



Tollbar Academy

Covid Catch-Up Funding Strategy

Academic Year 2020-21

Introduction:

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. Tollbar have used this funding for specific activities to support pupils to catch up for lost teaching time over the previous months. To support schools to make the best use of the funding, the EEF has published a support guide:

<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-supportguide-for-schools1>

Further details of the Academy's funding can be found via the link below:

[Catch-up premium - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

The document proposes a tiered model that focuses upon high quality teaching, targeted academic support and wider strategies to aid school leaders' existing school improvement planning efforts. As a result, the strategies proposed in this document will focus on these three tiers.

The actions outlined within this document are intended to highlight how Covid Catch up funding has been utilised and is not an exhaustive list of all the actions currently in place to prioritise students and their pandemic recovery at the Academy.

A summary of best practice is as follows:

Overall strategy area	Specific strategies
Teaching and whole-school strategies	<i>Supporting great teaching Pupil assessment and feedback Transition support</i>
Targeted approaches	<i>One to one and small group tuition Intervention programmes Extended school time</i>
Wider strategies	<i>Supporting parents and carers Access to technology Summer support</i>

School funding allocation are calculated on a per-student basis, providing each mainstream school with a total of £80 for each student in reception through to year 11. This means that Tollbar Academy received £143,840 for the 2020-2021 academic year.

EEF Strategy 1 - Teaching and whole school strategies (supporting great teaching; assessment and feedback)

- A wide range of additional staff training has been provided with a focus on effective assessment and curriculum design so that teachers more effectively identify gaps in knowledge, and are able to amend subject curricula to take account of, and respond to lost learning.
- Extensive and ongoing CPD on the use of Microsoft Teams for both 'live' and 'blended' lessons to ensure high quality continuity of education for individuals who are isolating, or during periods or national lockdown.

EEF Strategy 2 - Targeted approaches (small group tuition; intervention programmes; extended school time)

- A large number of targeted students in years 7 and 10 have been invited to access to the National Tutoring Programme. This strategy means students are entitled to receive additional tuition in Maths and English in small groups of 3 students per tutor. Students complete an hour of online tuition per week over a 12-week period.
- Catch up and revision sessions run after school and during lunch times. These sessions are taught by subject specialists and focus on key knowledge, concepts and skills. There is a particular focus on delivering the Recovery Curriculum.
- Lexia software has been used with targeted cohorts of students to improve reading speed, fluency and comprehension.

EEF Strategy 3 - Wider strategies (access to technology; supporting parents and carers)

- Over 70 Webcams have been purchased to support remote education when isolating, or during periods of national lockdown. We also purchased other pieces of essential equipment to enable effective online teaching.
- Provide reconditioned PCs for students without home access.
- Additional counselling time has been purchased to provide individual support for mental health and wellbeing as there is an increased need.