none"> - Time for CST for support C & I provision and EHCP applications - Additional MSA/LSA for lunchtime support <p><u>Y 6</u></p> <ul style="list-style-type: none"> -Beach Hut and SA every morning <p><u>Y5, 4, 3, 2 and 1</u></p>

	<ul style="list-style-type: none"> - LSA small group support - Implementation of new wave plans and area of need leads - LC and CST to complete ND CPD & research project <p><u>Supporting Pupils' SEMH needs</u></p> <ul style="list-style-type: none"> - Ensure ELSAs are given time to liaise with colleagues on other bubbles and share planning and resources - PACE CPD for SLT and ELSAs <p><u>Planning and adopting PSHE curriculum</u></p> <ul style="list-style-type: none"> - Trauma recovery CPD for ELSAs and disseminated to all - Ensure a robust 'Establishment Phase' - ZM to adapt planning
<p>4. One to one and small group tuition</p>	<p><u>High quality one to one and small group tuition</u></p> <p><u>Y2</u></p> <ul style="list-style-type: none"> -LC to support targeted EXP pupils <p><u>Y4</u></p> <ul style="list-style-type: none"> - Kumon maths for in maths for 10 pupils x 5 months - JG to take an inference group <p><u>Y5</u></p> <ul style="list-style-type: none"> -Third Space Learning tutoring for maths (x5) - GD club from Summer 2 <p><u>Y6</u></p> <ul style="list-style-type: none"> - Third Space Learning tutoring for maths (x10) - GD club in R, W & M from Spring 1 - Writing conferencing (2x pms each from HT & LSAs)
<p>5. Intervention programmes</p>	<p><u>Use of teaching assistants and targeted support</u></p> <p><u>EYS</u></p> <ul style="list-style-type: none"> - Identified small group provision (need additional LSA needed to support EYRF) - NELI - Bucket Therapy (attention & listening skills) - 'Identi' play (supporting play) <p><u>Y1</u></p> <ul style="list-style-type: none"> - Additional BRP & FFT -Talk Boost <p><u>Y3</u></p> <ul style="list-style-type: none"> - Additional BRP & FFT <p><u>Y4</u></p> <ul style="list-style-type: none"> - Support for GR - Narrative group for EAL pupils <p><u>Y5</u></p> <ul style="list-style-type: none"> - Admin support 1x 1 hour Wed, Th & F - 1x pm each for writing conferencing

	<u>Y6</u> -Inference for children (2x groups with BS & SA)
6. Extended school time	
7. Supporting parents and carers	<p><u>Support for Remote Learning</u></p> <ul style="list-style-type: none"> - Share and consult with staff on RL policy - Introduce and implement Seesaw - Survey parents to assess accessibility in terms of devices and internet access - Introduce Teams when laptops arrive -Monitor Teams and Seesaw <p><u>Communicating with and supporting parents</u></p> <ul style="list-style-type: none"> - Develop a clear plan for your communications with families across the academic year - Audit your current communications (especially with less involved families) to assess what has worked well and what has not during the period of school closures and the planned return -Try to personalise messages as much as possible, being aware of parents’ varying literacy levels and the need for any translation - Reinforce simple, encouraging messages around sustainable home learning, routines and study tips - Remember to celebrate successes with parents - Avoid, where possible, complex communication about curriculum content, but focus support on self-regulation, such as establishing a quiet place to work, organisation of equipment, and work routines and habits - Address absence issues.
8. Access to technology	<ul style="list-style-type: none"> - Utilise DfE issued laptops to vulnerable pupils - Additional ipads purchased to support learning in school - Purchased laptops to replace desktop PCs within school to allow teachers to continue with remote learning or hybrid teaching as necessary
9. Summer support	
10. Other	

Identified priority	Planned activity	Cost	Review date W/b 8 th Feb	Review date-W/b 24 th May 2020
No 1.	Support for Remote Learning - Share and consult with staff on RL policy - Introduce and implement Seesaw - Survey parents to assess accessibility in terms of devices and internet access - Introduce Teams when laptops arrive -Monitor Teams and Seesaw	Purchase of staff Laptops & docking stations to support home/ blended learning £27,982 Seesaw - £2164		
No 2.	CPD - Introduce ‘Sounds Write’ phonics scheme	£1800 Sounds Write training		

