

Catch Up Funding Plan Ursuline High School

Catch Up Premium Intervention Funding Total £83,830

Academic year **2020/21 and 2021/22**

The headings below sets out the sperate strands for the expenditure of the Catch Up Funding premium to close gaps in attainment an progress of identified students.

A) Total funding 2020/21 £48,890

B) Total funding 2021/22 £34,940

Total income crossing academic years **£83,830**. Catch up premium. School supplementing the expenditure to meet goals.

Literacy and Numeracy catch up premium **£12,000/ Year**

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A Below ARE students identified and tutored to close gaps in Numeracy and literacy skills to enable them to Access the Curriculum. Gaps closed and students reach ARE</p> <p>Year B repeated cost</p>	<p>Further Programme details below this table</p> <p>Identification. CATS and Screening of all Yr 7 Guided Reading X3 weekly 1:1 Numeracy intervention. 1:1 Literacy intervention Other components elwo</p>	<p>Using CATs Testing to identify students with learning Gaps. Triangulation with In school data and then specific programmes to close numeracy and literacy Gaps in students identified.</p>	<p>Establish the Programme. Lead on staff allocation of resources</p>	<p>Associate headteacher Lead. Head of SEN. KS3 post holders in Eng and Maths</p>	<p>Summer data analyses</p>

<p>Year 1 £12,000 and Year 2 £12,000</p> <p>Total buddeted cost</p>	<p>Separate funding source</p>	<p>£24,000</p>
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ii. MyTutor Catch Up Programme

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>93 Students in Programme one and 84 Students in programme two close gaps in identified core subject to meet required target and redress gaps presented during lockdown</p>	<p>Further Programme details below this table</p> <p>Using established provider MyTutors to work with students on a core subject gap on a 1:1 programme run over 10 weeks. Tutors are remote but the provision is run and monitored in school within year bubble in an after school intervention. Disadvantaged students and students as well as 62% of students from underachieving ethnicity cohorts prioritised for places.</p>	<p>The Ursuline High school reverted immediately to online learning in the initial lockdown and the school ran fully remote without interruption in learning. Summer assessments and exams were used to identify students with specific gaps who struggled with some specific aspect of their work and this 1:1 provision was selected to compliment the ins school intervention and support programmes which ran throughout lockdown. This approach was chosen due to its specific and targeted 1:1 qualities. The school rejected proposals for online home 1:1 learning due to lack of evidence of impact of mentoring</p>	<p>Associate Head Teacher Lead on Programme design and implementation. HODs to lead on student nomination, Gaps analyses and reporting on Progress. HOY to supervise and respond to attendance and engagement. My tutors to report on individual progress reports at end of programme.</p>	<p>EK, HODs HOY</p>	<p>10 week programme analyses. Replicated after second tranche.</p>
<p>Programme 1= £33,120</p> <p>My Tutors paid £19,800 In house UHS costs covered by school = £8,512</p>					<p>£28,312</p>
<p>iii. Year 11 GCSE Intervention Programme</p>					
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>63 Students in Core subjects on allocated day after school to allow ofr replicate students to attended catch up intervention.</p>	<p>Established afterschool intervention programme running every day after school except Friday when a programme of Friday GCSE Mocks are run to</p>	<p>Sucessive results at GCSE supporting the P8 score above +0.8 and all sub groups cohorts including Disadv making outstanding Progress. Data improvement in outcomes from Year 10 into year 11.</p>	<p>Raising Standards leader Associate Headteacher leading on programme. HODs of department running interventions and HOY and PSA monitoring and communicating</p>	<p>EK HODS and HOY</p>	<p>Half termly raising standards Data drops</p>

12 other subjects delivering interventions involving 118 students to close gaps in understanding and meet targets fro GCSE	identify Gaps in learning and close through T&L and interventions. Lessons are delivered in the bubble and co-ordinated attendance and monitoring by HOY and PSA		with parents on attendance. Progress tracker		
Year 1 Total budgeted cost					£22,000
i. Other alternative approaches to Tranche 2 in Year B					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Tuition enabling removal of barriers to learning of identified students	Recruitment of specialist Tutor working with SEMH students in KS3 to remove barriers to access school and provide 1:1 targeted support	Gaps in learning are less significant than the impact of covid distruption on Mental health f students. Pastoral systems pressure requires additional support to ensure that student needs are not being missed. Evidence in creased referrals safeguarding risk. Student Surveys. Wellbeing	Recruit a previous member of staff who was HOIY to work with the school fro a term to identify and address these student concerns	Marcus Waltl	
Year 1 Total budgeted cost					£18,277
Investigation into NTP programme to replace tranche 2 in Second Year	TG introduced to TalentEd Attainment gap charity Funding sponsored by 75% using NTP funding Cost of hourly Block with NTP subsidy equates to £283.00 for 1-3 interventions on each student on this programme will cost just £79.34. This programme assists only in closing the Gap with disadvantaged students. Investigating potential.	TBC in 2021-22	TBC 2021-22		£15,241

