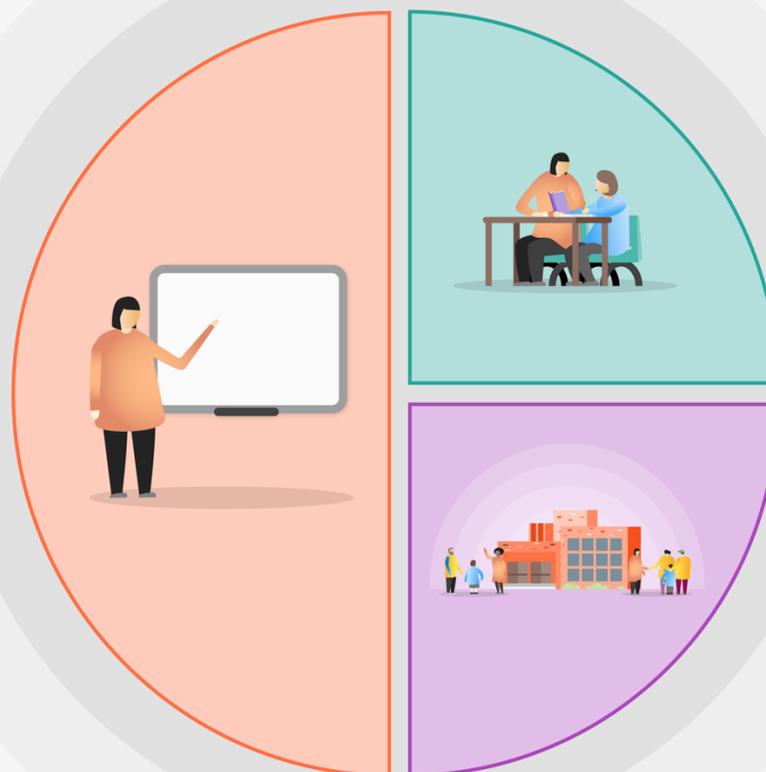


1 Teaching

1. A focus on quality first teaching with a **continuing development of the curriculum** to ensure our intent is being delivered (see SIP).
2. The teaching of English, Maths, and possibly Science is to be **additionally supported** through use of the '[Catch up Premium](#)' for buying in **TA/Teacher specialist support** (see action plan 1).
3. Use of the **SIP** to address the following areas via EEF guidance:
 - Feedback (NS, SSL)
 - Behaviour (KC)
 - Metacognition (PAC, KC)
 - Attendance (SH, ST, Govs)
 - Curriculum (TS, JA, PXH)
4. Three Assistant Headteachers will work alongside **Curriculum Leaders** to address areas of need and to best work out how to use the CUP (see action plan 1).



2 Targeted academic support

1. Accelerated Reader Programme will support all pupils with their literacy ([see EEF Promising Projects](#))
2. It has been decided that we will not use The National Tutoring Programme ([Tuition Partners](#))
3. LA funded weekly revisions sessions for PP Y10 and Y11s

3 Wider strategies

1. The school has geared its School Improvement Plan to address the disparity in Social and Cultural capital with four strands focusing on 'closing the gap.'
2. Access to technology. The school is re-evaluating criteria for what defines 'those without access.' [EEF Guide](#)

Coronavirus (COVID-19): catch-up funding plan

So, as a school leader, what do you do? Provide time with external tutors? Provide time with volunteering (and very tired) staff? With no guarantees of reach or take-up? It should be noted that one of the key messages from the National Tutoring Programme is that tutoring should happen during the school day. This very much circles round to a consideration of “best use of existing time” rather than “creating additional time”.

Is the funding, therefore, really a question of time? Or is the funding an opportunity to work on getting students to the best place possible to engage with learning in whatever mode we deliver it? We can't influence everything, but we can influence:

- The best use of smaller groupings and one-to-one in school.
- The technological equity of our households.
- The confidence of adults at home to promote learning; they are, after all, the child's first and enduring educators (as described in the Early Learning Goals).
- Access to food.
- Access to support for trauma.
- Access to housing advice.