	<ul style="list-style-type: none"> - Deliver on Professional Growth Plans - Deliver remote learning CPD - Give subject leaders time for planning - Continue meta memory development - Provide CPD for EYs LSAs for NELI - Provide CPD for EYs –Y3 LSAs for new phonics scheme (TOIL from remaining 2 INSET days +a possible additional INSET day from TSAT) 	<p>£21,000 for purchase of new Ipads in 2021 +</p> <p>£10,000 already spent in 2020 on Ipads to support 'Sounds Write' (£100) 'Spelling Shed' (£556) & TimeTable Rockstars (£150)</p> <p>£300 For EYs LSAs NELI CPD</p> <p>£2000 o/t for CTs or LSAs to complete 'Sounds Write' CPD & TOIL for LSAs</p>		
No 3.	<p>Supporting pupils' SEMH needs</p> <ul style="list-style-type: none"> - Ensure ELSAs are given time to liaise with colleagues on other bubbles and share planning and resources - PACE CPD for SLT and ELSAs 	<p>Already in budget although issues with staff absence</p>		
End of Year review/ data-				

Education Endowment Fund suggestions	M3 identified priorities
<p>1. Supporting great teaching</p>	<p><u>Conferencing/feedback (Core) Catch up intervention with class teacher</u> - Micro-teaching for teachers covered by high quality supply/HLTA or teacher (Spring 2 or Summer 1 term for 6 weeks) Each school have a good quality supply teacher to cover teachers while they deliver bespoke interventions to their children. Based on teachers knowing their children better than any other adult and then can pinpoint and target during the school day.</p> <p><u>MJS</u> Data led interventions based on year group data and individual teacher assessment. ½ day per teacher to target specific areas agreed by year leader. Timetable of support/interventions to be used. Covid restrictions to lead to plan B with supply with one year group a week and intense conferencing.</p> <p><u>MWIS</u> Data led Year 2 writing conferencing. Additional group to be introduced during phonics to support targeted teaching. Target those most at risk of not achieving ARE. HLTA to teach target groups. Spring 2 support. Detailed plan of interventions including evidence of impact to be produced.</p> <p><u>MIS</u> Year 2 –writing conferencing to support gaps. Year 1- phonics/writing conferencing. Detailed plan of interventions including starting points and evidence of impact to be produced.</p>
<p>2. Transition support</p>	
<p>3. Pupil assessment and feedback</p>	<p><u>Use of Teaching Assistants and targeted support</u> Y5 Additional TA to support SEND pupils.</p>
<p>4. One to one and small group tuition</p>	<p><u>Focus speech/language and literacy across 3 schools</u> - Nuffield Early Language Intervention - Speech and language training delivered to TAs SENCOS meet to identify children on a RAG rated format to receive support and training. This would be based on child and not school</p> <p><u>Emotional, behavioural and well-being support for pupil who struggle to self-regulate and for pupils who are experiencing trauma and bereavement</u> - MJS Nurture groups short-term, focused intervention for children with particular social, emotional and behavioural difficulties which are creating a barrier to learning within a mainstream class. - CPD for 2 additional members of support staff to train as ELSAs</p> <p><u>Phonics Intervention/Catch up/Early Reading</u> - TA's overtime in infant schools to deliver phonics interventions across school.</p>
<p>5. Intervention programmes</p>	<p><u>Spelling</u> - Introduce Spelling shed Online program. CT to familiarise and support across 3 schools.</p> <p><u>Additional TA training</u></p>

	After school training for TA-led literacy and numeracy interventions
6. Extended school time	Maths Tutoring - Third Space Learning 15 pupils per school. 1:1 maths tutoring using a diagnostic tool to assess then teach gaps. Each child has individual tutor who responds to need of child.
7. Supporting parents and carers	Support for remote learning - Introduction and implementation of Seesaw - Survey parents to assess accessibility in terms of devices and internet access - Introduce teams when laptops arrive - Monitor Teams and Seesaw
8. Access to technology	- Utilise DfE issued laptops to vulnerable pupils - Additional pupil laptops purchased to support learning in school - Purchased staff laptops to replace desktop PCs within school to allow teachers to continue with remote learning or hybrid teaching as necessary
9. Summer support	
10. Other	Additional curriculum resources to support learning.

