



Covid -19 Catch Up Premium Statement

Catch-Up Premium Strategy:

- To ensure all students make increased progress to close gaps revealed during lockdown.
- The core approaches will be catch-up tutoring with a particular focus on Y7 and Y11 with use of learning platforms to accelerate numeracy and literacy.
- To raise the attainment of all students to close the gap created by COVID-19 school closures.

Action	Rationale	Intended outcomes and consequences	How will you make sure it's implemented well?	Impact
<p>MidYis Student assessment and feedback</p> <p>Develop links with primary schools to focus on students who need additional support and share data on targeted at risk students.</p> <p>Re-evaluation of Maths Curriculum to focus on key numeracy skills.</p>	<p>Help teachers determine how to most effectively support their students and provide effective support. Standardised assessments in literacy or numeracy used to identify students who would benefit from additional catch-up support.</p>	<p>Year 7 curriculum review in Maths</p> <p>Close the gap to build key numeracy skills and support application in accessing the curriculum.</p>	<p>Use of Primary Liaisons group and meetings.</p> <p>Measuring of impact through data.</p>	<p>Revised Maths curriculum to develop fluency of numeracy with re-ordering and sequencing of topics to support gaps in learning.</p> <p>Year 7 Common methodology booklet for shared numeracy practises focusing on 3 key areas of underperformance highlighted by feeder school: Place values Numbers Tables To develop fluency of numeracy</p>
<p>Supporting Good Teaching</p> <p>Remote Learning CPL</p> <p>Developing Numeracy skills workshop on</p>	<p>Good teaching is essential for improving student outcomes. Opportunities for professional development can improve the quality of teaching.</p>	<p>Common methodology CPL to offer students a consistent approach to numeracy tasks and so support their access and proficiency in it.</p>	<p>Measuring of impact through student voice and data, including student engagement.</p>	<p>Whoos reading trial by Lit. Co-ordinator 2 weeks 100+ quizzes – rollout to all Year 9</p> <p>Faculty review of Catch Up plans</p>

<p>common methodology for other faculties</p> <p>Developing support staff skills to support students with vocabulary difficulties and issues with finding words.</p> <p>Reading skills – CPL for Literacy coordinator</p>		<p>Improved support staff confidence in support for SEND students with improved extended writing and use of key vocabulary reflected in an increase in SEND student outcomes for English.</p> <p>To close the vocabulary gap, particularly for SEND students and those with a wider literacy skills gap.</p>		<p>See below for data relating to the introduction and use of new reading programme and assessment.</p>
<p>Educational Psychology Appointments</p>	<p>Used to help identify specific learning needs and gaps for SEND students that have not been identified due to lockdown and subsequent alterations to transition support.</p> <p>To identify any SEN needs that may be affecting behaviour, access or progress. Students and staff may need strategies to support which can be identified by an Educational Psychologist.</p>	<p>SEN students' needs are met. The behaviour of SEN students is good with the gap in behaviour points being minimal. Teachers have bespoke strategies that help support students.</p>	<p>Measuring of impact through data, including ATL.</p>	

