

Covid-19 Catch-Up Funding, 2020-21

The school has made the provision of high-quality tuition the key aim of its catch-up spending. The table below shows how funding has been used to support a range of priority areas.

Some funding has also been used to develop access to technology, ensuring that all students have been able to access teaching during this period of disruption.

Priority area	Actions	Impact
TUITION – total spending £33,200		
Supporting students with literacy and numeracy which will enable progress in all academic areas.	Small group tuition in English.	<p>Small-group tuition offered to 65 students in years 7-10. 10 of these were PP.</p> <p>Detailed, pupil level evaluation by the English tuition team indicates that participating students were able to make progress on areas for development. These are common areas in which students made progress:</p> <ul style="list-style-type: none"> - Making ambitious use of complex vocabulary and punctuation. - Using quotation to effect. - Structuring written work effectively. - Having confidence in their abilities as a writer.
	Small group teaching years 10 and 11 in Maths.	<p>Smaller teaching groups provided:</p> <ul style="list-style-type: none"> • More homogeneous teaching groups which allowed for more bespoke delivery of the curriculum.

		<ul style="list-style-type: none"> • A significant reduction in the size of groups working towards grades 6 – 8 at higher tier. <p>This is reflected in end-of-year data for Y10. Student performance at grades 5-8 is stronger for the current cohort of Y10 than for an equivalent cohort in 2018-19.</p> <p>Maths staff also note that smaller group sizes led to a more nurturing environment for students which gave them greater confidence to ask for support in class.</p>
	<p>One-to-one mentoring for Y11 and Y7 students in Maths.</p>	<p>Mentoring offered to 6 students, one of whom is PP and one of whom has a social worker. Sessions focused on:</p> <ul style="list-style-type: none"> • Use of revision resources to support learning. • Organisation • Support with practice with key numerical and algebraic techniques <p>Mentoring in Y7 was offered to students who were struggling to make the progress. This was identified by teachers after the second period of remote working. Mentor sessions focussed on:</p> <ul style="list-style-type: none"> • Organisation • Promotion of good work habits • Use of resources to support learning
	<p>Resourcing for additional Maths lessons delivered on a carousel with English and core RS.</p>	<p>Workbooks contained exam questions, support materials and fully worked solutions. This helped all Y11 students develop greater fluency and confidence with examination questions.</p>

<p>Supporting students who fell behind in MFL during lockdown.</p> <p>This is a particular priority in this school. All students study one language at KS3, and most study two. Given the need for students to have strong grammatical foundations to make progress, it is important to address learning gaps which have developed during lockdown.</p>	<p>Small group tuition. Students selected on the basis of assessment data from the MFL department, and tuition sessions will have a clear focus.</p>	<p>Small-group tuition offered to 35 students in years 9 and 10. 1 of these was PP.</p> <p>Evaluation by catch up tutors indicates that participating students showed greater accuracy in their use of verb tenses, which was the key focus of the intervention in both years.</p>
<p>Supporting students who are facing pastoral challenges with returning to school.</p>	<p>1:1 tuition for 3 students in particular need.</p>	<p>1:1 tuition allowed Y11 student to complete spoken language endorsement for GCSE, and allowed a vulnerable Y10 student to integrate successfully.</p>
	<p>Vocational course for 1 student.</p>	<p>Student engaged with vocational pathway offered, and pastoral needs supported.</p>

TECHNOLOGY – total spending £8,500

Improving access to technology.	<p>Provision of devices to students with no access to technology.</p> <p>This is necessary in order to allow students to access electronic teaching resources which are playing an essential part in the work of the school this year. It will also allow students to continue to access learning if they need to self-isolate.</p>	<p>28 Tablets and 2 Chromebooks purchased, contributing to 64 devices on loan in total. 22 of the school devices have been loaned to PP students.</p> <p>Attendance at remote sessions during the spring lockdown was >90%, with students attending 2.5 live contact sessions a day on average.</p>
Ensuring high-quality remote provision.	Purchase of 24 tablets to allow streaming from school.	Streaming possible for isolating KS4/5 students (especially during large Y10 isolation in spring and summer 2021).