Identified priority	Planned activity	Cost	Review date-W/b 8 th Feb 2020	Review date-W/b 24 th May 2020
No 1.	Support for remote learning -All staff trained on Seesaw and Teams and regular small bite updates to training. -All teachers to have resources to support the remote needs (seesaw/teams/spelling shed/white rose premium) -All teachers to have the hardware to support remote learning (laptop, visualiser, headsets) Additional laptops to support learners in school (15 per Infant school). Spelling Shed A shared platform over the 3 schools to support learning remotely. As the majority of children are already learning remotely, this will be an added support for engagement.	Purchase of staff Laptops & docking stations to support home/blended learning £38,264 Seesaw - £2,783 Additional student laptops £18,696 Spelling Shed £694		
No 2.	Third Space Learning 15 children at MJS took up tuition for Spring 1	Each school 15 pupils x £55 x 2 terms		

	Spring 2- 15 children from each infant school to begin in Spring 2 TA overtime for supervising in out of hours provision. Training of TA to support third space learning tuition.	£4,950 TA overtime £1,000		
No 3.	TA Intervention catch up overtime In KS1 and EYFS- staff employed to deliver bespoke phonics training to identified children. This is currently happening remotely but will continue to happen face to face after lockdown.	Training costs £1,000 TA Overtime £4,500		
End of Year review/ data-				

Penhale and Newbridge

Education Endowment Fund suggestions	PenBridge identified priorities
1. Supporting great teaching	<ul style="list-style-type: none"> Release teachers to allow for micro teaching 1 half day a week (with qualified teacher). Gaps in R, W, M identified through QLAs from previous assessments. Time given to plan a structured sequence of learning for the micro teaching. CPD for teachers on 7 principles and learning behaviours to further develop Quality first teaching
2. Transition support	
3. Pupil assessment and feedback	<ul style="list-style-type: none"> Part time teacher providing catch up support in R, W, M in Yr 5 - gaps identified through QLAs and teacher assessment. Embed PiXL language for assessment so consistent across both schools – improve accuracy and consistency of assessment Use of PiXL QLAs to accurately identify gaps in learning; using therapies and mini tests to fill gaps and measure retention of skills
4. One to one and small group tuition	<p>Maths Tutoring</p> <ul style="list-style-type: none"> Third Space Learning 10 pupils in KS2, 15 pupils in KS1. 1:1 maths tutoring using a diagnostic tool to assess then teach gaps. Each child has individual tutor who responds to need of child.
5. Intervention programmes	<p>Spelling</p> <ul style="list-style-type: none"> Introduce Spelling shed Online program. AC to familiarise and support across both schools. <p>Use of teaching assistants and targeted support</p> <ul style="list-style-type: none"> NELI 20 week intervention designed to improve oral language skills of reception-aged pupils. FFT/BRP phonics interventions <p>Maths</p> <ul style="list-style-type: none"> Use of TA implementing times table interventions in Yr 3 and Yr 4
6. Extended school time	<ul style="list-style-type: none"> After school writing booster groups for Yr 6
7. Supporting parents and carers	<p>Support for remote learning</p> <ul style="list-style-type: none"> Introduction and implementation of Seesaw Survey parents to assess accessibility in terms of devices and internet access Introduce Teams when laptops arrive Monitor Teams and Seesaw
8. Access to technology	<ul style="list-style-type: none"> Utilise DfE issued laptops to vulnerable pupils Additional pupil laptops purchased to support learning in school Purchased staff laptops to replace desktop PCs within school to allow teachers to continue with remote learning or hybrid teaching as necessary
9. Summer support	
10. Other	

