



## **Catch Up Premium Statement**

### **School Action Plan 2020/21**

The Catch-Up Premium provides schools with an additional £500 for each pupil who was deemed to be 'not secondary ready' in reading and/or mathematics at the end of Key Stage 2. In 2019-20 funding allocation for St Aidan's High School to support pupils' eligible for Catch-Up Premium was £14,788.

There is no separate funding for Year 7 in 2020-21.

The school is accountable for how it has used the additional funding to support the achievement of eligible pupils and the Headteacher reports to the governing body and parents on how effective the interventions have been in achieving its aims.

### **OBJECTIVE**

The objective at St Aidan's High School is to ensure that these students make the rapid and sustained progress necessary to bridge the gap in progress as compared to their peers. We aim to accelerate the progress of these students by ensuring that their individual needs are met and appropriate and timely interventions are used, when needed. There is a significant overlap between the students eligible for the Pupil Premium payment and those eligible for the Catch-Up Premium. Strategies to meet the needs of students eligible for Catch-Up Premium at St Aidan's are informed by educational research and implemented alongside the strategy in place to use Pupil Premium money to accelerate student progress (see full Pupil Premium spend report).

## **Catch Up Impact Report 2019/20**

### **Key Priority:**

Secondary schools receive an additional £500 for every Year 7 pupil who has not achieved at least level 4 at Key Stage 2 in reading and/or maths. We will offer intensive support to our pupils to reach the required levels.

St. Aidan's Church of England High School received £14,788 for 19/20.

### **Executive Leader:**

Assistant Headteacher working with the Deputy Headteacher.

### **What we expect to see:**

We want to ensure that these pupils make the rapid and sustained progress necessary to ensure they are 'secondary ready' and gaps in knowledge and skills are bridged. We aim to accelerate the progress of these pupils by ensuring that their individual needs are met in either reading, numeracy or both to enable them to access a full and wide curriculum.



### Overall strategies 2019/20:

Strategies to meet the needs of pupils eligible for Catch Up Premium at St Aidan's are informed by academic research (principally from the findings of Sutton Trust research). The school assesses the individual needs of eligible pupils, and spends the funding allocation on targeted support through:

- Small group tuition in English and mathematics in Foundation Learning Group (FLG) or Learning Support (LS)
- A specific and discrete curriculum in English and maths through Year 7 and Year 8.
- High quality classroom provision for the teaching of reading and mathematics.
- Additional support, where necessary, through a targeted series of interventions ran by Learning Support.
- Get Organised club
- Homework club

	End of Year 7 English Level	
KS2 English Level (Reading)	Below Forecast Range	Within Forecast Range
NS	1	25
	1	25

#### English:

A catch-up premium for Reading was received for 26 students

By the end of Year 7, 25 of these students (96%) were within their forecast range for English attainment.

1 student (4%) was just 1 grade below their forecast range .

	End of Year 7 Maths Level	
Maths Test Level	Below Forecast Range	Within Forecast Range
NS	1	23
	1	23

#### Maths:

A catch-up premium for Maths was received for 24 students

By the end of Year 7, 23 of these students (96%) were within their forecast range for Maths attainment.

1 student (4%) was just 1 grade below their forecast range.



## **COVID Catch Up Premium funding 2020/21:**

**Catch up funding budgeted income: £76,118**

Despite no direct funding for Catch-Up Premium this year it is our intention to maintain our good practice by implementing strategies to meet the needs of students who would normally be eligible for catch-Up Premium in the academic year 2020-2021. These strategies will substantially include those listed above from last year. There will be a whole school focus strategy following 'lockdown' and new funding streams related to students missing school between March and July 2020.

### **Intended strategies 2020/21:**

The following interventions will be targeted to pupils on the basis of their need:

- Specialised training for teaching staff and learning support. (Teams) to support remote learning
- Adapted Key Stage 3 Curriculum to ensure pupils consolidate crucial Key Stage 2 assessment objectives.
- Access to on line applications – to include software and laptops where necessary
- In school mentoring programme by Learning Mentors to overcome social and emotional barriers to learning.
- Lexia software. Small group tuition in English and mathematics in Foundation Learning Group (FLG) or Learning Support (LS)
- Expansion of our intervention teams (Maths/English) to help support progress; expand from KS4 to KS3
- Adapted KS4 Curriculum to ensure pupils consolidate KS3 knowledge/skills, taking account of learning gaps
- Revision materials and learning resources for those in most need, identified via pastoral system and HOS
- Expansion of Attendance Officer responsibilities to further positive relationships with families built during lockdown
- Enhanced careers advice and guidance for vulnerable students, to catch up on missed open days; help with applications and virtual visits to colleges
- One to one virtual intervention in Maths/English – continued during lockdowns, as well as for clinically vulnerable and shielding children or those with clinically vulnerable parents

## **COVID Covid Recovery funding 2021/22:**

**Recovery funding budgeted income: approx. £22 000 (TBC)**

Focus on settling students back into school, engaging in curricular and extra-curricular activities, HOS and teachers managing learning gaps via careful planning and adaptations. Awaiting outcome of consultation re summer exams 2022 for further adaptations to Curriculum plans.

- On-going support for remote learning via Teams and other apps/techniques
- Implementation of adapted Key Stage 3 Curriculum to ensure pupils consolidate crucial Key Stage 2 assessment objectives.
- Implementation of Adapted KS4 Curriculum to ensure pupils consolidate KS3 knowledge/skills, taking account of learning gaps
- Access to on line applications for pupils – to include software and laptops where necessary
- In school mentoring programme by Learning Mentors to overcome social and emotional barriers to learning.



- Lexia software. Small group tuition in English and mathematics in Foundation Learning Group (FLG) or Learning Support (LS)
- Expansion of our intervention teams (Maths/English) to help support progress; expand from KS4 to KS3; small group and one to one tutoring in Ma/En
- Revision materials and learning resources for those in most need, identified via pastoral system and HOS
- Enhanced careers advice and guidance for vulnerable students, to catch up on missed open days; help with applications and virtual visits to colleges
- One to one virtual intervention in Maths/English – continued during lockdowns, as well as for clinically vulnerable and shielding children or those with clinically vulnerable parents

Bearing in mind the changes to the NTP we continue to use our intervention team in school, working closely with the class teacher and Head of Subject, being flexible enough to adapt to changing circumstances. Full details can be found in the intervention spreadsheet.

Expansion of intervention team to include an extra part time appointment in English; aim to keep increasing the early intervention ie KS3, in line with EEF findings

Using evidence from CAT tests and primary school KS2 data – as well as subject testing at the start of year 7 . Identifying gaps eg in literacy. New literacy strategy in place 2021/2

Looking at those identified as having learning gaps eg disadvantaged (not only PP), vulnerable and all those whose circumstances during lockdown were especially difficult eg parent/carer shielding, mental ill health