Catch up funding Stand 1 Detail

Further details on Year 7 Literacy and Numeracy Catch Up Premium

- Funding allocation for the current academic year 2020-21
 - £12,000
- Details of how we are spending our allocation
 - In terms of Literacy and numeracy catch up funding resources have been allocated in Year 7 to commission ability testing to assist in the identification of need and development of an immediate strategy tailored to the specific needs of each student. testing to establish baseline testing and establish targets for all new Year 7 as well as identifying gaps.
 - An additional set in Maths was created in Autumn A 2020 to ensure that the low prior attaining students were able to make accelerated progress. This is not in place in year 7 in 2020-21 but has been replaced by Maths mastery launched in Year 7 to build on methodologies used at KS2 to ensure progression and improving understanding and application of numeracy.
 - Increased focus on SPaG and a weekly grammar lesson is timetabled for students.
 - Differentiated, scaffolded extended writing tasks are created specifically for low prior attaining students and quality assured by the faculty to ensure they meet the specific needs of individual students.
 - Triangulation with SENCO to ensure that any specific learning needs will be identified and managed.
 - 1:1 intervention in Reading, Literacy, Numeracy and the use of TAs in and out of the lesson. SOLs developed for these sessions based upon identified gaps and use of the PiXL strategy. Timetabled withdrawal from English Grammar for 1:1 Reading tutorials. Withdrawal from non core subject for 1:1 and 1:2 Numeracy intervention and Withdrawal from Morning Form time 3X per week to participate in guided reading
 - Maths have designed a new SOL to support the low prior attaining students. This will use a variety of different strategies to facilitate students making ARE and is being trialled this academic year. Maths have launched a Maths Mastery Course in 2021.
 - Parental engagement: Back to school SEN online meetings, ARD, Helping with revision evening session.
 - Revision guide to be given out to students two months before end-of-year exams. During lock down the curriculum was altered to provide targeted revision week prior to exams and online resources made available with differentiated support to ensure that Low PA students has access.
 - Students will engage in a Learning Conference on how to revise successfully.
 - Involving tutors and subject teachers through Appraisal system to ensure that the needs of this group were met.

- Homework club after school every day to support the students in their independent learning. During lockdown this converted to assessment support and home contact.
 - Key Stage 3 coordinators will meet with the AHT Ks3 Standards every half term to discuss progress of low prior attaining students, identify specific learning gaps of those students and develop a strategy for the following half term.
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- Details of how we spent our previous year's allocation
 - Early identification through Y6 transition programme and internal testing leading to the development of an immediate strategy tailored to the specific needs of each student.
 - Additional set in Maths created to support the low prior attaining students.
 - Increased focus on SPaG and a weekly grammar lesson timetabled.
 - Differentiated, scaffolded extended writing tasks were created specifically for low prior attaining students.
 - Triangulation with SENCO to ensure that any specific learning needs were identified and managed.
 - 1:1 intervention in Reading, Literacy, Numeracy and the use of TAs in and out of the lesson. This continued during lockdown with no interruption
 - Parental engagement: Back to school, ARD, SEN coffee morning, Helping with revision evening session.
 - Students engaged in a Learning conference on how to revise successfully.
 - Involving tutors and subject teachers through Appraisal system to ensure that the needs of this group were met.
 - Homework club after school every day to support the students in their independent learning.
 - Key Stage 3 coordinators met with the AHT Ks3 Standards every half term to discuss progress of low prior attaining students, identify specific learning gaps of those students and develop a strategy for the following half term.
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- How last year's allocation made a difference to the attainment of the pupils who benefit from the funding.
 - 89% of students in Year 7 English not ARE achieved ARE by the end of the academic year. By the end of year 8, 95% of students not ARE achieved ARE in their exams.
 - 94% of students not ARE in Year 7 Maths achieved ARE by the end of the academic year. By the end of Year 8, 97% of students not ARE achieved ARE in their exams.

Catch up funding Stand 2 Detail

My Tutors Chosen Partner Provider (Use of external provider for delivery of catch up intervention)

My Tutors, established online tuition partner. On approved site. Already being utilised by large Academy organisations such as Harris for delivery of intervention programmes. Approved on named list of providers released on 2nd November Launch 30th November.

A the End of 10 session programmes direct feedback will be provided from Mytutors, attendance and subject feedback for teachers. This will feed into the analyses at Raising Standards.

