



# **St Mary's CE High School**

*We believe everyone is equal, everyone deserves the best*

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## **Catch Up Funding**

**2020 -2021**

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*"Our vision, as a school with a Christian ethos, is founded on The Parable of the Sower, where*

***Through God's love, we are the rich soil where seeds flourish and roots grow,**  
based on the Parable of the Sower, Mark 4: 3-9*

*This underpins our motto, **We believe everyone is equal, everyone deserves the best,** and is key to what we do. We believe that we are all equal, irrespective of our background and beliefs. We provide a safe, nurturing environment in which we can all flourish. We have the very highest aspirations for our students, their families, our local community, and ourselves, and want nothing but the best. We challenge students by having a rich and exciting curriculum provision and by making learning practical, engaging and enjoyable. We enable students to succeed by providing the best possible personalised support."*

Nicholas Simms – Head Teacher

## Catch-Up Strategy St Mary's CE High School

1. Summary information					
<b>School</b>	St Mary's CE High School				
<b>Academic Year</b>	2020-21	<b>Total C-19 Budget</b>	£86,344	<b>Date of plan</b>	Sep 19
<b>Total number of pupils</b>	1265	<b>Budget per student</b>	£80	<b>Date for next internal review of this strategy</b>	Feb 2021

2. Planned expenditure				
<b>Academic Year</b>				
i. Quality of teaching and learning for all				
<b>Intended outcome</b>	<b>Action</b>	<b>Rationale and monitoring</b>	<b>Staff Lead</b>	<b>Cost</b>
To utilise teaching strategies that will support	CPA on Assessment & Metacognition as these are strategies that have big impacts in the classroom	CPA on metacognition will support staff make students aware of their learning and strategies such as retrieval allow students to forget and remember information. Books such as 'Make it Stick' advocate these practices. Tighter assessment will also facilitates staff to respond quickly to student's needs – this CPA and training will be delivered to subject leads	AGR	£500
To give specific and measurable feedback to all staff with the aim of securing quality first teaching	Train Lead Practitioners to deliver Instructional Coaching	Instructional coaching has a better evidence base than any other form of CPD. (ambition Institute) Impacts: <ul style="list-style-type: none"> <li>• Developing expertise in any domain through the use of deliberate practice.</li> <li>• Its specificity and incremental nature improves the quality of classroom practice</li> <li>• It also acknowledges that teachers need high levels of support to adopt new habits in the complex environments of their classrooms</li> </ul>	AGR	£1000
Additional coaching and mentoring for staff in subjects where there are greater gaps in knowledge and skill as a result of lock down	Employment of a HfL specialist teacher in Maths to work across the maths team	This provision is already in place using PP funds, however, as C-19 has exposed gaps in knowledge and skill, additional resourcing of time and T&L monitoring are in place to support staff review the curriculum, put in place more relevant assessment and review PPE data to create a high impact intervention programme	AGR	£6,000

<p>All staff to be able to set work on google classroom and monitor student participation more rigorously To improve staff confidence in ICT skills</p>	<p>ICT Practitioner to train staff and build training to develop staff confidence and competence</p>	<p>To improve the quality of blended learning and respond to staff feedback that indicated Show My Homework was difficult to monitor, set large data files and give feedback. Student feedback also indicated that staff did not always give timely feedback on Show My Homework and that voice-over PPTs were more effective tools for learning.</p>	<p>AGR</p>	<p>£2,500</p>
<p>To ensure that there is continuity of high quality teaching when staff are ill or unable to work due to Covid-19</p>	<p>Employ medium term staff to cover lessons to manage behaviour and facilitate the zoom lessons  Zoom lessons set up in order to allow teachers who are self-isolating to continue to teach their lessons</p>	<p>Employment of medium term agency staff ensures that training and support can be put in place to ensure a high level provision for students in the classroom inclusive of CPA, T&amp;L meetings and planning sessions.</p>	<p>AGR</p>	<p>£20,030</p>
<p>To provide personalised tuition for students in KS3-5 to recover gaps in knowledge and skill</p>	<p>To employ tutors in key areas of underachievement to provide small group tuition and act as a bridge between classroom learning and student independence</p>	<p>Evidence indicates that small group tuition can be effective, delivering approximately four additional months' progress on average. Although there is a speculation whether 1-1 tuition is more impactful (+1 month) than small groups, we will implement tuition in small groups and 1-1 to meet student need and promote student participation  Tutors will work in lessons to be able to bridge lesson content and build on student's skills. Tutors will hold short, regular sessions (about 30 minutes, three to five times a week) over a set period of six weeks as this results in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	<p>EWA</p>	<p>£24,575</p>
<p>To provide personalised tuition for students in KS3-5 to recover gaps in knowledge and skill via On-line tuition</p>	<p>Use of the NTP to complement the tutoring programme and provide tutoring where there is the facility and support at home – to look at provision for students who are no longer achieving the top grades</p>	<p>PHASE 1 As above but this will be provided 1-1 provision from home and after school .  Initially 1-3 NTP provision was aimed and offered to Year 10-11 (90) but uptake was disappointing and was offered to Years 7-9.  1-1 provision (120 students) was offered to all underachieving Year 11 students to put in place targeted support to bridge the gap between their actual and target grade across En, ma, Science.</p>	<p>EWA</p>	<p>£31,463</p>

