

Catch Up Funding 2020-21

Overall intent:

Our catch up funding plan has been targeted to support the immediate need of our most vulnerable students whilst underpinning this with a strategic plan to be able to maintain sustained impact after the one-off catch-up funding has been used. The impact of the work completed by the two full time teachers will ensure that all students will be caught up and will enable all students to progress at rapid rates in years 7 through to 13. This will not just have an impact on attaining positive progress rates for this academic year but prepare those in lower years to do so in the future. Building routines and consistency in attendance is key to our schools success. The data we already hold on our students clearly shows that when they attend regularly and access the outstanding teaching and learning that they achieve well. We need to break the cycles for those students and families who have not done so in the past and found it even more challenging during the pandemic. This work will support the attendance and pastoral teams to build and maintain positive relationships as well as develop a greater understanding alongside our parents/carers of the importance of attendance. Over time, this will have a huge impact on every student's academic achievement and help them to become happy, successful students who are prepared for the next steps in their lives. Throughout the partial school closure, students and staff have developed their understanding and skill set in using technology. This is something we need to harness as we prepare our students for moving forward into a working world of technology. Further development in this area will allow for closer monitoring of the completion of independent work, allow for staff to develop online learning tools and share SOL to supplement teaching in the classroom and create stretch and challenge for students within a wider learning environment.

Strategy	Actual Spend	Specific Intent	Implementation of strategy	Impact Evaluation
English Teacher	£36,000	The EEF has highlighted that great teaching is the most important lever schools have to improve outcomes	Students in Y10 and Y11 who are highlighted as	PRP data will ascertain the success of each intervention for

		<p>for their pupils. Through the use of an NQT and NQT plus one, we are developing and building excellent practitioners but also using their time to allow our most experienced and tested staff to deliver intervention to the students who need it most.</p> <p>The EEF also highlighted that <i>'there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy'</i>. To be most effective, <i>creating a three-way relationship between tutor, teacher and pupils is essential,'</i> using staff which our students already know and have developed relationships with further enhances this provision and eliminates the need for this communication with external tutors. We will ensure that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. It is recommended that particular focus for interventions should be focussed on literacy and numeracy. Again the EEF highlighted <i>'there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a</i></p>	<p>underperforming will be targeted for support during specific times of the day. The groups will be given support based on question level analysis of mock examination papers and assessment data to target particular skills to enhance overall progress.</p> <p>Students in Y7-11 will be targeted for intervention through the production of core lessons catch up packs which can be accessed through Google for Y7-10 and in hard copy for Y11. This will be completed in adverse weather conditions PE time and tutor time.</p> <p>Students in Y7 will participate in NGRT and AR testing. Following this, students will be grouped for specific reading intervention based on need.</p>	<p>classes or small groups which are taught.</p> <p>Each small group session will start with a pre-assessment and highlight the reasons for intervention. At the end of each half term this will be tested and assessed. Reports and evaluation will take place with key HoF in English, Maths and Science in our fortnightly strategic meeting, separate DR meetings and through PRP analysis.</p>
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		sustained period and are carefully timetabled to enable consistent delivery.'		
Maths /Science Teacher	£34,000	Same as above	<p>Due to additional time gained from the addition of time on the timetable through the use of the catch up funding more experienced members of the science faculty will be creating a Google Classroom filled with revision materials for all year groups, starting with Y11 and Y13.</p> <p>Student booklets will be produced to work alongside the SOL for each year group and revision videos.</p> <p>As well as focusing on the sustainable resources, students will be highlighted for intervention sessions.</p> <p>For mathematics, we are supporting smaller class sizes at Y11 to focus on giving students specific intervention to maximise progress based on the pre-assessments which were completed in September. This work was evaluated to ascertain which students would benefit from which level of intervention which is most appropriate to their tiered exams. Resources are also being produced for the students Y7-11 to support intervention across all year</p>	<p>PRP data to ascertain the success of each intervention for classes or small groups which are taught. Each small group session will start with a pre-assessment and highlight the reasons for intervention. At the end of each half term this will be tested and assessed. Reports and evaluation will take place with key HoF in English, Maths and Science in our fortnightly strategic meeting, separate DR meetings and through PRP analysis.</p>

			groups.	
Education Welfare Officer (additional hours)	£3003	<p>All students will need support to transition back to school. However, there are particular challenges for students starting a new school after the disruptions caused by Covid-19. The EEF highlighted <i>'that schools have provided extensive pastoral support to pupils and families throughout the pandemic'</i>. Our pastoral and attendance teams went above and beyond in their support both during the partial closure and the six week break. We wish to continue to offer additional support in the new school year and focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. Because of the success we have seen in the early stages of this last two weeks we want to ensure that we avoid the risk that high levels of absence do not increase which would pose a particular risk for disadvantaged pupils.</p>	<p>Attendance has been a key focus area for us throughout the last academic year. In order to ensure our new students have the best start we have identified key students from the new Y7 cohort through transition for additional support in achieving and maintaining positive attendance. In addition to this, we have also highlighted a further key 51 students whose persistent absence caused them to not make as rapid progress as we would like. The EWO will be working closely with these students and their families to improve and develop positive attendance. In addition to this, the EWO will also be supporting our pastoral leaders to highlight any potential concerns so they can be resolved and any barriers to attendance removed.</p>	<p>Maintained increase in attendance in all key groups, particularly those of the disadvantaged cohort is our key priority and is imperative for long term success. We want to continue to reduce PA in the disadvantaged cohort to be in line with national statistics as they are released. Fortnightly review with half termly data evaluation</p>
Provision of Chromebooks for Teaching	£10,000	<p>Students' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many</p>	<p>Planning is currently at trust level.</p>	<p>Student engagement figures for when isolating. Student engagement figures for completion of</p>

		<p>disadvantaged children. We wish to enable all students, including those who are disadvantaged to have access to our online library or lessons, literature and development</p> <p>The EEF clearly recommend that <i>'schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school.'</i></p> <p>We want to do both. Improving staff access to use the most up to date devices alongside that of our students, thus enabling everyone to work cohesively together on the same systems.</p>		
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