



## **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			
<b>Academic Year</b>	2020/21	<b>Total catch-up funding budget</b>	£80 per student on roll Y7-11  total £67,280
<b>Total number of pupils eligible</b>	Y11 - 20 pupils identified.  Y10 - 12 pupils based on data drop due 4th Nov.TBC  KS3 - 30 students (approx 10 per year) with reading ages of 2 years below actual age, Nomarking data of over Nat 22 months behind , as progress data due Dec 2020	<b>Date/s for internal review of this strategy</b>	January 2020 post KS3/4 data drop and trial exam results
2. Current attainment			
Please insert the metrics that the school routinely uses in assessing student learning progress towards targets – examples below		Last assessment in October 2019	Assessment in October 2020

Current overall Year 11 cohort and (the identified Year 11 cohort - to be set up in SISRA as targeted catch up group and data added by Data manager)			
<b>Progress 8 score average</b>		-0.46	-0.59
<b>Attainment 8 score average</b>		47.3	46.3
<b>EBacc</b>		25.5	4.01
<b>Basics 5+</b>		42.2	36%
<b>3. Identified gaps/barriers to ensure pupils move back on trajectory</b>			
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )			
<b>A.</b>	Literacy skills: <b>reading scores</b> are lower for pupils than for other pupils, which prevents them making good progress.		
<b>B.</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		
<b>C.</b>	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.		
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )			
<b>D.</b>	Attendance is lower for identified vulnerable groups and therefore access to quality first teaching is hampered.		
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )			Success criteria

<b>A.</b>	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>B.</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.
<b>C.</b>	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.
<b>D.</b>	Attendance rates are over 92+/95+% for KS4/3	Ave attendance at 95%+ for KS3 and 92% for KS4

### 5. Planned expenditure

<b>Academic year</b>	<b>2020/21</b>
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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 <b>STD - £700</b>  <b>Allocation - £6,000</b>  <b>Remainder - £5,300</b>
English teacher 25% (or up to 11 periods a week divided amongst specialist team)	to offer small group and 1:1 lessons to targeted students	Students benefit from specialist teaching in catch up style tuition sessions. This worked in previous years, with staffing from existing slack within the timetable. This is a step up from this option to alleviate the missing core learning due to Covid	Learning walks Student voice Data tracking of progress for key students	LJF	February 2020  <b>STD - £17,000</b>  <b>Allocation - £25,000</b>  <b>Remainder - £8,000</b>
<b>Total budgeted cost</b>					<b>£31,000</b>
<b>ii. Targeted support</b>					

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?
Appointment of a fixed term one year Teaching Assistant	To run the interventions in Learning Support	Interventions in LS have impact (see SENCO Audit 2020); we have paused the full offer due to working in bubbles/staffing restrictions so would like to support the smooth running of these with an additional person in the team temporarily.	Oversee appointment. Impact report termly Learning walks student voice	AFO	December 2020  STD Appointed Emily Parker STD- £14,000  Allocation - £15,000  Remainder - £1,000
Coaching and tutoring programmes- Abingdon Edge National Tutoring Programme	To support students to catch up with work in specific subjects, small group and individual coaching	Rationale for coaching model with Abingdon Edge is that it builds on previous cross-schools partnership work, is supported by all 5 schools and uses a coaching model that has rigour and impact. Tutoring small group overlearning sessions with specialist teachers	funding for IT and headsets for 28 students taking part Choosing students with resilience and the ability for reflection essential. ImpactEd impact measuring as part of a package.	LJF	Dec 2020 STD -£3,645  Allocation - £ 10,000  Remainder - £6,355

		within and outside curriculum time with adults that the students already have a good relationship with.			
Use of Academy 21 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 <b>STD - £1,300</b>  <b>Allocation - £ 4,000</b>  <b>Remainder - £2,700</b>
Counsellor					
<b>Total budgeted cost</b>					27,000
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

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 2021 STD - £0 – hold as received govt IT  Allocation - £5,500  Remainder - £5,500
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 STD - £3,280  Allocation - £3,280  Remainder - £0
Safe spaces/staffed rooms within bubbles and in Learning Zone 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	October 2020 STD - £500  Allocation - £500  Remainder - £0
<b>Total budgeted cost</b>					9,280
<b>Additional detail (including accessing National Tutoring Programme/other sources of support for pupil learning)</b>					
NTP - EM tutoring with 30x Y11 for 15 weeks from Jan. 2021					

Abingdon Edge mentoring for 20 Year 9 vulnerable students who have been identified as needing support due to lost learning during lockdown. Payment for staffing support and for IT access if needed (headphones with mics). £400

Remainder - to be reassigned following the impact review of the chromebook/remote learning- Apr. 21ad.

Reassigned to overstaffing in Core to enhance the O/L provision for Core for Y7-10- TBD Mar.21.