After School catch up sessions for KS4	To extend the curriculum outside of the school day and provide specialist support for students preparing for examinations at KS4-5	<p>The EEF research focuses on three main approaches to extending teaching and learning time in schools:</p> <ul style="list-style-type: none"> <li>• extending the length of the school year;</li> <li>• extending the length of the school day; and</li> <li>• providing additional time for targeted groups of pupils, particularly disadvantaged or low-attaining pupils, either before or after school.</li> </ul> <p>The EEF research specifies that pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. As a school we know this is the most effective way of engaging disadvantaged pupils.</p>	EWA	£8,000
Literacy Catch-Up	Compliment the PP Literacy provisions to widen access to interventions	To ensure students with SEND receive intervention for literacy and numeracy to bridge any gaps in their learning. LSA's to lead EAL, literacy and numeracy provisions to ensure that students can access the curriculum and that learning in the classroom is consolidated through explicit practice	LLE	£7,000

### 3. Additional detail

St Mary's CE High School is committed to support all students who have been impacted through loss of schooling as a result of the Coronavirus outbreak  
Funding will be directed towards three key areas as outlined in the EEF:

#### Whole School Teaching Strategies

- CPA: inclusive of use of GC
- Transition support: Year 7, 10, 12
- Strategies to close knowledge and skill gaps inclusive of professional reading and training

#### Targeted Support

- Tutoring programme
- Mentoring programmes
- Intervention programmes to address learning gaps

#### Wider Strategies

- Improved access of technology for students who do not have electronic access
- Holiday intervention clubs

## Impact

### **Catch Up Funding**

The school was allocated £80,000 to deliver Catch-Up activities because of Covid. The groups targeted were PP and vulnerable students as a result of the disproportionate impact Covid had had on them. Examination years were also targeted as time was finite and examinations were due to take place in the Summer 2021.

Funds were prioritised in the following areas:

- Quality of Teaching and Learning
- Targeted tutoring
- Keeping the school open and staff in front of students

### **Teaching and Learning impacts**

The focus was on training staff to deliver metacognition strategies within the classroom and disseminate these to students. CPA was provided for staff, which was consolidated in BLT sessions also. Retrieval strategies were integrated into Do Now activities so that key concepts were revisited and consolidated by students. Monitoring showed that staff were using Do Now activities in the classroom and the vast majority focused on some form of prior learning. Student's responses regarding the Do Now were mixed with some understanding the purpose and recognising that they supported progression and access into the lesson but others not appreciating the purpose and in some cases resentful of the silent starters.

### **Tutoring Impacts**

This is where over half of the budget was spent. MyTutor was used as an online interactive platform for students to have access to a university graduate to tutor in the core subjects. 210 tutoring sessions were booked targeting support for PP and Year 11. However, despite offering provision, uptake was difficult and considerable resources used to encourage parents and students to engage. Outcomes were as follows:

**NTP/My Tutor:** 90 students across Year 7-12 were offered English/maths and Science tutoring as part of the NTP scheme, this involved 1/3 students per tutor. Less than 31% (28/90) of students targeted engaged in the programme so it was disseminated to a wider group of students. Once on the programme attendance was 68% despite personalising support to students and employing staff to oversee and support them.

