

Thomas Lord Audley School Educational Funding Plan

School name:	Thomas Lord Audley School
Academic year:	2020/21
Total number of pupils on roll:	836
Total catch-up budget:	£64,800 (funded for 810)
Date of review:	November 2020

At Thomas Lord School we are committed to ensure that no learner is disadvantaged as a result of the pandemic. Along with our pupil premium spending plan, we will ensure that the money we receive for any educational support is spent appropriately. But with greater significance the impact of this spend is tracked over time and evaluated. This funding will be spent across three areas:

1. Whole school support
2. Targeted support
3. Wider Support

Appendix 1 provides details and examples of support in each of these areas that a school may access.

The actions that Thomas Lord School will take in relation to each area are detailed in the three tables below. We will measure the impact of our work over time and ensure that actions are amended if we feel impact is low versus cost of spend.

Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)

1	Literacy skills, specifically the reading ages of students on roll
2	Gaps in curriculum as identified by each Head of Department
3	Readying the school for further home learning needs (E.g. Lockdown/Isolating Students)
4	Ensuring all students can access online learning at home
5	Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1)
6	Ensuring our SEND students are making social, emotional and academic progress following the lockdown period
7	Understanding T&L strategies within the 'new normal' way of teaching
8	Gaps in 'careers and further education' advice and guidance
9	Understanding the ability of our new Year 7 intake without SATS scores
10	Maintaining a high attendance % for all students is a priority
11	Wellbeing: Students adjusting to the new school routines and structures
12	Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period
13	Ensuring parental engagement levels are maintained during the 'virtual meeting' era

Whole school support

Code	Action	Intended outcome	Estimated impact	Cost	Staff lead	Progress
2/3/4	Purchase class sets of Chromebooks	Enabling more classes the opportunity to work directly on tasks or assignments within their vocational courses without using the computer suites, it means the rooms can become more multi purpose.	One will be housed in the Year 7 bubble and one in the Year 9 bubble, allowing for a full curriculum to now be accessed.	£12,000	GRO/PMA	Chromebooks ordered and delivered. New trolleys required to make accessible in each bubble with a charging facility.
7	Create Teacher Toolkits	Staff are supported and prepared for the changes of their timetable and ways of working through the provision with a teacher toolkit. This will allow consistently high quality lessons to be delivered	Staff have everything they need to cope with the challenges presented by teaching in different classrooms across the school which will improve pupil outcomes & progress.	£4,000	MPU	MPU to survey staff as to what equipment is currently required and do a room visit for each room to ascertain the equipment needing restocking.
1/9	CATs Testing for Year 7	Allow us to have a better understanding of our year 7 academic abilities	Knowing Year 7 pupils' baselines will allow staff to plan more effectively and drive progress.	£2,700	SE/MPU	Testing completed as of 25/11, awaiting results. Test results inputted into Go4S and shared with staff
1/5/7	NGRT Testing for Years 8-10	Allow us to have a better understanding of the reading levels of Years 8-10	Allows more more targeted intervention and challenge to be implemented	£5,180	RR/MPU	MPU to order tests and devise plan for administering tests across Years 8-10
Total spend:				£23,880		

Targeted support

Code	Action	Intended outcome	Estimated impact	Cost	Staff lead	Progress
6	1-1 tuition for identified SEND and other students	To enable SEND and other pupils to reach their target grades in English, Maths or Science	SEND and other pupils can be on or working towards their target grades in core subjects	£4,800 20 pupils x 10 hours	RR/MPU	MPU to liaise with RR regarding need of SEND pupils, cross referenced with issues over Year 11 option subjects and needs from those pupils. SEND pupils currently receiving 1-2-1 support via their key workers remotely. Students issued with a support pack for Remote Learning.
2/5	National Tutoring Project	To enable targeted pupils to access 1-3 coaching via Pearson and MyTutor	Improve basic headline data in English and Maths for Year 10 and 11 pupils	£2,587.50 42 pupils x 15 hours	MPU	NTP confirmed. Pupils identified by recent data capture. MPU to confirm and arrange logistics. MPU in discussion with companies who are pressing for the tutoring to begin remotely within students homes.
2/5	In-school additional teaching	To enable targeted pupils to receive additional teaching	Improve English, Maths and science outcomes for Year 11 pupils	£4,000	MPU	English, Maths and Science morning boosters have started. English and Maths have planned afterschool additional lessons to start in January. MPU to identify students who could benefit from the tutoring whilst being brought into school. MPU also to identify Year 9/10 students not engaging with remote learning.
2/5	Easter School	To enable targeted pupils to receive additional teaching	Improve basic headline data in English and Maths for Year 11 pupils and improve overall outcomes	£10,000	MPU	MPU and SE to prepare draft timetable of activities. Currently on hold due to possible lockdown restrictions

