



### Catch-up Premium planning document (COVID-19)

“It is highly likely that the gap will have widened when pupils return to school, even if the strongest possible mitigatory steps are put in place” - EEF, *Risk Evidence Assessment*

“There is a risk that high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils” - EEF, *Risk Evidence Assessment*. We are called on to consider 2 considerations- learning catch-up and wellbeing.

There are 3 forms of catch-up on offer:

1. **The catch-up premium** fund for Years 7-11 (£80 / pupil paid in three tranches academic year 20-20 only- x2-£46.67, third to £33.33 - later payments based on census) based on current figures, we should receive **£74,240**
2. **The National Tutoring Programme** for Years 7 – 13 - for disadvantaged and vulnerable students only. Aim for tutors to be put in touch with schools for start by Oct Half Term.
3. **16-19 tuition fund**- 1 off ring-fenced payment for disadvantaged students only.

#### The Catch-up Premium Plan

Subject specific assessments and feedback-

Catch-up strategy	Measuring impact	Desired outcome
<ul style="list-style-type: none"> <li>• <b>Identify gaps in learning</b>- subject specific assessments. Diagnostic phase.</li> <li>• Analysis of baseline and further assessment points.</li> </ul>	Repeat at regular intervals	Identify need focuses best use of funding and
<ul style="list-style-type: none"> <li>• <b>Year 7 CAT test. 05.10.20</b></li> <li>• In the absence of KS2 SAT results from the primary schools this year, ensure that the CATS are done by all of</li> </ul>	Analysis of results to impact and decide interventions and learning.	All of intake 2020 have accurate assessment data

<p>Year 7, marked externally and the results and analysis supplied.</p>		<p>to allow targeted interventions.</p>
<ul style="list-style-type: none"> <li>• <b><u>Small group and 1:1 interventions Years 10-11 -prioritising English and Mathematics.</u></b></li> <li>• Graduate tutors and teachers have been employed to focus on small group teaching and 1:1 teaching of English, Mathematics and Science.</li> <li>• Year 11 students – have received Maths and English- 20 students across the day in small groups.</li> <li>• The sessions have been before school, during break, form time and after school to ensure that students do not miss learning from other GCSE subjects</li> <li>• mock examination preparation to develop exam confidence (mocks 16th November-Monday 30th November) The remaining weeks are focused on working through improvement plans for the students based on their mock performance.</li> <li>• 1:1 EAL support work to access the curriculum and narrow the gap.</li> <li>• Breakfast clubs for Year 11 students in Maths and English.</li> <li>• Spring Term: focus mainly on Maths progress with a qualified Maths teacher working specifically on the 3 to 4 grade boundary and the 4 to 5 grade boundary.</li> <li>• Support for BTEC Science students to assist them with their coursework and support them towards gaining their target grades.</li> <li>• Year 10 – 1:1 English and Maths- personalised learning for some students.</li> <li>• Scienbce graduate to undertake 1:1 science tutoring.</li> <li>• Years 7-9.</li> <li>• Extra staffing: English and Maths tutor 1:1 and small group</li> </ul>	<p>Teacher assessment and analysis of data to target interventions.</p>	<p>Student grades improve in time for GCSE examinations. Close attainment gap that has opened up during COVID-19 lockdown.</p>

<ul style="list-style-type: none"> <li>• Year 7: Looking at the teachers' feedback at the end of KS2 and our own CATS, - interventions in Maths and English.</li> <li>• We have an additional group starting the Lexia programme, which focuses on reading development. Our first indication of data will be the end of term Assessment point compared to the base line test that they will have done in these two subjects.; thereafter, we will look at improvement at each Assessment point for English and Maths. For Lexia, a base line will be established, and the improvement will be measured in months and years added to the initial reading age.</li> <li>• Year 8: <ul style="list-style-type: none"> <li>• PP students identified as underachieving at the end of Y7 and at the end of the base line test in Y8 are now receiving Maths tuition in small groups every Tuesday.</li> </ul> </li> <li>• Year 9: A small group of students who were in a Literacy enhancement group in years 7 and 8 are now receiving extra English and Maths sessions; the English sessions are led by two English teachers and the Maths sessions are led by our Graduate in Maths and Science.</li> </ul> <p>Extra Y9 students will be added to the Maths sessions once we have the data from the first assessment point.</p> <p>Impact: for years 8 and 9, we will be comparing the assessment point data to the base line test from September after each assessment point.</p>		
<ul style="list-style-type: none"> <li>• <b><u>October Half term booster classes</u></b></li> <li>• Due to lockdown these extra booster lessons were delivered on MSTeams. A fulsome programme was in place and lessons successfully delivered.</li> </ul>	Teacher assessment and mock examination results	Close gap GCSE success- students meeting targets. Support subjects with coursework elements that may benefit from specialist

		environments and supplies.
<ul style="list-style-type: none"> <li>• <b><u>Governor, Staff, Student, Parental, awareness</u></b> of Catch-up Premium Plans/ Strategy - for transparency and accountability- website and letters home where applicable.</li> </ul>	Governors and staff feedback. Parental knowledge of small group work.	A full participation in the catch-up events offered.
<ul style="list-style-type: none"> <li>• <b><u>Juice and croissants</u></b> provided- breakfast revision classes</li> </ul>	Attendance monitoring	Aid learning/ wellbeing
<ul style="list-style-type: none"> <li>• <b><u>Period 6</u></b> KS4 GCSE Booster classes- Y11 - Mathematics <b>Y10 Science</b></li> </ul>	Monitor progress through AP and mock examinations	Achieve target grades at GCSE and support Year 11 lost learning time in Maths.
<ul style="list-style-type: none"> <li>• <b><u>Extra 1:1 and small group wellbeing support</u></b> and counselling- 1 day added through catch-up provision.</li> </ul>	Safeguarding and wellbeing to monitor impact for young people to remove barriers to learning and access a full curriculum.	Student wellbeing and connectedness.  Reduce anxiety re. formal examinations. Learnt coping strategies.
<ul style="list-style-type: none"> <li>• <b><u>Revision study company brought in for all Y11</u></b></li> </ul>		Motivation and aid revision skills

### The National Tutoring Programme for Years 7 – 13

We are signed up to *The Brilliant Club*- tutoring programme to start in Spring Term 2021 -Y10

1. The National Tutoring Programme will be run by the EEF, Sutton Trust, Impetus and Nesta, and will be split into two strands.
2. Under “NTP Partners”, schools will get access to “heavily subsidised” tuition sessions for their pupils from an approved list of organisations. The sessions will be subsidised by as much as 75 per cent for the first year, meaning they will cost £12 per session.
3. Opportunities will be advertised on eligible tutoring organisations and the NTP website, which will launch soon.
4. “NTP Coaches” will see recent graduates trained up and then employed by schools to provide “intensive catch-up support” to pupils, with their salaries paid for by the programme.
5. In both cases, it will be up to schools to decide how to deploy the tutoring, and whether to use it for individual pupils or small groups.

**16 to 19 funding: 16 to 19 tuition fund- one off ring -fenced and for disadvantaged only**

Use of catch-up fund – September 2020 - Autumn Term

Staff employed: Year 12 – 1:1 support EAL students

Extra 1:1 and small group for students in Maths who have not yet gained GCSE Maths (Y12/13)