



# Court Fields School

## Catch-up Funding Report 2020-21

### What is 'Catch-up' funding?

At Court Fields School, our aim is that every child **Achieves, Belongs and Participates** – these three values direct all that we do. We believe in educating the whole child through high quality teaching (Achieve) and high quality pastoral care (Belong and Participate).

Our 3 whole school priorities will ensure that Catch up students, as well as others, will have improved outcomes and opportunities in future. These are:

High Quality Learning

Consistently High Standards of Behaviour

Wellbeing of Staff and Students

Our aim is to always to deliver the highest quality teaching by personalising our approach for every student, every lesson, and every day. We invest significantly in staff training both internally and externally to enhance our practice to secure the best outcomes for all students.

We tailor our curriculum, our teaching and our approach to meet the needs of all students with clear targeting and funding allocated to those who come from disadvantaged backgrounds and those who need to catch up quickly when they join Court Fields

In the 2019-20 academic year students experienced significant disruption to their education as a result of national school closures due to the Coronavirus epidemic. In 2020, the government removed year 7 catch-up premium finding in favour of a Coronavirus catch up premium which schools will use to ensure that those students who have fallen behind due to the school closures are enabled to catch up.

Therefore, this report will cover the progress of year 7 students in the 2019-20 cohort up to the point of school closure, and will then detail interventions and funding allocation of the new Coronavirus catch up premium for these same children and others across year groups aimed at ensuring catch up following the closures.

### Impact of Year 7 Catch-Up Funding 2019-2020

The impact of the Year 7 Catch-up funding was evaluated through the school's data and assessment tracking systems, where progress was analysed for patterns and trends.

In January 2020, we analysed whether these children had 'caught up' as per their Catch-up Target (accelerated progress to bring them in line with students who had a SATs score of 100).

KS2 test score (Reading)	No of students who were identified as 'catch up' in September 2019-20	No Reaching expected progress towards Catch up target Jan 2020	KS2 test score (Maths)	No of students who were identified as 'catch up' in September 2019-20	No Reaching expected progress towards Catch up target Jan 2020
96 – 99	20	11	96 – 99	20	10
90 - 95	15	9	90 - 95	13	5
89 or less	9	0	89 or less	6	4
Students with no score	6	0	Students with no score (B)	3	0
<b>TOTAL (34)</b>	<b>50</b>	<b>20</b>	<b>TOTAL</b>	<b>42</b>	<b>19</b>

(NB: Accelerated catch-up targets set using individual scaled scores for English and Maths)

## **Evaluation:**

- Catch up programme for students with scaled scores below 89 is not rapid enough. Previous years data shows that over the course of the year a significant number of students with scores between 89 and 85 will catch up to peers, but those below 85 do not even with an entire year's worth of intervention at this level. Changes to the targeting and intervention programme for students at this level are needed.
- Catch up targets for students with scaled scores of 89 or less need to be staggered. Catching up to students with 100 in year 7 is not realistic. A different measurement for catch up spread across KS3 is a more realistic measurement for these students and allows a graduated response to their needs and scaffolding of accelerated learning.
- Numbers of catch up students in 2020/21 are likely to be higher than previous years due to school closure and testing taking place in term 1 of year 7. Additional measures on a larger scale will need to be put in place.
- There are a substantial number of students from the 2019/20 catch up cohort who will continue to require catch up support throughout 2020/21
- Greater impact was seen with the cohort of students with scores of 90 – 99 and previous years data leads to an assumption that these students would have caught up had they completed the academic year. These interventions will need to be replicated in year 8 to ensure these students do catch up.

## **Suggested changes for 2020/21:**

- 1) Additional training in use of Corrective Reader or replace Corrective Reader with a programme which can measure impact and stagger targets for these students. One suggestion may be Read Write Inc. Fresh Start.
- 2) Look at the way in which Sumdog is used as an intervention and stagger maths catch up targets to allow for greater use of impact data
- 3) HOF's ensure class teachers in maths and English have PLC's for all year 7 and 8 catch up students and use these for in class planning for students who scored between 90 and 99. Students are identified on class profiles and LW's take place to ensure strategies are being used consistently and effectively
- 4) Ensure catch up support is available for those students in year 8 who did not meet catch up targets by January 2020
- 5) Identify time for catch up extraction for students with scores between 80 and 89, especially early readers.
- 6) Ensure guided reading sessions are in place for all year 8 and 7 students with scores between 99 and 90. This may involve changes to DR timetable to support.
- 7) Ensure time is available for guided Sumdog sessions within maths for students with scores between 90 and 99 and use HLTA to support delivery.
- 8) Ensure TA support is available for year 7 and 8 groups with catch up students between 99 and 90

## Year 7 Catch Up 2020/21

KS2 Test (Equiv.) English	No of students who were identified as 'catch up' in October 2020	% Reaching expected progress towards Catch up target 30 Jan 2021 (moved to 30 Apr 2021 due to further lockdown)	KS2 Test (Equiv.) Maths	No of students who were identified as 'catch up' in October 2020	% Reaching expected progress towards Catch up target 30 Jan 2021 (moved to 30 Apr 2021 due to further lockdown)
96 – 99	22		96 – 99	42	
90 - 95	29		90 - 95	13	
89 or less	21		89 or less	11	
Students with no score (B)	11		Students with no score (B)	12	
<b>TOTAL (34)</b>	<b>83</b>		<b>TOTAL</b>	<b>78</b>	

Total number of extractions in year 7: 32 Eng / 33 Maths.