Further information & resources

- DfE: Coronavirus (Covid-19) catch-up premium, July 2020 (updated September 2020): www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium
- EEF: Rapid evidence assessment: Impact of school closures on the attainment gap, June 2020a: <https://bit.ly/2Y6C16l>
- EEF: Covid-19 support guide for schools, June 2020b (updated September 2020): <https://bit.ly/3kcaE4l>
- Headteacher Update: The National Tutoring Programme roll-out: How will it work? October 2020: <https://bit.ly/2lCaF3S>
- Mulcahy, Menzies & Shaw: Can summer schools help disadvantaged pupils bounce back from lockdown? Centre for Education & Youth, May 2020: <https://bit.ly/37jazbL>
- National Tutoring Programme: Best tutoring practice for schools, 2020: <https://nationaltutoring.org.uk/resources/best-tutoring-practice-for-schools>
- NYA: Time out: Reimagining schools, June 2020: <https://bit.ly/3dHKDla>
- SecEd; The National Tutoring Programme roll-out: How will it work? October 2020: <https://bit.ly/37la556>
- Von Heppel: Is summer learning loss real? Education Next, June 2019: <https://bit.ly/2FK78j4>

Catch-up plan

School name:	Priory School, Lewes
Academic year:	2020-2021
Total number of pupils on roll:	1136
Total catch-up budget:	£90,880
Date of review:	02/11/20

Whole school support

[To complete this section, outline which actions you wish to implement to support the whole school, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
English TA	To provide smaller group teaching to pupils who are 'behind.'	The impact will be to give those pupils the literacy required to move on to the next step of their education/training.	£12,000	AGW	Strong field of candidates to choose from.
GCSEPod	To provide high quality resources for pupils outside of school for most subjects	Most pupils will be able to access these small but effective podcasts/videos thus increasing their substantive knowledge.	£5000	NS	NS still receiving feedback before a decision is made.
Total spend:			£17000		

Targeted support

[To complete this section, outline which actions you wish to implement to support individuals or small groups, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
English 'At School Online' tuition Programme	To provide our most vulnerable students with stable tuition outside of school hours.	An increase in their attainment outcomes.	£0	PXH	54% success rate so far, many have declined the offer.
Maths 'At School Online' tuition Programme	To provide our most vulnerable students with stable tuition outside of school hours.	An increase in their attainment outcomes.	£0	PXH	60% success rate so far, many have declined the offer.
PE Resources for those 'behind'	To cover missed content due to school closure. The resources will aid individual learning at home and during tutor.	To cover missed content due to school closure. The resources will aid individual learning at home and during tutor.	£1300	BLF	N/A
MFL Resources for those 'behind'	To cover missed content due to school closure. The resources will aid individual learning at home and during tutor.	To cover missed content due to school closure. The resources will aid individual learning at home and during tutor.	£750	RC	N/A

'In house' Cover for DW to allow for targeted intervention	Use of cover to allow DW to carry out small group support in tutor time	Our 'most behind' pupils will receive small group support, thus hopefully increasing their grade.	£0	RHC/NS	N/A
Use of Tablets for Accelerated Reader	To be able to complete the comprehension tests for Accelerated Reader	All pupils will be able to access the tests.	£2000	AGW	N/A
Total spend:			£4050		

Wider support

[To complete this section, outline which actions you wish to implement wider support, for example to parents, or accessing improved technologies, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Laptops/Devices	To ensure all pupils can access remote learning	All pupils can access learning from home.	£2000	PXH/SSL	If we exhaust our LA designation.
Total spend:			£2000		

Summary report

What is the overall impact of spending?	
So far it is hard to measure impact, we intend to carry out a full impact evaluation in July as well as ongoing accountability meetings internally.	
How will changes be communicated to parents and stakeholders?	
Final comments	
Final spend:	£