2/5	Headphones & Webcams	To enable targeted pupils to access online tutoring.	Improve basic headline data in English and Maths for Year 10 and 11 pupils	Webcam 15x£20 Headphones 30x£30 £1,200	GRO/PMA	Order to be placed W/C 30th November. Need to arrive in time for January and the start of online tutoring. Items have arrived and ready for use.
6	Lucid Lass Testing for Year 7 & 8	To identify pupils who have dyslexic tendencies	To allow targeted intervention for pupils with dyslexic tendencies	£1,600	RR/MPU	Testing paid for and arrangements in place to test students. LSAs have undertaken training to assess feedback. Tests to be carried out when students return to school
Total spend:				£20,187.50		

Wider support

Code	Action	Intended outcome	Estimated impact	Cost	Staff lead	Progress
6/9	Provide Summer Transition Packs for Year 6 into 7 and Year 10 into 11	Pupils maintain the study habit, read widely and are ready to return to school.	Pupils start in September with good attitudes to learning and cope well with the return to school.	£3,000	MPU	MPU to create folder collecting relevant transition resources for distribution in May
2/4/5/6	Provision of home internet access for pupils self isolating	To remove the need to provide paper resources and to enable pupils to fully take part in remote learning using the school's online provision	Pupils without internet access at home will be able to access the full range of online learning, allowing them to remain part of the class and complete the same work as everyone else.	£1,200	GRO/PMA	GRO currently investigating and will feedback to MPU. Pupils identified in first tier of need from survey results. 10 Routers sourced from SIGMA, 6 already in use with students who have no internet access

2/4/5/6	Provision of Chromebooks to pupils self isolating	To provide a managed device that allows internet access for pupils who do not have a computer or tablet at home	Pupils will be able to access the full range of online learning, including live streamed lessons, allowing them to remain part of the class and complete the same work as everyone else. KS4 pupils will be able to continue completing coursework assignments at home.	£200 per student	MPU/PMA	System in place. Pupils identified via survey and pupils can have access to a loan device within 24 hours of us being informed of self isolation. Currently we have close to 150 students borrowing devices to access Remote Education
1/2/5/6	In school and remote homework support	To provide all pupils with additional homework support.	Parents feel well supported and pupils complete homework successfully in all their subjects.	£ 2,500	RR/MPU	Homework club up and running. Review led to increase in Year 7 sessions provided for pupils.
1/5/6/7	Modelling reading and writing	Improve the teaching of reading and writing across the curriculum through the use of visualisers.	Staff are able to make their thinking explicit as they model reading and writing and as a result pupils' reading and writing skills improve.	Visualiser 40x£45 £1,800	MPU	English & Maths have their visualisers. MPU to order for remaining staff. Training video circulated to staff on examples of best practice. Visualisers being used in live lessons.
10/12	Incentivise improvements in attendance for students and parents.	Increase in pupil % attendance and lower PA	This can include shopping vouchers for meals and financial support for uniforms so that parents feel encouraged and supported to get their child to school.	£3,000	IM	IM to develop an action plan for attendance incentives. Attendance to be added to Termly Awards Presentations.
13	A new system in place for Parents Evenings	Ensure regular dialect between home and school regarding academic performance	Increase in parental engagement which in turn should help aid an improvement in academic progress.	£300	MPU	System trialed for Year 7 Tutors evening. Feedback is mostly positive. Calendar of Parents Evenings to be distributed. Plan to host Year 11 parents evening remotely after February half term