Total number of in class catch up plans in year 7: 51 Eng / 55 Maths.

## Year 8 Catch Up 2020/21

KS2 Test English	No of students who were identified as 'catch up' in October 2019	% Reaching expected progress towards Catch up target Jan 2020	KS2 Test Maths	No of students who were identified as 'catch up' in October 2019	% Reaching expected progress towards Catch up target Jan 2020
96 – 99	20	11	96 – 99	20	10
90 - 95	15	9	90 - 95	13	5
89 or less	9	0	89 or less	6	4
Students with no score (B)	6	0	Students with no score (B)	3	0
<b>TOTAL (34)</b>	<b>50</b>	<b>20</b>	<b>TOTAL</b>	<b>42</b>	<b>19</b>

KS2 Test English	No of students who were identified as still requiring 'catch up' in October 2020	% Reaching expected progress towards Catch up target Apr 2021	KS2 Test Maths	No of students who were identified as 'catch up' in October 2020	% Reaching expected progress towards Catch up target Jan 2020
96 – 99	9		96 – 99	10	
90 - 95	6		90 - 95	8	
89 or less	9		89 or less	2	
Students with no score (B)	6		Students with no score (B)	3	
<b>TOTAL (34)</b>	<b>30</b>		<b>TOTAL</b>	<b>23</b>	

Total number of extractions in year 8: 15 Eng / 5 Maths.

Total number of in class catch up plans in year 8: 15 Eng / 18 Maths

CORONAVIRUS CATCH UP FUNDING PROJECTED SPENDING 202-2021	
Total Catch Up Grant available	£61,920
Autumn 2020 Payment	£15,480
Spring 2021 Payment	£20,642.58
Summer 2021 Payment	£25,797.42

In **years 10 and 11**, in order to effectively target interventions, profiles of each student are built in all GCSE subjects in the first term of 2020. These measure student knowledge and skills against GCSE criteria and a PLC (personalised learning checklist) is created. Additionally, PPE exams for **year 11** students are completed in December of term 1 and PLC's are updated to show knowledge and skills in exam conditions. These are used to ensure staff can identify what students need to catch up and the best method for doing so. Catch up interventions for **year 10 and 11** students are as follows:

- Students with **1 – 3 subject specific gaps**: Wave 1 intervention plan in place for use within lessons. This may include specific activities, home learning or materials given to students to ensure rapid closing of gaps. These are overseen by class teachers and heads of faculty and involve no additional cost. If these prove unsuccessful over the course of one term, these students will move to the next level of interventions.
- Students with **more than 3 subject specific gaps not in English, Maths or Science**: Wave 2 intervention plan in place at faculty level. To include compulsory attendance at revision sessions and provision of additional materials for home learning.
- Students with **more than 3 subject specific gaps in English, Maths or Science**: Wave 2 intervention plan in place. To include
- Students with **more than 3 subject specific gaps in English and Maths**:

In **years 8 – 9**, in order to effectively target interventions student profiles in core subjects are built in the first half term of 2020. These measure student knowledge and skills against a set of core criteria in each subject and create a PLC

Heads of faculty and class teachers will put in place bespoke plans for catch up following collection of this term 1 data

In **year 8**, students who were previously catch up in year 7 and did not meet their accelerated target by January 2020 will follow the same catch up programme as year 7 shown below.

In **year 7**, in order to effectively target interventions students are tested at the end of October 2020 and equivalent KS2 test results are produced. Students are then grouped and interventions delivered as follows:

- **Score of 89 or below (equivalent form internal tests)**: Catch up Intervention x 3 hours per week. Incorporating Corrective Reader, Sumdog, and small group guided reading interventions.
- **Score of 89- 96**: Sumdog and accelerated reader delivered in lessons. In class interventions, mapped on personalisation sheets, via class teacher and LSA where applicable. Grammar for Writing sessions supported via class teacher. At least half a term of small group, guided reading during English lessons.
- **Score of 96-99**: Sumdog and Accelerated reader delivered in lessons. In class interventions, mapped on personalisation sheets, via class teacher and LSA where applicable. At least half a term of small group, guided reading during English lessons.

In addition: 2 x specialist HLTA's linked to English and Maths faculties. Focus on nurture students and students below 89 in years 7 and 8 and GCSE targeted interventions in years 10 and 11.

