



Use of DfE Catch Up Funding Tutoring 2020/21



1. Context

1.1 This document sets the new arrangements to allow class teachers to support our COVID Regeneration Programme, from 7th September 2020, with agile and responsive tutoring, funded by DfE's primary *Catch-up Programme*. The school is in receipt of £34,080 for this purpose for the academic year 2020/21 only. It is for schools and trusts to decide how the grant is spent, but there is an expectation that this is to be spent on tuition. This is a one-off grant that recognises that all young people have lost time in education because of the pandemic, regardless of their income or background.

1.2 Evidence summarised by the Education Endowment Foundation (EEF) indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Overall, the evidence is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.

1.3 Our proposal follows the 3 principles upon which all our COVID Regeneration Strategy decisions are founded:

- **Equity:** the just provision and distribution of resources to pupils in a way that reflects their needs and requirements, positively impacting those who have increased vulnerabilities, have the most significant gaps in learning and the lowest engagement with remote education.
- **Resilience:** the need to find solutions that adapt well in the face of multiple stresses on individuals, families, schools and the sector and can take account of local lockdowns.
- **Flexibility:** leaders must be trusted to exercise discretion and good judgement to suit their context and in the best interests of their pupils, parents and communities based on acceptable minimum levels of provision

1.4 EEF Research released Summer 2020 suggests that tutoring should be:

- a long-term endeavor which must be aligned with teachers' assessment of the gaps in knowledge and a school's bespoke curriculum.
- delivered alongside a school curriculum and are supported by teachers' assessment of the gaps in pupils' learning and how to fill them.
- Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) for optimum impact.
- additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.
- either one to one or small group tuition. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.
- ideally delivered by teachers (with knowledge of the curriculum). Programmes involving teaching assistants or volunteers can have a valuable impact but tend to be less effective than those using experienced and specifically trained teachers, which have nearly twice the



Use of DfE Catch Up Funding Tutoring 2020/21



effect on average. (However our TAs have completed Maximising Impact in Teaching (MITA) EEF training and are highly skilled).

2. Our Proposal

2.1 We consulted in Summer Term 20 with staff and parents to reduce the lunch break to 45 minutes and match the additional 15 minutes learning time gained in an afternoon with 15 minutes from the curriculum timetable to create half an hour of Personal Study, supported by the class teacher. The consultation ended on Friday, 10th July, 2020, and was overwhelmingly in favour of the proposal from all stakeholders.

2.2 Personal Study in KS2 will be juxtaposed between 2 afternoon sessions, during which time the class teacher will have identified a small group of children/individual pupils with gaps in their knowledge from the morning/weekly taught sessions, who require additional tutoring for a particular skill/misconception or fundamental gap in their knowledge. The remainder of the class will be engaged in an independent/paired task to support long-term retention of knowledge; rehearsal and embedding of skills; problem solving etc, supported by the TA according to need. The selection of pupils for this session will be fluid and responsive, as is the teaching at Ryders Hayes, to meet the immediate needs of the cohort and narrow the gap in learning. Education Endowment Foundation studies show that individualised instructions can add 3months to a child's learning along with small group tutoring adding 4months and 1:1 tutoring 5months.

2.3 Personal Study in KS1 will be timetabled for 15 minutes immediately after the fore-shortened lunch break, or 15 minutes after this in the second class, so that a teaching assistant is able to support independent study with the remainder of the class whilst the class teacher tutors the children who require additional support to close the gap. The principles of selection will be as for KS2. In Reception, a fluid approach is taken across the day so that pupil gaps are identified and addressed through adult interaction. Where intervention is required, especially for support with language, this will be addressed through Nuffield Early Language Intervention (NELI) for whom we are an Advocate School, following Wellcomm Assessment.

2.4 This proposal does not require the alteration of the end of the school day; it does not require children to stay behind after school; to join a breakfast club or to be removed from their entitlement to a full curriculum and quality first teaching. It does not ring-fence tutoring for a few, but rather opens it up to all who require it. It matches Ryders Hayes' teaching and learning strategies: agility and flexibility; dynamic grouping; opportunities for in-the-minute feedback and rapid improvement, whilst preventing long-term dependence upon another adult. Those children not benefiting from the tutoring at any one time are also developing independent study skills, and where possible developing remote learning tools introduced during the pandemic, (supported by a TA in KS1). In the same way this arrangement will not lengthen the school day, thus not reducing personal time for staff.

2.5 This mode of tuition is compatible with Government guidance requiring children to be taught in 'bubbles' or family groups and would be easily delivered if these social distancing measures were continued or re-imposed.



Use of DfE Catch Up Funding Tutoring 2020/21

3. Remuneration for Staff

3.1 The work undertaken during this 30-minute afternoon session in KS2 includes a 15-minute daily paid session for the work undertaken by teachers in KS1 and 2 beyond their contracted, directed time (plus 15 minutes taken from the daily curriculum timetable in KS2). The additional 15 minutes are in addition to the 1265 directed hours. It is voluntary but was dependent upon all staff being willing to carry out this layer of additional support on a daily basis, except when on PPA, training etc. in order for the programme to run successfully, so consensus was crucial. The proposal was fully supported by staff and has already been found by them to be extremely beneficial in closing the gap.

3.2 Teachers are only be paid for sessions carried out i.e. if on PPA; off sick; training or having leadership time then no payment is made.

3.3 Payments made for each session are at the appropriate hourly rate, calculated from the annual salary. This represents complete settlement for work undertaken in the session.

3.4 As payment is funded through the DfE catch-up scheme, this work is clearly documented and monitored, and when funding is terminated or fully utilised, then the sessions would be brought to an end, unless the school can afford to fund internally or should be in receipt of any additional catch-up funding.

3.5 Payment is made monthly to teachers, retrospectively, using a time sheet. This payment is subject to tax, pension and NI contribution but does not form part of their contractual substantive salary.

3.6 The cost of this initiative is £21,898.

4. Next steps

4.1 The proposal was shared with Full Governing Body (FGB) and fully supported by them, subject to any DfE changes to policy/further guidance. Minor in-year changes will not require further consultation with FGB, with full responsibility for the programme delegated to the Head Teacher/Head of School.

4.2 Residual funding has been set aside for in-year one to one tutoring for the academic year, used to release an HLTA for specific focused interventions for those pupils not responding to support during personal study alone.

4.3 The cost of this one to one tutoring is £12,182.

5. Finance Summary

Personal Study supported by Class Teacher	£21,898
One to One tutoring	£12,182
Total	£34,080