11/12	Increase in Counselor hours	Having additional counsellors will allow for more pupils to have access to specialist advice and guidance over their worries centred around post lock down routines and anxieties.	This will have an overall impact on well-being which will lead to a more positive outlook in lessons and around school.	£5,000	AB	Robust pastoral system in place to identify pupils in need of counselling. AB has thorough systems in place to record meetings and progress. Students who would have benefited from seeing the counselor are on an identified list for extra intervention during lockdown.
8	Increase in Careers Provision	Having additional careers provision will allow us to meet the needs of all pupils to aid transition to Post 16 & reduce NEET	Pupils make informed and educated decisions for their post 16 choices and are giving guidance on applications and help completing them.	£2,500	SG	SG has met with the vast majority of Year 11's on a 1:1 basis to go through college applications and options processes. SG continuing to support students remotely during lockdown.
Total spend:				£19,300		

Summary report

What is the overall impact of spending?

1. Reduce the En/Ma attainment gap for students in years 10 and 11
2. Facilitate the well-being of disadvantaged students in all year groups
3. Improve the quality of Teaching & Learning
4. Ensure all students especially those who are disadvantaged have post 16 options available to them that are fit for future purpose

How will changes be communicated to parents and stakeholders?

Regular communications to all parents will include:

1. Letters,
2. Social media accounts
3. Website

Bespoke communications to students directly affected by the plan will be made via letter and telephone conversations

Final comments

Final spend: £64,367.50

Appendix 1

The government has announced a £1 billion funding package to support a catch-up plan for schools – find out what you need to know about the government’s plans in this article.

What funding is available?

£650 million of universal catch-up premium funding will be available for all state-funded mainstream and special schools for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic.

The remaining £350 million will pay for the establishment of a National Tutoring Programme, which will run for the duration of the 2020/2021 academic year and give schools access to subsidised tutoring sessions and free coaches for the most disadvantaged pupils.

The government has released further details on the funding which can be accessed [here](#).

How will the universal catch-up premium funding be provided?

Allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Reception through to Year 11. Special, alternative provision (AP) and hospital schools will be provided with £240 for each place.

Funding will be provided in three payments – the first will be paid in Autumn 2020, based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP and hospital schools.

A second payment will be distributed in early 2021, based on updated pupil and place data, and a further £33.33 per pupil or £100 per place will be paid during the Summer term 2021.

While funding has been allocated on a per pupil or per place basis, schools should use the amount available to them as a single total from which to prioritise support for pupils according to their needs.

How can the funding be used?

Funding should be used for specific activities to support pupils to catch up for lost teaching during the coronavirus pandemic. For pupils with complex needs, the DfE strongly encourages schools to spend the funding on catch-up support to address pupils' individual needs.

Whilst headteachers can decide how the funding is spent, the Education Endowment Foundation (EEF) has published a guide to help schools decide how to use the funding. The guide includes a number of approaches schools could take to use the funding, split into the categories below.

Teaching and whole-school strategies

In relation to supporting teaching, schools could consider:

- Ensuring every teacher is supported and prepared for the new academic year.
- Providing professional development opportunities, e.g. to support effective use of technology.
- Providing training on any organisational or logistical changes to school life.
- Offering additional support and mentoring to early career teachers, who may have had opportunities to develop their practice curbed by partial school closures.

In relation to pupil assessment and feedback, schools could consider:

- Setting aside time to enable teachers to assess pupils' wellbeing and learning needs.
- Providing pupils with high-quality feedback, building on accurate assessment.

In relation to supporting transitions, schools could consider:

- Planning and providing transition support, e.g. running dedicated transition events, either online or face-to-face.
- Focussing transition events on sharing information about the school or running activities designed to make pupils feel comfortable in school.
- Using assessment to identify areas where pupils are likely to require additional support or creating opportunities for teachers to share information about pupils with receiving schools.