<p>One to One and Small Group Tuition</p> <p>To join the National Tutoring Programme to provide targeted support to learners through NTP online tutoring.</p> <p>Sessions are to be in smaller groups or on a 1:1 basis.</p> <p>Tuition delivered by qualified teachers.</p>	<p>There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy.</p> <p>The National Tutoring Programme offers focused support for individual students.</p>	<p>For gaps in knowledge and skills to be closed and for this to be represented in subject data outcomes.</p>	<p>Use of data to identify students and their academic needs.</p> <p>Good professional liaison and collaboration with NTP. 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.</p> <p>Measuring of impact through student voice and data.</p> <p>Ensuring the programme is led by a member of SLT.</p>	<p>The online tuition programme started after schools re-opened in March.</p> <p>History</p> <p>Progressed = 40%</p> <p>Stayed same = 40%</p> <p>Geography</p> <p>Progressed = 50%</p> <p>Stayed the same = 50%</p> <p>Spanish</p> <p>Improved on prediction - 2 out of 8 (25%)</p> <p>Achieved predicted grade: 4 out of 8 (50%)</p> <p>2/8 below prediction</p> <p>Science</p> <p>5 out of the 5 students who took part showed progress between the starting point and final TAG</p> <p>Maths</p> <p>4/14 above predicted grade</p> <p>10/14 achieved their predicted grade (same)</p> <p>English</p> <p>1 /4 progress</p> <p>Rest same or lower</p>
<p>Catch Up Intervention programmes for Literacy and Numeracy</p> <p>Additional staff for Catch Up interventions for Core</p>	<p>MidYis indicates that students have been admitted with significant need for literacy and numeracy catch-up.</p> <p>EEF evidence about the impact of poor literacy on</p>	<p>To close gaps in literacy and numeracy.</p> <p>Increased engagement in wider curriculum through the use of sound core literacy and numeracy skills.</p>	<p>Use of data to identify students and their academic needs.</p> <p>Measuring of impact through student voice and data.</p>	<p>Summary of responses to survey about Literacy and Numeracy Catch Up intervention lessons</p> <p>Revision to intervention programme following parental feedback to include the following where possible:</p>

<p>skills in Literacy and Numeracy</p> <p>To provide targeted small group teaching in Mathematics and English to accelerate the progress of Y7 Students.</p> <p>Post work booklets to students to supplement online based resources.</p>	<p>examination results and life chances.</p> <p>There is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Structured interventions delivered in small groups can support students who have fallen behind furthest.</p>	<p>Making learning resources more accessible can help students with specific learning needs address gaps.</p>	<p>Ensuring the programme is led by a member of SLT.</p> <p>Providing additional time for small group teaching.</p> <p>Re-testing data has shown closing of the gap.</p>	<ul style="list-style-type: none"> • Feedback given to intervention teachers • Use of quizzes and learning games in remote lessons • Continued use of short activities to support focus • Learning games to be used in lessons when schools re-open and Covid restrictions allow. New learning games for literacy and numeracy ordered for the new academic year. • Intervention staff to email feedback to parents/carers, with update on: <ul style="list-style-type: none"> - Topics - Strengths - Areas for development - How they can support their son/daughter <p>LW of Lit. and Num. Catch Up lessons sample feedback for Parent / Carer</p> <p><u>Literacy:</u></p> <p>Group 1 Year 7 complete data 7/16 progress 7/16 same 2 /16 (re-test), additional intervention lessons</p> <ul style="list-style-type: none"> • Support through online learning <p>Group 2 6/14 growth Spring/Summer Term</p>
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				<p>Group 3</p> <p>Consistent or improved: 10/14 (71%) Cohort 3 Consistent or improved: 9/15 (60%) Cohort 4 Consistent or improved: 7/9 (78%)</p> <p>See doc above for breakdown.</p> <p><u>Numeracy:</u></p> <p>5 groups 2 Students have shown growth 2 have made no improvement. 13 students have maintained their level. The gap in their skills and knowledge has not widened with new topics. To allow for more detailed and specific data new assessments will be used next year to give a Maths age for each specific topic.</p> <p>Year 7: 14/20 improvement in numeracy and improved or maintained levels across topics in Maths.</p> <p>Year 8: 4 out of 5 maintained levels across topics</p>
<p>Intervention Programmes</p> <p>Morning registration Core Catch Up for Years 10/11</p>	<p>Structured interventions, delivered in small groups, support students who have fallen behind furthest.</p>	<p>For gaps in knowledge and skills to be closed and for this to be represented in subject data outcomes.</p>	<p>Use of data to identify students and their academic needs.</p> <p>Measuring of impact through student voice and data.</p>	<p>Summary of Survey Responses - Core Catch Up</p> <p>Science - worked really well for students who have attended. Students have fared well on exam questions set at the end of the sessions. ATLs have improved for all students who attended.</p> <p>Issues: Attendance + students having to self-isolate have been the biggest barriers to success (approx. attendance of 50% attendance).</p>

