

NT 2020 Catch-up Premium Strategy*

*To be read in conjunction with the NT Proba Tene Programme

NT Recognises:

“School leaders will need to make difficult decisions about what to prioritise in the coming months, recognizing the tremendous strain the pandemic has already placed on teachers and children” Prof.

B. Francis, 2020

- The ability and strength of our teachers to, with support and guidance, catch up nearly all students by Christmas
- There are two key areas of catch-up: work that was set last term, but remains incomplete; work that was not set, but would have normally been covered during the summer term
- The importance of formative assessment and knowing and prioritising missed learning
- That quality first teaching with interleaving and recall practice; targeted interventions; excellent pastoral support is vital

Evidence Review:

External key findings:

- **Supporting great teaching** through CPD; curriculum planning; training on effective use of technology; and support to adjust to the changes this term
- Setting time aside to enable **teachers to assess** students’ well-being and learning needs
- **Subject-specific assessment** to identify particular areas of learning need and progress
- **Standardised assessments in Numeracy and Literacy**
- Providing students with **regular, high quality feedback**, building on **accurate assessment**
- Targeted support and **one to one or small group tuition**
- **Tuition delivered by qualified teachers** is likely to have the highest impact
- For those who have fallen farthest behind, more **structured interventions** are needed
- Extensive evidence showing the long-term, negative impact of beginning secondary school without secure **literacy skills** – programmes need to be timetabled and consistent
- Other interventions that focus on **behaviour; and students’ social and emotional needs** or students with SEND may also be necessary
- **Effective intervention follows assessment**, which can be used to both target and monitor students’ progress
- **Communication with parents** regularly is vital
- **Attendance programmes** and support will go a long way to ensure students’ catch-up
- Students’ **access to technology** and ensuring schools have appropriate facilities

Our catch-up strategy is based around three main areas (**for more information see Catch-up Funding Costings**):

1) Teaching and Whole-School strategies:

“Almost all school will have made significant adjustments to organisational and logistical aspects of school life. Ensuring teachers have training and support to adjust to these changes is like to improve the quality of teaching as all pupils return to school.” (EEF COvid-19 Support, 2020)

Here, we've used some catch-up premium to fund the following:

- Staff training in meta-cognitive practice that ensures interleaving of knowledge and retrieval practice to catch-up and reiterate and recap knowledge
- Staff training in use of technologies that will support remote learning
- Staff training in ensuring a Blended Curriculum and the resultant resources
- Additional costs in changing the structures of the school day
- Resourcing additional revision materials

2) Targeted Support:

“There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy...Tuition delivered by qualified teachers is likely to have the highest impact.”

(EEF COvid-19 Support, 2020)

Here, we've used some catch-up premium to fund the following:

- Additional staffing for small group and intervention teaching in Maths and English at KS4
- Additional staffing for small group and intervention teaching in Maths and English at KS3
- Additional staffing for targeted, PP, tuition
- Examiners and markers to standardise, moderate and mark additional PPEs and assessments that are scheduled to check knowledge
- Additional staffing in the Learning Centre to support any vulnerable students or students with SEND
- Weekend workshops for students most behind

3) Wider Strategies:

“It will be essential that schools and families continue to work together as pupils return to school...There is a risk of high levels of absence after the summer, especially for disadvantaged students...In particular, lack of access to technology has been a barrier for many disadvantaged students” (EEF COvid-19 Support, 2020)

Here, we've used some catch-up premium to fund the following:

- Time to Talk and Pastoral hub interventions and staffing to support students' mental health
- Personalised Learning Mentor for those students most behind
- Additional technologies for both teachers and students: laptops; dongles; webcams; software; laptop trollies