1/1 tutoring was offered to 120 Year 10 and 11 students. HPA were targeted and those not on track to secure a grade 4.

### **Outcomes:**

Year 7: 12 students - 100% remained in line or above their autumn assessments. 33% exceeded their autumn baseline assessments in Science and maths.

Year 8: 12 students: 100% remained in line or above their autumn baseline assessments. 58% exceeded their autumn baseline assessments in Science and maths.

Year 9: 10 students (largest group to drop out or not respond) 50% improved their baseline grade by a grade and 50% remained on their baseline grade.

Year 10: 4

Year 11: 122 Year 11 students engaged in tutoring and of these 23 had multiple tutoring sessions across the core subjects. Attendance was at 68% by the end of the provision despite phone calls, texts and putting on the provision in school. The evaluation of the success of this programme was limited. It was targeted at PP but only 31/56 offered tutoring took part and of those 14/31 completed the tutoring. This meant non-PP were offered their places in Year 11 or PP in Year 10. The outcomes of those who completed over 66% of lessons offered were marginal:

		Nov 2020	Actual	Impact
Maths	44	-0.53	-0.25	.28
English	28	-0.9	-0.66	.33
Science	14	-0.63	-0.4	.2
Total	86			

These are marginal impacts considering the cost of the programme. However, it is important to stress that these students were targeted because they were significantly underachieving and data from November 2020 was predictive as with limited summative assessment contributing to that data entry.

Of those students who engaged with the programme, feedback was positive – this was gaged from parents/carers and staff monitoring the sessions. When responses were collated for those who were not engaging (despite enjoying some tutoring sessions): organisation, peer influences, little support from parent/carers and apathy were the main barriers.

#### **65% of students targeted in Year 11 for tutoring were not on track to achieve a grade 4:**

#### **Reviewing the outcomes for the Year 11 students and the TAG process:**

- 53% of PP achieved a grade 4 or above in English Language compared to 58% of Non-PP (it is important to note some students were SEND and had lower target grades)
- 41% of PP achieved a grade 4 or above in maths compared to 70% of Non-PP (it is important to note some students were SEND and had lower target grades)
- 100% of PP achieved a grade 4 or above in Science compared to 57% of Non-PP (it is important to note some students were SEND and had lower target grades)
- Attendance of PP during the programme was particularly low at 66%. PP contributed to this heavily with 69% of PP attendance under 70% and only 55% above. Compared to non-PP absence below 70% was at 32%.

#### **In-House Tutors**

The school also appointed four casual tutors to support in Maths (2), science (1) and Geography (1) and an EAL tutor.

The Geography tutor was more successful with support being placed in lessons and directed at HPA students as well as providing targeted support to students who were at risk of not gaining a grade due to their lack of motivation during lock down. Student's feedback was positive and results in Geography were strong with two students who were not achieving a grade, achieving a grade in the Tag process. The tutor also delivered holiday intervention and gave targeted 1-1 or small group support to key students who were HAP and outcomes were positive with 27% 7+ and a positive progress score of +.16 overall and improvement of +0.30 approx pre-tutoring.

The Science tutor provided small group support to Year 11 students in the preparation for TAGs. Student feedback was positive when intervention sessions took place and results for those students were in line with peers. For example, Triple Science results in Biology were strong for students receiving this tuition and the cohort in Science improved by 0.3 of a grade. However, this provision was hampered by the illness of the tutor and replacement was sought for 2021-22 to further support HPA students.

The EAL tutor worked with a small cohort of students (6) who struggled in the pandemic to access work or improve their English skills. All students on the programme increased their proficiency in English and can communicate more confidently as a result. This tutoring was dovetailed by work in the student centre to enable students to practice the language and skills they had learnt.

One maths tutor was focused on maths as the A-Level cohort in Year 12 and further maths Year 12 as C19 had impacted on them as student interim assessments identified further need for practice and a skill gaps between GCSE and AS. The impact has been positive as students achieved in line with predictive in the June PPE's. This specific deployment has ended as student are track. An average of 50\* students (coming on/off provision) have been supported since March (One tutor could not start until Covid restrictions were reduced). Assessments have not yet been completed to assess impact against outcomes. However, soft monitoring identifies that student's find the sessions helpful as they complement but personalise the provision in the classroom and provide more structured and 1-1 support.

