

Catch up funding- Chatham Hub- New Horizons Children's Academy

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	New Horizons	
Headteacher	Cormac Murphy	
Pupils in School	623	
% of disadvantaged children	24%	
% of SEND children	10%	
Catch up allocation	£36,663	
Catch up lead	Cormac Murphy	
Date agreed	24 th September 2020	
Review dates	Regional Governing Board	Individual Academy Advisory Boards Week beginning 8 th February 2021 Week beginning 24 th May 2021

Strategy aims for catch up-School based

New Horizons Children's Academy

Education Endowment Fund suggestions	NHCA identified priorities
1. Supporting great teaching	Additional resources identified to support curriculum areas- focus on PSHE and Science. There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.
2. Transition support	Supporting Year 6 pupils to transition to secondary school.
3. Pupil assessment and feedback	To implement a reflective journal for children to be used to develop self-awareness as a learner
4. One to one and small group tuition	Allocate 1:3 online tuition to pupils in Year 6 identified as in need of additional English or Maths support. Children haven't necessarily missed 'units' of learning in English the same way as Maths, however they have lost essential practising of writing skills. GAPs specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
5. Intervention programmes	To provide bespoke interventions across the school with a focus on phonics/ spelling, reading and Maths to ensure that children, where needed, are able to catch-up in the basic skills
6. Extended school time	N/A
7. Supporting parents and carers	Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning. E.g. Seesaw, Times Tables Rockstars.
8. Access to technology	To purchase Timetables Rock Stars and Spelling Shed to improve the core skills of times tables and Spelling shed To create a digital leader role within the school to lead the implementation and development of the remote learning policy.
9. Summer support	N/A
10. Other	Additional staff member (HLTA) allocated to behaviour support role.

Identified priority	Planned activity	Cost	Review date-W/b 8 th Feb 2021	Review date-W/b 24 th May 2021
No 1. Supporting Great Teaching	Purchase of additional resources to support CPD and subject knowledge for staff and practice opportunities for pupils.	£7,500	Resources have been identified, purchased and are being embedded in the school's curriculum planning.	Monitoring shows a positive impact on teaching and learning across the curriculum. The 7 principles are

			Additional planning resources have supported staff to sequence learning across the school.	embedded in the school's teaching and learning practice.
No 2. Transition support	Transition support- additional visits for vulnerable children.	£500	N/A	Year 6 children undertook some virtual sessions and key pupils undertook transition visits to secondary schools.
No.3 Assessment and feedback	Development of Reflective Journals	£500	Journals being developed, will be ready by end of school year.	Journals delivered in time for implementation in September 2021.
No. 4 Tuition	Additional sessions for identified pupils.	£4000	The school has decided to use own staff rather than continue with online tutoring through Pearson.	The school was only able to implement this on a smaller scale than initially hoped, but this will be built on through 'Thinking Tuition' next academic year.
No. 5 Interventions	Additional interventions purchased. Purchase CPG booklets for all Year 6 children to support the acquisition and rehearsal of basic skills Pi XL programme delivery- training and release time for teachers to deliver interventions to identified children.	£3000		PIXL resources and CGP resources used in lockdown and upon the children's return to school to support learning. This enabled staff to target identified gaps in children's learning.
No.7 Supporting Parents and Carers	National Online Safety Platform. Implementing roll out of Seesaw and Microsoft Teams for parents	£1000	Weekly communication sent to parents from National Online Safety, outlining the risks of commonly used apps etc. by children.	Platforms are fully embedded in parent-school communications.
No.8 Access to Technology	Use of digital platform for homework and home learning to increase learning opportunities for children.	£3000	Sessions for children and parents have introduced the digital platforms to children and parents. Full digital offer to children learning from home, including live lessons 3x daily.	All children's homework and home learning is now possible on Seesaw. The school's offer during lockdown was excellent.
No 10:	Additional member of staff to support KS2 behaviour interventions and Year 6 transition.	£16, 540	Additional capacity has been added to Year 6, children have returned to full-time learning successfully.	

End of Year review

A range of strategies have been successfully implemented across the school. Next year, the school will increase the amount of tutoring undertaken across the school, increasing the offer to a wider range of year groups and children.