



PACT guidance on the effective use of catch up funding

Use of Catch up funds

PACT academies will use this funding for specific activities to support pupils to catch up for lost learning over the period of COVID closure and phased returns. This is in-line with the guidance on [curriculum expectations for the next academic year](#). Our academies will have the flexibility to spend their funding allocations in the best way for their cohort and circumstances. All plans will be agreed by the Trusts senior leaders and will form part of each academy head teacher's performance management.

PACT leaders have considered the information provided by the Education Endowment Foundation (EEF) as outlined in its [coronavirus \(COVID-19\) support guide for schools](#). This includes working practices such as small group or one-to-one tuition (particularly through the National Tutoring Programme) to implement our catch-up plans effectively, leaders have also considered the EEF published guidance in their [school planning guide: 2020 to 2021](#).

Accountability and monitoring

All academy catch up plans have to be agreed in principle by the Trust's CEO and Director of Teaching and Learning. These are completed on the agreed format (attached as Appendix 1) It is the responsibility of academy local governing bodies to ensure funding is appropriately spent. Catch up funding will be a standard agenda item and Head teachers will be expected to provide an updated report to Governors at each meeting. The report should be linked to their action plan and contain clear quantitative success criteria.

The Trust will monitor the use of this funding and will want to see the impact of strategies evidenced in benchmark activities.

Ofsted will also conduct a programme of non-graded visits to some schools during the autumn term. During these visits, inspectors will discuss how the school is bringing pupils back into full-time education – this may include plans schools have to spend their catch-up funding. When routine inspections restart, Ofsted will make judgements about the quality of education being provided, and this will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils.

National Tutoring Programme

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. That is why, alongside the universal catch-up premium, the DfE are launching a National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help. All PACT academies have registered their interest in these programmes. These being:

1. A [5 to 16 programme](#) including:

- **Tuition partners**

PACT will be able to access subsidised tuition from an approved list of tuition partners. These organisations - which will all be subject to quality, safeguarding and evaluation standards - will be given support and funding to reach as many disadvantaged pupils as possible. (Please see [tuition partners](#) and how to access tutoring from them)

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- **Academic mentors**

PACT will be supported to employ in-house academic mentors to provide small group tuition to their pupils. Teach First will be supporting the recruitment, training and placement of the first cohort of academic mentors and their salaries will be subsidised by the government. Some academic mentors will start working in schools from October half-term, with the remainder starting in spring term 2021 (please see [academic mentors](#) including how to express interest in employing a mentor and who is eligible to apply to become one)

2. A [reception year early language programme](#) will make training and resources available at no-cost to schools where additional targeted support for oral language would be particularly beneficial. PACT academies have registered their interest in this programme ([application form](#)) NELI is a high-quality, evidence-based, 20-week intervention designed to improve the language skills of reception age pupils. It involves scripted individual and small group language teaching sessions, delivered by trained school staff, usually teaching assistants. Several EEF trials have found that NELI improves both children's oral language and early literacy skills.

Catch up funding action plan

Academy leadership teams will be expected to complete an action plan. This will need to be approved by the Trust's senior leadership team. The plan will need to be shared with LGB's and then placed on academy websites so parents have access to view. The Trust's agreed format is attached as appendix 1.

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Appendix 1

Trust/Academy Intent	Universal catch up premium - To quickly get all pupils back on track and teaching a normal curriculum. Additional premium - To support vulnerable and disadvantaged pupils to close the gap following COVID lost learning		
Implementation (precise improvement actions)	When	Accountability	
<p>To work with Years 6,3 and 4to improve outcomes in English and Maths by closing gaps in learning rapidly and accelerating progress.</p> <p>To Boost year 6 pupils mental maths skills to ensure they meet national standard.</p>	<p>When exactly will we expect the action to be completed?</p>	<p>Who will be held accountable for the implementation, monitoring & success of the precise action?</p>	
<ul style="list-style-type: none"> • Targeted maths groups for the bottom 20% in the four key operations. • Target maths groups for the bottom 40% in times tables. • Comprehension and guided reading groups to support the bottom 20% in reading • Writing workshop groups to develop sentence and language structure. • Target support for bottom 25% in Y6 maths, working alongside the y6 teacher. 	<p>6 week cycles November 2020 - 2021</p>	<p>Class teacher, SLT, booster group teacher.</p>	
Impact what will success look like?			
<p>Increase attainment in years 6, 3 and 4 in Mathematics to be in line with national averages.</p> <p>Accelerated progress in Mathematics in years 3 and 4 achieving at least 70% pass in the year 4 multiplication test.</p> <p>Improved writing outcomes in years 6, 3 and 4.</p> <p>Reading ages assessed and having impact upon writing.</p> <p>Year 6 pupils to achieve above national average in maths</p>			
CPD needs		Budget Implications	
<p>Meetings with staff to assess data and target the bottom 20%. Time to gather resources and complete entry and exit data charts.</p>		<p>1 x Teacher for 2.5 days per week for 31 weeks £437 x 31 = £14,663</p>	
Strategic review dates			
Academy Benchmarking			
Reporting to LGB			
Trust quality assurance			



Children are at the centre of everything we do and everything we do is about improving their life chances



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