Chosen Approach	Reasons for this Approach	Catch up Funding	Lead Staff	Review Dates	Impact / Commentary
<b>Catch Up Targets in Place for Year 7 and 8 Catch Up Students</b>	Stagger catch up targets over 3 years for students below 89 on entry  Traingulate: Corrective Reader Accelerated Reader Sumdog	£0	LM	Jan 21 April 21 Sept 21	Staggered targets are more realistic and so give students and staff increased focus. Catch up accelerated progress over the whole of KS3 to ensure students are GCSE ready.  Review of all KS3 targets needed to support return form lockdown 2
<b>Sumdog</b>	Sumdog used to identify and close numeracy gaps in years 7 – 9 within maths.  Sumdog used with identified catch up students in year 8 and 9 (below 89 in KS2 equivalent test)	£2696	EH	Jan 21 April 21 Sept 21	Maths Catch-up students make accelerated progress in Maths and achieve their Catch-up Target in numeracy
<b>Online Fast Track Tutoring – training and resources</b>	Accelerated reading catch up for students impacted by double lockdown  Lead into Read Write Inc. main programme form 2021/22	£550	LM	May 2021  Sept 2021	Early readers make accelerated progress in reading and phonics to ensure ability to fully access mainstream lessons by Sept 2021.
<b>Resources for Fresh Start phonics programme</b>	Resources for use in intervention sessions plus support resources for mainstream lessons and home learning.  X 20 student sets plus teacher handbooks	£500.00	LM	Sept 2021	Catch up reading is effective and strategies are used across curriculum to ensure retention
<b>Accelerated Reader</b>	Bespoke and targeted Literacy resource focusing on reading and comprehension – to support students achieve well in English and across the curriculum (Contribution to whole cost of £4774.60 reflective of 28% Reading Catch-up in Y7 + 29% in Y8)	£1406.02	LM	Jan 20 April 20 Sept 20	Reading catch-up students make accelerated progress in English and achieve their Catch-up Target grade at the end of Year 7  <b>Jan 2020</b> 96% of students are on track to reach their EOY Catch up target in English.
<b>Faculty Intervention Plans used in all subjects</b>	- Faculty intervention plans - HOF training in use of faculty intervention plans - Referral forms for wave 2 interventions for catch up identified students - Teachers use intervention plans in planning and delivering lessons	£0	LM	On going	Catch-up Students in Years 7-11 close gaps according to subject intervention plans  Catch up planning following lockdown 2 and revisiting of curriculum planning incorporated into the recovery curriculum.
<b>Guided Reading</b>	All catch up students have a minimum of half a term of guided reading (following the primary school model) with Mrs Robertson.  Roll out tutor time reading programme based on shared reading  · Staff CPD and booklet on reading strategies – specific focus on enabling progress for weaker readers	£0	TB/DR		Reading catch-up students make accelerated progress in English and achieve their Catch-up Target grade at the end of Year 7  <b>Oct 2019</b> Staff CPD and booklet delivered  <b>Jan 2020</b> Year 7 tutor time shared reading programme introduced. Student / staff voice shows some changes needed before implementation in year 8 / 9 <b>Sep 2021:</b> KS3 shared reading introduced reflecting changes

					<b>March 2021</b> Guided reading groups introduced from 8 <sup>th</sup> March onwards. Year 7 tutor time, year 8 English and year 9 3 x a week extraction.
<b>Year 11 Maths tuition 1:3</b>	- EEF toolkit recommendation – high impact / high cost intervention. Target disadvantaged. Not NTP for relationships.	£1170	LM		<b>March 2021:</b> Own tutors recruited to support student engagement 6 week block: 29 <sup>th</sup> March – 21 <sup>st</sup> May
<b>Year 11 English Tuition 1:3</b>	- EEF toolkit recommendation – high impact / high cost intervention. Target disadvantaged. Not NTP for relationships.	£1170	LM		<b>March 2021:</b> Own tutors recruited to support student engagement 6 week block: 29 <sup>th</sup> March – 21 <sup>st</sup> May
<b>Year 10 Maths Tuition 1:3</b>	- EEF toolkit recommendation – high impact / high cost intervention. Target disadvantaged. Not NTP for relationships.	£540	LM		<b>June 2021:</b> Tutors move to year 10 groups – 3 groups 6 week block 7 <sup>th</sup> June – 16 <sup>th</sup> July
<b>Year 10 English Tuition 1:3</b>	- EEF toolkit recommendation – high impact / high cost intervention. Target disadvantaged. Not NTP for relationships.	£540	LM		<b>June 2021:</b> Tutors move to year 10 groups – 3 groups 6 week block 7 <sup>th</sup> June – 16 <sup>th</sup> July
<b>Careers lead with dedicated focus on catch up</b>	KS4 students disadvantaged by lockdown have specific and bespoke careers advice service and career development input.  Use of careers expertise to ensure transition for year 11 post TAG process.  Additional careers support in place for years 9 and 10	£5,000	SLW		Apr: Start date in Apr. Initial focus on year 11.
<b>HLTA English</b>	Year 7 and 8 catch up – reading interventions (fast track)  Year 10/11 1:3 exam intervention  In class support – years 8 – 10	£24000	TB		Due to start in May 2021
<b>HLTA Maths</b>	Year 7 and 8 catch up – Sumdog  Year 10/11 1:3 exam intervention  In class support – years 8 – 10	£24000	EH		Jan: Partially implemented as part of online learning – KS3 focus  Apr: Fully implemented across KS3 and 4.
	<b>TOTAL</b>	<b>£61572.04</b>			
		<b>£347.96</b>			