Identified priority	Planned activity	Cost	Review date-W/b 8 th Feb 2020	Review date-W/b 24 th May 2020
No 1.	Y5 interventions – remotely for those children at home and 1:1 with children in school. Interventions in Reading,	TA increase in hours for		

	writing and maths – microteaching – gaps identified from QLAs from last assessment	BRP/FFT intervention £4,000 Supply Teachers to release class teachers to allow for micro teaching £21,600		
No 2.	Third Space Learning Maths tutoring. 15 children at NJS and 10 at PHI to start in Spring2	Maths Tutor programme £2,750		
No 3.	Supporting parents and carers: <ul style="list-style-type: none"> • with remote learning – teaching them to access Teams and seesaw so they can support their children. • Pastorally to help them through lockdown so that they can support their child with their learning • Support from laptops/ipads loaned from school. 	Purchase of staff Laptops & docking stations to support home/ blended learning £33,474 Seesaw - £2,804 Additional student laptops £48,610 Spelling Shed £645		
End of Year review/ data-				

The Portsmouth Academy

Education Endowment Fund suggestions	TPA identified priorities
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1. Supporting great teaching	<p>Significant time investment into digital pedagogy and practice for teaching staff to create bank of online learning for students to access through catch up. E books identified as a priority for exam year groups in order for the children to have access online</p>
2. Transition support	<p>Year 11 transition support through ensuring they are prepared for college and next steps. 1-2-1 support from Careers advisor and from Careers Lead within school. Year 6/7 transition project to be planned. 1-2-1 digital device strategy. Cross Phase project working with KS2/3 teachers to identify gaps in learning to support summer KS2 and autumn KS3 curriculum changes.</p>
3. Pupil assessment and feedback	<p>Audit of PSHE curriculum to identify gaps in learning. Catch up programme written and launched by HOY making use of tutor time and scheduled PSHE to ensure all statutory and significant aspects covered. Home learning strategy launched using MS Teams as central point. MS Forms utilised for knowledge testing to build fluency in knowledge. Use of catch up funding to part fund GL assessments for incoming Yr7's and Yr7 into 8's.</p>
4. One to one and small group tuition	<p>My Tutor programme – 45 Year 10 students in small group (3:1) on a 15-week programme and 30 Year 11 students (1:1) on a 10-week programme. Girls network for current 11s</p>
5. Intervention programmes	<p>My Tutor programme - Year 10 and 11 focussing on English and maths (continuing throughout school closure) Y11 intervention classes running through MS Teams, and also on site when not in period of closure. Reading wise intervention programme delivered by the Student Engagement Department for the bottom 25% of Year 7 reading ages. Also used with students in Year 8 who access the Link and mid-terms who may need additional support. Lexia Power Up trial with Year 9. School counsellor appointed to work with students identified. ELSA role created 3 x days per week to begin in March to add additional capacity for social and emotional needs of students.</p>
6. Extended school time	<p>Additional Digital Learning classes after school to support students to be able to access their home learning and intervention programmes. Broad enrichment programme after school – directed time allotted for this 2021/22.</p>
7. Supporting parents and carers	<p>DfE laptops issued to PP students where requested. Regular contact with parents from pastoral and attendance team to increase engagement during school closure period. National Online Safety platform to promote good digital citizenship and educate parents in online safety</p>
8. Access to technology	<p>Digital access survey run with both parents and children post Xmas to establish a baseline. 170 DfE laptops loaned to students to increase online engagement during second lockdown. Onsite provision running between 90-120 students daily to ensure access to technology</p>
9. Summer support	<p>Year 10 Step Up Now Campaign running with home learning scheduled throughout the summer.</p>

10. Other	CC- Trips, workshops and visits, visiting speakers, exhibitions and performances. Programme of events to complement interventions and curriculum.
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Identified priority	Planned activity	Cost	Review date-W/b 8 th Feb 2020	Review date-W/b 24 th May 2020
No 1.	My tutor programme	£16725		
No 2.	E books	£10,000		
No 3.	ELSA/Counselling support – 3 x days p/wk to start March	£25707		

End of Year review/ data-