Targeted support

In relation to one-to-one and small group tuition, schools could consider:

- Creating a three-way relationship between tutor, teacher and pupils, ensuring that tuition is guided by the school, linked to the curriculum and focussed on the areas where pupils would most benefit from additional practice or feedback.
- Ensuring tuition group sizes are small or that tuition is offered on a one-to-one basis.
- Having tuition delivered by qualified teachers; however, tuition delivered by tutors, TAs or trained volunteers can also be valuable.

In relation to intervention programmes, schools could consider:

- Ensuring literacy and numeracy are focussed on.
- Ensuring programmes meet the specific needs of pupils.
- Focussing on other aspects of learning, such as behaviour or social and emotional needs, where required.
- Making sure interventions are followed by assessment, which can be used to ensure that support is well-targeted.
- Ensuring TAs or volunteers who are delivering interventions are trained in the specific content and approaches.

In relation to extended school time, schools could consider:

- Extending the length of the school day to provide additional support to pupils.
- Ensuring any extension of the school day is supported by parents and staff.
- Ensuring regular sessions are maintained over a sustained period and that delivery is consistent.

Wider strategies

In relation to supporting parents and carers, schools could consider:

- Making sure the school and families continue to work together.
- Providing additional pastoral support to families, e.g. focussing on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.
- Providing additional books and educational resources to families over the Summer holidays.

In relation to access to technology, schools could consider:

- Continuing to ensure pupils have the required access to technology.
- Utilising technology to facilitate tuition, where required.
- Investing in additional technology, either by providing pupils with devices or improving the facilities available in school.
- Ensuring the elements of effective teaching are present when using technology, e.g. providing clear explanations and feedback.
- Providing support and guidance on how to use technology effectively.

In relation to access to Summer support, schools could consider:

- Implementing Summer support programmes to help ensure pupils are ready to return to school.
- Focussing support on a wide range of outcomes, including academic, wellbeing and confidence.
- Providing a range of activities, such as sports, music and drama that pupils might have missed out on.
- Communicating with pupils and their families to assess the level of engagement and barriers to attendance.
- Assessing the impact of running Summer support on staff.
- Ensuring Summer programmes include high-quality academic support, such as small group tuition delivered by teachers or trained tutors.
- The EEF says that schools are not expected to adopt all of the suggested approaches above, but should prioritise those that are best suited to their context.

Will schools be held to account for their use of the funding?

Governors and trustees should scrutinise schools' approaches to catch-up from September, including plans for and use of catch-up funding. This should include consideration of whether schools are spending the funding in line with their catch-up priorities and ensuring appropriate transparency for parents.

Ofsted will be conducting a programme of non-graded visits to some schools during the Autumn term. During these visits, inspectors will discuss with schools how they are bringing pupils back into full-time education, which may include plans schools have to spend their catch-up funding. Find out more about Ofsted's visits [here](#).

When routine Ofsted inspections resume in January 2021, Ofsted will be making judgements about the quality of education being provided, which will include how school leaders are using their funding to ensure the curriculum has a positive impact on pupils.

How will the National Tutoring Programme work?

The programme will comprise of at least three parts, including the following:

- A **5 to 16 programme** that will ensure high-quality provision is available to 5 to 16-year-olds in state-funded primary and secondary schools from the second half of the Autumn term 2020
- A **16 to 19 programme** for school sixth forms, colleges and all other 16 to 19 providers to provide small group tutoring activity for disadvantaged 16 to 19 students whose studies have been disrupted as a result of the pandemic
- A **Reception year early language programme** that will make training and resources available at no cost to schools where additional targeted support for oral language would be particularly beneficial

More information about the National Tutoring Programme is available here.

Bibliography

DfE (2020) 'Coronavirus (COVID-19) catch-up premium' <<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>> [Accessed: 17 September 2020]

DfE (2020) 'Guidance for full opening: schools', 'Catch-up support' <<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>> [Accessed: 17 September 2020]

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