

John Masefield High School

Catch-Up Premium 2020 - 2021 Impact

Overview

The CatchUp premium has been offered by the Government as a commitment to provide additional funding to ensure that schools have the support they need to help all pupils make up for lost teaching time due to school closures. This for the academic year 2020-21 is especially important in supporting the most vulnerable students and those from disadvantaged backgrounds.

At John Masefield High School we are committed to ensuring that the school closures have a minimal effect on our students learning and well-being. Our strategies shown below, will make sure that every student gets the opportunities they deserve, by investing our funding in effective and proven measures, which will support all of our young people, particularly those who are disadvantaged.

The total Government income for catch up in the year 2020-21 can be broken down as follows;

Year 7 catch up income	£6,909
Covid catch up income	£62,560
TOTAL INCOME	£69,469

Objective	Intervention	Monitoring and evaluation	Cost	Success criteria	Evidence of Impact
1. To provide Fresh Start catch up for year 7 for students who are at least 2 years below their chronological age in reading, to enable them to make accelerated progress over the year.	Fresh Start phonics reading recovery programme delivered by two trained Teaching Assistants. 5 X 1hr sessions per week for academic year and 1 hour joint preparation time	Teacher observation of provision Termly testing of progress of students End of year assessment	£8,363	Students on programme to make accelerated progress (over 12 months progress) over the 9 months of the course.	Fresh Start successfully delivered to 10 students in two groups. 6 students finished the intervention in March 2021 as they had made such accelerated progress – 41 months average progress in 7 months. 4 students continued the intervention until July 2021 making average progress of 63 months in 12 months. This is based on an entry/ mid-year and exit ARTI Reading test. These students will continue to receive support and be monitored during the next academic year to ensure that the gap between reading age and chronological age continues to narrow or disappears completely.

Objective	Intervention	Monitoring and evaluation	Cost	Success criteria	Evidence of Impact
2. To provide an extra 7 hours of support in homework club.	Teachers and parents can nominate students to attend on Monday-Thursdays, 3.15-4.15. To give dedicated support in all subjects to those students falling behind.	Observation of Teaching Assistants supporting students with homework tasks and feedback from subject Teachers.	£2,700	Assessment data, progress checks and reports show improvement.	Disrupted due to lockdown from Jan – March 2021. Numbers low in the Summer Term 2021 due to COVID restrictions. Separating Homework club into year group zones was very successful enabling students to receive greater individualised support from staff. To be continued in 2021-22. This enables some of our most vulnerable students and others to complete their homework in a well-supported environment, to keep up with their homework and supports parents who find it difficult to get work completed in the home environment.
3. To provide academic support for students who are at least 2 years below their chronological age in literacy and comprehension, to enable them to make accelerated progress.	Rapid Plus scheme will be used with the weakest readers in Fresh Start. Rapid plus used with students from all year groups identified from ARTi results carried out at the start of the academic year.	Teacher observation of provision and termly testing of progress of students as well as end of year testing. Entry and exit data collected together with in built assessment tasks which show progress.	£1,521	Those with a reading age below a standard score of 85 (those still more than 2 years below their chronological age) will make accelerated progress and improve their reading score to be more in line with their chronological age. Progress will be seen through built in assessment and progression onto next level of reading material.	9 students from various year groups were targeted for Rapid Plus intervention support in 2020-2021. This was restricted due to COVID 'bubbles' and availability of staff. Average progress over the 12 month period for these students was 30 months showing accelerated progress. Again, these pupils will continue to be monitored in the coming academic with further support offered where needed.

Objective	Intervention	Monitoring and evaluation	Cost	Success criteria	Evidence of Impact
4. To provide academic support for students, though the use of Catch up tutors, to support students who have lost learning due to school closures.	Thirteen catch up tutors employed in a range of subjects to deliver 1:1 and small group catch up lessons.	Entry and exit data will be collected by Catch up tutors and analysed.	£30,810	Entry and exit data will show student progress Subject assessment data will show progress has been made. Progress checks and reports will show if progress has been made in specific subject. Student and Catch Up Tutor surveys will show how helpful students have found the programmes in different subjects. Students and tutors views will contribute to improvements which can be made to support progress.	Entry/ exit data is variable and inconclusive as it's implementation was disrupted due to lockdowns /student attendance due to COVID. A small amount of student surveys completed show that students found the support valuable in a number of ways – see below. Catch Up Subject Leads summary reports show that progress can be seen in a number of different ways – such as increased motivation and confidence in class reported by class teachers, greater confidence in asking questions and in some instances a renewed enthusiasm to continue the subject into option year or sixth form. Also ensured that students who were already behind in their studies due to COVID did not even further behind. For some students in Year 11, final grades reflected improvement on what had been predicted. It is difficult however to attribute this to tutoring specifically or class teaching.
5. To employ a range of subject specialists who will provide quality schemes of work to enable catch up tutors to deliver targeted interventions.	Ten Subject specialists have been employed to develop appropriate schemes of work for catch up tutors to deliver on a 1:1 or small group basis.	Feedback from catch up tutors regarding the subject content will be collected at termly intervals.	£14,075	Entry/exit data will show student progress Subject assessment data shows has been made. Progress checks and reports will show if progress has been made in specific subject Tutor feedback from surveys to show that tutors feel they have been well supported by subject leads.	Subject specialists appointed in most subjects across the curriculum. Subject leads involved themselves actively in setting up the tutoring programmes. Limitations included time constraints and ability to meet with part-times tutors in and out at different times and the restrictions relating to COVID such as 'bubbles'. It has been decided that this role will not continue into next academic year as funding is more limited. Faculties will be asked to absorb this role and resource as required.