Review of am registration group intervention for Core subjects:

Year 11 English

3/7 made progress or

ATL+

2/7 Same

1/7 No progress

1/7 No engagement

Year 11 Maths

Group 1:

4/9 Made progress

5/9 Same

Group 2:

3/11 Made progress

8/11 Same

Year 11 Science

SEN Group

6/9 progress

3/9 little or no progress - poor engagement

Group 2

3/8 progress made

3/8 no progress

2/8 same

Year 10 Science

Group 1

5/7 made progress

2/7 little or no engagement

Key Issues:

- Attendance/engagement
- Lockdown no progress is not as bad as learning new topics (Maths)
- Science SEN = success

				<ul style="list-style-type: none"> • Science Yr 10 better engagement and progress – additional students added <p><u>Spring/Summer Term</u></p> <p>Maths</p> <p>Level 9: 16/17 progress from starting point 1 same as starting point</p> <p>Level 4/5: 11/20 progress from starting point 4 same as starting level 4 below starting point</p> <p>PP/SEN: 6/12 progress from starting point 6/12 same as starting level</p> <p>Science 7/18 improved on starting point.</p> <p>English 2/7 progress 3/3 on predictions/same 2/7 below</p>
<p>Intervention in Wider Curriculum</p> <p>Use of staff capacity to support small groups of targeted students.</p>	<p>Structured interventions, delivered in small groups, support students who have fallen behind furthest.</p>	<p>For gaps in knowledge and skills to be closed and for this to be represented in subject data outcomes.</p>	<p>Use of data to identify students and their academic needs.</p> <p>Measuring of impact through student voice and data.</p>	<p>Delayed due to lockdown – start 15/3/21 Overview of Faculty Catch Up Plans</p> <p>Outcomes from GCSE and Level 2 Vocational courses:</p> <p>5 x 9-4 inc. English and Maths 2018-2019 53% 2019-2020 64% 2020-2021 64%</p> <p>9-4 in English and Maths 2018-2019 57% 2019-2020 68% 2020-2021 68%</p>

				<p>64% achieving five 4-9 grades including English and Maths 39% achieving five 5-9 grades including English and Maths</p> <p>Outcomes from A-Level and Level 3 Vocational courses:</p>
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<p>Supporting Parents and Carers</p> <p>Accelerated Reading Scheme videos newsletter</p> <p>VLE Books</p> <p>Smore</p> <p>Guidance on the importance of reading and how parents/carers can support their child with their reading, how the programme works, account details etc:</p> <p>Accelerated Reader on Sway</p> <p>Devices to support reading for use of AR tests, for reading VLE books, Lit lessons Spellzone, Better Reading Scheme.</p>	<p>Regular and supportive communications with parents/carers can increase attendance and engagement with learning.</p> <p>Guidance and advice about effective strategies for reading with children can support their learn at home.</p>	<p>To close the reading age gap and so that students have a reading age in line with their actual age.</p>	<p>Measuring of impact through reading age data.</p> <p>Review of home engagement with AR programme.</p>	<p>See Reading Programme section below for reading data.</p>

