**COVID Catch Up Funding 2020/21**

Catch up funding budget has recently been revised, as needs of students has been reviewed, as the year has progressed. The current budget is below. The catch up budget for 20/21 was £118777. Recently the government announced that this funding can be carried forward to the 201/22 financial year. It was felt that one to one support and the national tutoring programme access for identified students will be beneficial in the year 21/22

|  |  |  |
| --- | --- | --- |
| **2020/21** |  |  |
| Pastoral Support |  | 42,000 |
| One to One tutor |  | 12,045 |
| National Tutor Programme |  | 5,000 |
| IT Equipment & Upgrades |  | 35,000 |
|  |  | 94,045 |
|  |  |  |
| **2021/22** | Carry Forward | 14,519 |

The IT equipment and upgrades include: Laptops for students both in school and out of school. Also the introduction of Google classrooms and further much needed equipment upgrades.

The pastoral support enabled the bridge to continue through the year 20/21.

Intervention TA has been employed by the school for the year.  She was employed full time for 2 terms and then 2 days per week since.

TAs have been able to claim for additional hours for extra support for students attending catch Up sessions.

National Tutoring Programme (NTP).

The school has enrolled 4 Year 10 students in The National Tutoring Programme.

Additionally we have used Lexia, a reading programme with Year 7 students based on reading and spelling score as well as SEND need. As well MyMaths, for students in years 7 & 8 based on assessments and SEND need.

We have also taken advantage of the free use of Tassomai, from our PiXL membership, which has been made available to Year 10 students.  This has been in conjunction with the Yr 10 Intervention and Recovery Programme that ran last half term, once a week during tutor time.

**Identification of Students**

Students were identified based on several criteria:

1.’Most Disadvantaged’ (Social Worker involvement, including those students in Care or adopted from care)

2. SEND Needs

3. Social Emotional and Mental Health Concerns. (Those students not attending school regularly and/or attending school as part of a reintegration to school)

**Tracking and Monitoring**

A significant number of the students identified have a number of agencies or professionals involved in their education and care.  As a result the students’ progress is monitored in the regular professionals meetings such as Team Around the Family (TAF) reviews, Child in Need (CIN) reviews, Personal Education Plans (PEP), Looked After Child (LAC) reviews or through reviews of attendance and progress involving students supported by Educational Access.

Students have also been tracked through the Student Progress Meetings.

This year the progress and targets for individual students have needed to be revised several times due to the school closures and the requirement for students to self-isolate.

**Provision, this year and next** .

**This year**

**Intervention TA:**  The decision to allocate funding for an Intervention TA was based on the reasons below:

* To enable the TA to work with teachers in school more easily to address the needs of the students.
* To enable a close relationship to be established with the TA between the Pastoral team and SEND department to support Social, Emotional and Mental Health needs as well as Special Educational Needs and English as an Additional Language Needs (EAL).
* To support the students with continuity, with an identified member of staff. This is especially important for those students who are experiencing anxiety regarding attending school.
* To enable the school to have the flexibility to meet the needs of students.

**National Tuition Programme:** The decision to undertake the NTP was to meet the needs of an identified group of students in Year 10 with Social Emotional and Mental Health Needs (SEMH), which was having an adverse effect on their engagement with education. The decision was taken to enrol the students in online tutoring in school for English and Maths.  This has not been without its difficulties and I have not been able to allocate additional students, as we have reached our allocation with the tutoring partner.

**TAs Support:** TAs have worked with students individually during the periods of school closure and more recently 1:1 to address areas of misunderstanding or to support students in the lead up to assessments.

**Lexia:** The school has a licence for students to access this programme in school and at home.  Year 7 students were identified based on reading and spelling scores, as well as SEND need. The dyslexia centre uses this with their students. Students were set tasks to complete on Lexia during the school closures.

**MyMaths:** This term the numeracy coordinator, Jake Venables, has launched the use of MyMaths for identified students in Year 7 and 8.  This is a programme that the students are familiar with and he has set tasks to revisit core skills, as well as to build confidence.

**Year 10 Intervention and Recovery:**  This has been undertaken during the last half term for all students in Year 10 based on report data and using the Horsfoth quadrant to group students by progress and effort.  It has used resources available from PiXL as well as providing an opportunity to focus on revision techniques with Year 10 students.  Students evaluations were completed just before half term and many of the responses have been positive.  A more detailed assessment of the intervention will be provided once feedback has been collated from staff and students, as well as analysis of the Year 10 report data.

**Next Year:**

**Students would be identified based on their needs with those ‘most disadvantaged’ being given priority.**

**This would be based on the following criteria.**

1.’Most Disadvantaged’ (Social Worker involvement, including those students in Care or adopted from care)

2. SEND Needs

3. Social Emotional and Mental Health Concerns. (Those students not attending school regularly and/or attending school as part of a reintegration to school)

**Intervention TA/Tutor:** It would be planned to continue with an Intervention TA/Tutor for the reasons stated above.  In addition the TA/Tutor could provide valuable support for the ‘Bridge’. This is dependent on being able to recruit a member of staff with the required skills and qualifications.

**National Tuition Programme:** It is clear from the recent announcement that the government intends to continue with this programme.

For next year however the school would propose to run the sessions for small groups after school, as a period 6.  The reasons for this are:

The setting up of the sessions is time consuming and would be more efficient for more students.

It would make allocating tutoring easier and no loss of curriculum time.

If a student is absent the session can continue for the other students

Being on the school site means attendance and engagement can be closely monitored.

Next year it would be beneficial to seek tutors known to the school or current teaching staff and then ask them to enrol with the tutoring partner.  The school would benefit from a closer relationship with the tutor and the NTP funding.

**TAs Support:** It would be hoped to continue to enable TAs to work with students outside of the classroom, such as after school to support students with areas of misunderstanding and gaps in their knowledge.  The funding will be used to fund the additional hours for TAs.  This could be extended to teaching staff but it would be preferred if this was linked to the NTP.

**Lexia and MyMaths would continue**

**Paired Reading:** It is proposed that Paired reading for Year 7 would be reinstated using students from Key Stage 4 as supporters, COVID restrictions permitting.

**Student Outcomes**

KS4 For Year 11, the school adapted to the challenges of Covid-19 and as a result, we addressed gaps in knowledge and skills with robust assessments processes in place. T

The cohort who sat GCSE examinations in 2019 (prior to Covid), achieved an Attainment8 score of 48.76 with Disadvantaged students achieving an Attainment score of 38.78

The results for the students in Year 11 in 2021 from the Centre Assessed Grades scored an Attainment8 score of 53.95 with Disadvantaged students achieving an Attainment score of 37.98

During the periods of school closure, the strong IT infrastructure and contingency planning, with live streaming lessons supported the teaching and learning of students. This is in addition the school provided devices such as Chromebooks to students who had limited or no access to digital devices. Also, a programme of targeted support for vulnerable students was put in place for them to attend school.