The school has now employed tutors through the new NTP programme to target Year 11 and causal admissions in Year 8-9

**SEND provision**

Maths: students with SEND at KS3 were targeted with particular focus on Years 7-8. Outcomes were positive with 66 students being targeted through programmes such as small group intervention that was dovetailed with in-class support; time club, numbershark and timetables foci. Progress was positive where attendance was good.

**Breakdown: YEAR 7****Small group intervention (1 hour per week)**

The Year 7 Numeracy lessons with the Numeracy Lead LSA, Tracey Nicholson, was for 1 hour per week covering basic maths skills and times tables.

**Results**

PPG: 71% on target by the end of the provision

Non PPG: 80% on target.

Where students did not make progress attendance was an underlying factor

**Numbershark**

The Year 7 Numbershark sessions with Tracey Nicholson. 25 minutes per week covering developing times tables knowledge and confidence.

**Results**

PPG: 100% of students made expected progress on the programme

Non PPG: 71% made progress with illness being a barrier to gaining end of programme results

**Time Club**

The Year 7 Time Club with HLTA LSA were for 25 minutes per week covering developing knowledge of analogue and digital clocks and confidence.

**Results**

PPG: 75% and 25% were isolating by the end of the programme but with positive interim assessments.

Non PPG: 67% made expected progress

**Breakdown: YEAR 8****Numeracy**

The Year 8 Numeracy lessons with the Numeracy Lead HLTA LSA for 1 hour per week covering basic maths skills and times tables. There 25 students selected to attend this intervention.

PPG: 93.3% achieved their target grade

Non PPG: 60%; made expected progress

Summary 80% of students achieved on or above expected target and 20% did not reach their expected target.

**Times tables:**

Within the intervention, times tables were practised:

PPG: 87% made good progress with 13% not making sufficient progress

Non PPG: 90% made progress in line assessment objectives

Summary – 88% showed improvement and a competence in using their times tables

**Breakdown: YEAR 9**

The Year 9 Numeracy lessons with the Numeracy Lead LSA, for 1 hour per week covering basic maths skills and times tables. There were initially 15 students, but 2 left the school before the end of the academic year.

PPG: 43% made progress in line with their target grades

Non PPG: 50%; made progress in line with their target grades

The overall progress showed that showed that 73% of the students made progress despite the interruption of the stop start situations because of the covid restriction. Progress in years 7 and 8 was greater at 83%. More progress was made by the PPG students than the non-PPG students.

**SEND Literacy**

**Breakdown: YEAR 7**

40 students received small group intervention (number of students would have been greater but long-term illness impacted provision and training was put in place to continue this provision into 2021-22)

**Literacy**

Year	PPG Progress	Non PPG Progress	Overall Progress
7	100%	100%	100%
8	72%	75.5%	74%
9	100%	67%	83.5%
KS3	91%	81%	86%

Progress on AR was less impactful over the Covid period with only 46% of students making notable progress with student absence being a key factor in accessing progress.

**Maths consultant**

Funding has been shared with the PP budget: The Maths consultant has observed all maths teachers teach and worked with individual teachers in need of additional support. Training has been given to the new Lead Teacher with a focus on the curriculum and implementing the White Rose resources robustly and identifying Covid gaps and how to fill them as well as mitigating against potential issues in 2021-22. WT has assessed that the 'sequencing was logical in SoL and that the team had chosen carefully where to place new work so that it followed from previous learning'. SoL now identify misconceptions, core vocab and make links across the curriculum.

**Keeping the School open**

Approximately £20,000 of Catch Up funding was used to ensure that there were teachers in lessons when staff were isolating and off school with C-19. This was instrumental in ensuring continuity of learning across subject areas with staff unable to teach due to health issues or isolating pre/post treatments. This funding was also used to provide supervision when teachers were delivering lessons virtually as a result of pregnancy or for reasons as described above.

This was advised by Matt Bromley and David Hermit on the course Ofsted Monitoring: Maximising the impact of your catch-up funding

