



Coronavirus Catch Up Funding Strategy – Primary and Secondary

It is highly recommended that this or a similar strategy document is used by schools.

Now that pupils and students have returned to school, and initial assessments have taken place, the extent of any learning losses or gaps at individual and group level, in subjects and across years, can begin to be addressed. Literacy and numeracy should be prioritised initially as these have the biggest impact on access to, and success in, other subjects.

School LABs will scrutinise how the additional Coronavirus Catch Up Funding is to be spent in each school, based on what sources of evidence/assessment of the pupils and students, and exactly what the impact of the additional funded activity is anticipated to be as a result.

It is recommended that this is a standing agenda item for all LAB meetings this academic year.

Coronavirus Catch Up Funding strategy (secondary)

1. Summary information			
School John Mason School			
Academic Year	2021-22	Total catch-up funding budget	JMS (861 students) £68,880
Total number of pupils eligible	All 861 pupils are eligible if they are suffering due to lost learning– we have a core group of students	Date/s for internal review of this strategy	February '22 July '22
2. Current attainment			
		Y11 Dec 22 Assessments	Mar 22 Assessments
Progress 8 score average		0.02	
Attainment 8 score average		51.1	
EBacc entries and ave. points score		39.1% and 4.35	
Basics 5+		46.4%	
3. Identified gaps/barriers to ensure pupils move back on trajectory			
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)			

A.	Literacy skills: reading scores are lower for pupils than for other pupils, which prevents them making good progress.	
B.	Subject content has been missed, as home learning/independent learning not secure for these students (IT access and independent learning skills- Attitude to learning (ATL) at home	
C.	Mental health issues, Well-being, resilience, and self esteem as learners has been identified as an issue for these students, and so this is further compounded by the time away from school.	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance is lower for identified vulnerable groups and therefore access to quality first teaching is hampered.	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Reading ages and progress data improve comparatively well compared to similar students	ZPD score for CUF group improves in ARR end of term (EOT) and end of year (EOY) testing in line or at an increased rate compared to non-CUF peers
B.	GCSE P8 scores show improved progress for group compared to national gaps	Progress data drops for CUF group per year group show rates of progress increasing to be in line or better than non-CUF peers.

C.	Students show good attitude to learning (at home) and are engaged in their blended/remote learning offer.	P8 tracker, ATL data, homework completion, learning walks and impact reports for interventions.
D.	Attendance rates are over 92+/95+% for KS4/3	Ave attendance at 95%+ for KS3 and 92% for KS4

5. Planned expenditure

Academic year	2021/22
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The three headings enable you to demonstrate how you are using the Catch Up Funding to improve classroom learning, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
Use of specialist teachers in Period 6 provision	To support the progress of underachieving students, so that their progress levels are in line with their targets	P6 provision in core will compensate for the content which has been missed due to Covid.	Experienced staff lead and teach on provision. Admin support for registers and chasing up non-attendance.	ACP LJF	Termly £2,000

Literacy – additional funding for an English teacher	To support the progress of underachieving students, so that their progress levels are in line with their targets	Improving Literacy in Secondary Schools	Learning walks Student voice Data tracking of progress in English	SAB KJR	£34,132
Intervention worker /TA for intervention in Maths – 50% costs		Similar to DfE endorsed provision. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and small groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	Learning walks Student voice Data tracking of progress for key students	JEG CW LJF	Circa. £14,000pa with on costs = £7,000
Total budgeted cost					£43,132
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is	Staff lead	When will you review

			implemented well?		implementation ?
Appointment of a fixed term one year Teaching Assistant = 50% costs	To run the interventions in Learning Support	Interventions in LS have + impact	Oversee appointment. Impact report termly Learning walks student voice	JEG	£7,000
National Tutoring Programme	To support students to catch up with work in specific subjects, small group and individual coaching	<p>Tutoring small group overlearning sessions with specialist teachers within and outside curriculum time with adults that the students already have a good relationship with.</p> <p>DfE endorsed provision. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and small groups.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>funding for IT and headsets for 28 students taking part</p> <p>Choosing students with resilience and the ability for reflection essential.</p> <p>ImpactEd impact measuring as part of a package.</p>	LJF	£4,000

JMS English home tutoring	To offer mentoring for PP Y9 students	Mentoring from 6 th formers in Abingdon Partnership			£4,000
Use of Academy 21 (or similar online tuition partner) for small minority	To support two KS4 CUF students with relevant qualifications	Students at KS4 who have fallen behind and whose attendance, due in part to Covid lockdown, is under 50%- PA.	Support manager to induct student and family into the provision and ensure buy-in trail period of 4 weeks checking virtual attendance is above 90%	LJF	at Student Support fortnightly meetings Weekly attendance report from Academy 21 Allocation - £4,000
Counsellor	5 hrs	Students raised at SS as needing support		TM LJF	
Total budgeted cost					£21,000
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is	Staff lead	When will you review

			implemented well?		implementation ?
IT access - purchasing chromebooks for student use	to remove the barrier of IT access for students who do not own their own computer	All blended learning and home learning is set and collected via IT google sites. Access vital.	Monitor usage Use data collections and ATL scores from teachers to ascertain positive impact of IT use.	LJF	March 2022 Allocation - £1,500
Use of Bedrock Vocabulary Builder	to support students to build vocabulary	Poor literacy is a barrier for disadvantaged cohort and so compounded by lockdown	Used through LS, teacher training and Literacy Learning group with key subjects	RAC/ KJR	January 2021 Allocation - £3,280
Safe spaces/staffed rooms in Learning Support at social times	to offer students a break/lunch time space, staffed by paid duty team	non-attendance can be a result of anxiety about social times (student voice for key pupils in September)	SSM/Duty hours	LJF	Allocation - £500
Total budgeted cost					£5,380
Additional detail (including accessing National Tutoring Programme/other sources of support for pupil learning)					

NA – NTP as of Jan 22 no local provider can offer the 15 slots for Core. LJF still applying. Awaiting confirmation. Using in-house Core staffing for catch up in meantime.