How it Works

Live 1:1 interventions. Priced at £22 Hour. (cost lowest point.)

Cost can be recouped to the value of 75% from Govnt Catch up Premium. Remaining 25% from Disadv or other.

How at UHS;

10 sessions run after school in bubbles with supervision by HOY and PSA.

HOY nominated room in each bubble

KS Co-Ordinator in each core subject to supply Gaps analyses to provide focus area for Knowledge, Understanding, Skills therapy.

KS Co-Ordinator to assess at the end of Intervention and feedback on impact.

HOY to report any concerns on effectiveness and Tutors replaced or students swapped out.

Example how it operates in each year group

Eg Year 10 in B6 Tuesday after school for 1 hour.

- English 6 students. Cost my Tutor (£22 X 10 = £220 each. Total £1,320)
- Maths 6 students. Cost my Tutor (£22 X 10 = £220 each. Total £1,320)
- Science 6 students. Cost my Tutor (£22 X 10 = £220 each. Total £1,320)

Total provision = My Tutor £3960 (75%). (25% covered by UHS Cost of supervision and accommodation £990) Total cost £4950.

Year 9 replicate £4950 of which £3600 will be paid to MyTutor

Year 8 replicate £4950 of which £3600 will be paid to MyTutor

Year 7 English and maths only 9 students in English and 9 in Maths. £4950 of which £3600 will be paid to MyTutor

Year 11 English and Maths 12 students ; 4 English and 6 Maths £3520 of which £2640 to MyTutors and £880 covered in house

Total Cost My Tutor Programme in Core £18480. 1/10 Week Programme.

Total cost including School costs £24,640

Course Duplicated in Spring B and Summer A at a cost of £18480

Cycle 2 Total cost including School costs £24,640

Total Cost £49,280. My Tutors paid 36960 In house UHS costs covered by school = £12,320

Year group	English	Maths	Science
Year 7	6	6	6
Year 8	6	6	6
Year 9	6	6	6
Year 10	6	6	6
Year 11	6	6	

Total	30	30	24
Grand Total	84		

10 week programme 84 Hours

- Who selected KS3 and KS4
- Capture Soft Data. Reports are that Ofsted more interested in Soft data records from last year

Provision 2 Year 11 Programme. Costing to be calculated

Catch up funding Stand 3 Detail

Year 11 catch up after school intervention programme

Maths

Monday Period 7 after school in U block
5 groups involving a total of 28 Students

English

Wednesday Period 7 after school in U block
2 groups involving 25 students in U block

Science

Thursday Period 7 after school in U block
2 groups involving 13 students.

Others

118 students in the following subject areas.

Art	Nicky Monk	Thursday After School
Business Studies	Shelene Brown	Thursday After School
Computer Science	Halima	Tuesday After School
Design Technology	Paula-Lee Thomas	Tuesday After School
Drama	Matthew Wootton	Tuesday Lunch
French	Melanie Guilliet	Thursday After School
Geography	TBC	
German	Zo Antell	Thursday After School
Music	Anna Lush 09/09	Tuesday Lunch
PE		Add Hoc session Friday after school 2 dates
RE	Suly Odhiambo	Thursday After School
Spanish	Nuria Casto	Thursday Lunch

Impact of MyTutors Programme [MyTutor](#)



Impact of MyTutors Programme [MyTutor](#)

90 Students on the programme once moves and replacement shad settled into place.

Programme began by being delivered in school but moved to home engagement during lockdown.

Attendance when in school was at 94% but dropped to 84% when at home despite significant work to call on the day and follow up immediately with calls home when students not online as we could invigilate live and identify gaps to follow.

Impact = Good to Outstanding overall;

- 90 Students involved.
- Year 7 English and maths only
- Year 8 to 11 English/ Maths / Science

Impact = Good to Outstanding overall;

Improvement more significant at KS3 than at KS4 (except ENg at KS 4 which 100% of students made progress to target or above).
At KS4 Less effective with Maths and least effective with Science.

Effectiveness noted below;

79% of students on the programme made progress to target or above.

21% although engaging and some commentary indicating improvements did not reflect pn improving attainment in school.

34% of students moved to grades above their target.

KS3 Yr 7 to 9

85% of students made progress.

15% did not make progress

39% made progress above target standard

	Above target	Target	Below target
English	33%	81%	19%
Maths	24%	86%	14%
Science	75%	92%	8%

KS4 Yr 10 and 11

69% of students made progress.

28% did not make progress

31% made progress above target standard

	Above target	Target	Below target
English	42%	100%	0%
Maths	25%	58%	42%

Science	12%	50%	50%
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Summary

- Outstanding at KS3.
- Outstanding and KS4 with English
- Some impact at Maths but RI
- Limited impact at KS4 with Science