<p>Student Motivation</p> <p>Support for future pathways options with careers guidance, development of work-based skills e.g., communication and employability skills for students.</p> <p>Introduction to soft skills – why are employability skills so important? self-motivation and communication skills?</p> <p>1 Day Project development workshop Yr 10 define, plan and deliver a project, developing work-based skills – private enterprise – 8th June</p> <p>2 hour workshop for targeted students in Year 9 looking at developing their communication and employability skills - 1st June</p> <p>Engagement of relatable role model to work with students to develop their social skills e.g., 180 programmes</p> <p>Resilience workshops and programmes</p>	<p>This can benefit students socially and focus on a wide range of outcomes, such as confidence and wellbeing and the development of a skills set for a successful future.</p> <p>Programme targeted to those at risk of becoming NEET. Students build confidence across seven key, softer employability skills, and can gain an Entry Level 3 City & Guilds skills accreditation.</p>	<p>To reduce NEETs and support successful student transition to work, study or training.</p> <p>To improve ATL and engagement in the school curriculum.</p>	<p>Measure impact through student voice and NEET levels</p> <p>Measure impact through ATL levels.</p> <p>Successful access to entry Level 3 City & Guilds skills accreditation.</p>	<p>Student and Parent Feedback on VIY Project</p>
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<p>Reading Programme</p> <p>To develop an established long-term reading programme through subscription to Whoos Reading which allows for diagnostic testing of reading needs and encourages literacy skills with open ended questioning.</p> <p>ART programme for Years 7-8 which assesses students' literacy needs to allow for more targeted intervention to inform and support Catch Up intervention, staff CPL needs and curriculum.</p>	<p>EEF research shows programmes are likely to have the greatest impact where they meet a specific need, such as aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.</p> <p>Successful trial of Whoos Reading programme over two weeks, with one class – completion of over 100 quizzes.</p>	<p>Close the reading and vocabulary gap for Year 9.</p> <p>Develop intervention programme based on diagnosis from tests of:</p> <ul style="list-style-type: none"> • Skills of analysis • Literal comprehension • Vocab • Inference 	<p>Measuring of impact through data, including reading ages.</p>	<p>Online Accelerated Reader Test during partial closure of the school:</p> <p>Only 106/195 completed 2 tests successfully to allow for analysis of progress.</p> <p>50/106 reading ages improved (average growth = 12months)</p> <p>Reading age v chronological age - 48 students RA above chronological age.</p> <p>14/48 average growth of 19 months.</p> <p>Key Issues:</p> <ul style="list-style-type: none"> • online assessment and tracking of RA and progress • Student engagement <p>Weaker readers</p> <p>Look at test times</p> <p>Re-assess reading level</p> <p>Re – test students to address issues with student engagement and diagnosis of gaps.</p> <p>Assessments of RA using ART</p> <p>Whoos Reading Trial</p> <p>Intensive reading programme done with former student reading ambassadors. This was done with daily reading sessions and assessed at the end of a three-week period. 120 students were targeted.</p> <p>41/82 students re-tested (due to Covid related isolation) have shown growth in their RA and no longer need additional reading intervention support.</p>
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<p>Move to BYOD Purchase of VLE texts to support online curriculum</p>	<p>VLE books for faculties to use to support the delivery of their curriculum.</p>	<p>To improve subject outcomes and engagement in the school curriculum.</p>	<p>Measure impact through ATL levels.</p>	<p>Data from 2021-2022</p>
<p>Develop Stimulating Learning Environment Through The Use Of Informative Displays Purchase of display boards for the Maths Department</p>	<p>The boards within the maths department will be used to support learning and catch up by highlighting key words, process and core skills that are required by students within the maths curriculum. Due to lockdown, basic and advanced mathematical methods constantly need review and embedding and through sharing of students work and clear visual explanation for students to refer to, it will help them to catch up and develop their mathematical skills.</p>	<p>To improve core numeracy skills and embed mathematical methods by enabling learners to easily access visual explanations.</p>	<p>Measure impact through student voice.</p>	<p>Improved outcomes for Maths.</p> <p>Maths: Level 9-4 76% Level 9-7 22%</p> <p>9-4 in Maths 2018-2019 61% 2019-2020 74% 2020-2021 76%</p>
<p>2021-2022 Future Gaps Recruit primary school teacher.</p>	<p>Targeted small group intervention delivered by qualified teachers has been proven to be the most effective strategy in closing the gap.</p> <p>Intake data suggests there is an increase in the number of students who are not 'Secondary School Ready' who need further support to access the curriculum.</p>	<p>Close the literacy and numeracy gap to support access to the wider curriculum.</p>	<p>Measuring of impact through student voice and data.</p>	<p>Data from 2021-2022</p>