



Testwood School
Catch-Up Funding Statement
March 2021

Introduction and Context:

Testwood is a mixed secondary comprehensive with 772 students on roll. It serves the town of Totton and the surrounding areas. Like many schools, a number of Testwood students have been adversely affected by the national restrictions and school closures as a result of Covid-19.

In the Autumn Term 2020, the Department for Education provided additional funding for schools and academies to provide support and resources for students who may have made less progress as a result of school closures.

Testwood was allocated **£61,360** in regard to catch-up funding. This would be payable to schools in three instalments with the first instalment being received in the Autumn Term.

- In the Autumn term we received £14,500
- In the Spring term we will receive £21,300
- In the Summer term we will receive £25,560

The purpose of the catch-up funding is to provide ***'specific activities to support pupils to catch-up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.'*** We also note that ***'schools have the flexibility to spend their funding in the best way for their cohort and circumstances.'*** Catch-Up Premium: Guidance, November 2020

Testwood's Catch-Up Strategy has been guided by national guidance from the Department for Education and the Education Endowment Foundation.

Testwood's Catch-Up Strategy has been developed alongside the Pupil Premium Strategy and the SEN Information Report. It has been driven by the key priorities from the School Improvement Plan.

Catch-Up Strategy – Testwood

The foundation of the Testwood Catch-Up Strategy lies in the forensic assessment of student progress. Teachers will conduct informal and formal assessments to establish progress and identify gaps in learning. School leaders will be informed through the interim system which will then ensure that the appropriate students are targeted for support.

To inform provision, the Testwood Catch-Up Strategy will use the following guidance from the Education Endowment Foundation. It will therefore include elements of:

- **Teaching and whole school strategies** – high quality teaching, learning and assessment for all. Access to high quality resources and support material
- **Targeted Support** – high quality one to one and small group tuition, intervention programmes
- **Wider strategies** – appropriate support for mental, health and wellbeing. Parental support and communication

The Testwood Catch-Up Strategy will be shared with the Trustees. The effectiveness of the Strategy will be reviewed in May 2021 and July 2021 and will inform planning for September 2021.

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The Testwood Catch-Up Strategy	Proposed Activity	Link to Improvement Plan	Responsible	Success Criteria	Projected Cost	Review
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Teaching and whole-school strategies	<ul style="list-style-type: none"> Enhancing quality first teaching through the use of video to develop and improve teacher practice in the classroom 	1.2	TW	<ul style="list-style-type: none"> Improved quality of teaching to maximise student learning in lesson time. 	£8500	
	<ul style="list-style-type: none"> Enhancing quality first teaching through the use of additional software resources that learning 	1.2	TW	<ul style="list-style-type: none"> High quality teaching and learning whether face-to-face, remote or a combination of the two 	£3000	
	<ul style="list-style-type: none"> High quality revision programme for Y11 	1.4	TW	<ul style="list-style-type: none"> All Yr11 students follow a strong revision programme with scheduled after-school sessions which is targeted to the revised curriculum and assessment material 	£2000	
	<ul style="list-style-type: none"> Weekend and holiday catch-up days for all year groups 	1.4	TW	<ul style="list-style-type: none"> Students able to make up for lost learning through wider and deeper curriculum coverage 	£7000	
	<ul style="list-style-type: none"> Diagnostic assessments for Year 7 (in September 2020 and September 2021) to accelerate the transition process in the absence of SATs scores 	1.4	BS	<ul style="list-style-type: none"> Clear assessment information on students' capabilities at the point of transition to inform planning, teaching and assessment 	£4000	
	<ul style="list-style-type: none"> Improved access to high quality resources to close learning gaps 	1.4	JP&CLs	<ul style="list-style-type: none"> Improvements in student learning 		
	<ul style="list-style-type: none"> High quality Tutor Time and PSHE programme – returning from Covid-19 	2.3.1	SCH and tutors	<ul style="list-style-type: none"> PSHE and tutor activities are designed to give students time to reflect on their experiences and feel positive about the future 		

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	<ul style="list-style-type: none"> • High quality futures programme for post-16 pathways • Improve the support for students with poor mental health through staff training in Mental Health First Aid • Provision of sexual health awareness workshops to replace PSHE lessons missed during the school closure 	<p>3.4</p> <p>3.1</p> <p>1.1</p>	<p>NA</p> <p>CSI/TW</p> <p>SCH</p>	<ul style="list-style-type: none"> • All students are supported in planning for appropriate post-16 pathways • All students feel supported in their return to school. Issues of anxiety and low mood are supported. All staff feel equipped to manage student concern • Sessions delivered to identified year groups 	<p>£2000</p> <p>£400</p>	

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Targeted support	<ul style="list-style-type: none"> • Small group tutoring provided by the National Tutoring Programme 	1.4	TW and CLs	<ul style="list-style-type: none"> • Those students who are identified as having significant gaps in learning acquire the same learning content as their peers 	£18500	
	<ul style="list-style-type: none"> • Small group lessons for identified students 	1.4	TW and CLs	<ul style="list-style-type: none"> • Those students who are identified as having significant gaps in learning acquire the same learning content as their peers 	£10000	
	<ul style="list-style-type: none"> • Small group intervention for students suffering with anxiety 	3.1	VH	<ul style="list-style-type: none"> • Students with SEN feel confident in the classroom. Additional barriers to learning are diminished 		
	<ul style="list-style-type: none"> • Additional one to one counselling for students suffering with poor mental health 	3.1	DM	<ul style="list-style-type: none"> • Those students who are struggling with poor mental health are supported. Serious concerns are triaged to external agencies 	£3000	
	<ul style="list-style-type: none"> • Targeted support for families suffering as a result of Covid-19 concerns 	1.4	DM	<ul style="list-style-type: none"> • Families are supported through school initiatives and – if necessary – referrals to Early Help Hub 		
	<ul style="list-style-type: none"> • Extend literacy catch up provision (AR) to identified students in Y9 	1.4	JH	<ul style="list-style-type: none"> • Improved student reading ages enabling greater access to the curriculum 	£100	
	<ul style="list-style-type: none"> • Additional intensive peripatetic music lesson provided for identified Y11 Music students 	1.4	JB	<ul style="list-style-type: none"> • Improved student engagement and improved subject knowledge 	£2000	

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Wider strategies	<ul style="list-style-type: none"> Improve communication with parents and carers during the Covid pandemic through the acquisition of software to enable Parents' Evenings to happen online 	4.4.1	TW	<ul style="list-style-type: none"> The engagement of parents and carers in the academic progress of their children is maintained 	£900	

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