6. To employ a coordinator who can develop a timetable of interventions to support as many students as possible, in need of academic support.	Employment of an overall Catch up Coordinator to organise and manage the day to day delivery of catch up lessons.	Feedback from students, catch up tutors and subject leads will be collected at termly intervals.	£10,000	Entry/exit data will show student progress Subject assessment data will show progress has been made. Progress checks and reports will show if progress has been made in specific subject	Catch Up Coordinator appointed. A range of tutors appointed in most subjects across the curriculum. Subjects leads asked to provide lists of students to prioritise for tutoring and to give rationale behind the need for this provision. Parents were also given the opportunity to nominate students. Timetables and venues for tutoring organised and implemented effectively, although disrupted by lockdowns.
7. To fully equip existing Hub areas to facilitate a larger number of interventions.	Resources for Hub use.		£2,000	Increased capacity to each of the separate Hub areas and a greater number of interventions taking place.	Resources purchased included a range of English programmes such as Ignite English/ Catapult English to be used as a resource for tutors. Photocopying of resources was also included, along with longer term stationary items for tutors to access.
		TOTAL EXPENDITURE FOR YEAR	£69,469		

Summary of numbers of students

	English	Maths	Science	Geography	Business Studies	French	German	Drama	Art	Fresh Start Y7
Total students*	91	105	49	6	7	24	29	6	38	12
Pupil Premium (PP)	32	41	23	3	3	8	6	5	9	4
SEND	40	25	23	0	1	3	3	1	9	4
SEND - EHCP	8	10	5	0	0	0	0	0	0	1
LAC/PLAC	7	11	9	1	0	1	1	1	1	1
Other vulnerable or no category	27	45	6	3	5	15	21	2	24	5

Total hours per week – 110 HRS

What worked well

- Tutoring taking place in different venues.
- A great team of Tutors, many of whom were qualified Teachers.
- Experienced teachers / tutors able to tailor tutoring sessions to the needs of students.
- Students have benefited from tutoring 1-1 / in pairs or in small groups.
- Some SEND /EHCP students continue to benefit from 1-1 / paired, so this is flexible.
- Disadvantaged students such as SEND/ PP / LAC/ Vulnerable have received a huge amount of support.
- Students have grown in confidence and this has shown both in tutoring sessions and in classrooms.
- High standards / expectations of good behaviour seen in all tutoring sessions.
- Tutors have generally felt well supported.

What did not work so well?

- Tutors on Casual Contracts means we may lose some of them as they will be looking for more secure roles.
- In some subjects it is difficult for students to have Catch Up Tutoring at the same time as that subject lesson – as they then miss further content.
- Some tutors have felt that some students who have been nominated are not very enthusiastic or motivated and do not engage as well as they could with the support.
- Class teachers need to be more engaged in the process.
- Tutors need to feel part of the school.

Communication with Parents

- As Tutoring begins in a subject a letter is sent by Subject Leads to parents informing them that their child is beginning tutoring in that subject. This letter is the same for each subject but includes the email address of individual subject leads should parents require more information or communication.
- There has been regular communication in AE newsletter regarding Parental nominations.
- There have been fewer parental nominations than expected. We have been able to accommodate some requests, but not others.

Measuring Progress

- Plans for measuring progress were to some degree de-railed due to COVID lockdowns last year.
- Some subjects have found it difficult to put in place entry / exit tasks and are exploring other ideas. This will need to be reviewed and refined next year.
- For some students, it has been difficult to assess their progress with a percentage as the extra support has focused primarily on boosting their confidence and attitude to work.
- Has allowed very effective targeted support for some of the weakest students and has often been student led. Students feel involved as they can ask for personal help in specific areas.