

Catch Up Funding Plan Ursuline High School

Catch Up Premium Intervention Funding Total £84,480

Academic year **2020/21**

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. Detail Autumn 25% and then Spring 25% for use in this academic year.
This academic year **£42,000** Catch up premium. School supplementing the expenditure to meet goals.

i. Catch Up Funding Year 7

| 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? |
|--|---|--|--|--|---|
| 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 | Further Programme details below this table Identification. CATS and Screening of all Yr 7 Guided Reading X3 weekly 1:1 Numeracy intervention. 1:1 Literacy intervention Other components elwo | 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. | Establish the Programme. Lead on staff allocation of resources | Associate headteacher Lead. Head of SEN. KS3 post holders in Eng and Maths | Spring B |
| Total budgeted cost | | | | | £12,000 |

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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| 84 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>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> | 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 | 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. | EK, HODs HOY | 10 week programme analyses. Replicated after second tranche. |
|---|---|--|---|-------------------|--|
| <p>Programme 1= Total cost including School costs £24,640 (Programme 2= Total cost including School costs £24,640 Spring Summer) Total Cost £49,280. My Tutors paid £36960 In house UHS costs covered by school = £12,320</p> | | | | | £ £49,280 |
| iii. Year 11 GCSE Intervention 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? |
| 63 Students in Core subjects on allocated day after school to allow | Established afterschool intervention programme running every day after | Sucessive results at GCSE supporting the P8 score above +0.8 and all sub groups cohorts including Disadv | Raising Standards leader Associate Headteacher leading on programme. HODs of department | EK HODS and HOY | Half termly raising standards Data drops |

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| <p>ofr replicate students to attended catch up intervention. 12 other subjects delivering interventions involving 118 students to close gaps in understanding and meet targets fro GCSE</p> | <p>school except Friday when a programme of Friday GCSE Mocks are run to 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</p> | <p>making outstanding Progress. Data improvement in outcomes from Year 10 into year 11.</p> | <p>running interventions and HOY and PSA monitoring and communicating with parents on attendance. Progress trackek</p> | | |
| Total budgeted cost | | | | | £22,000 |
| i. Other alternative approaches to Tranche 2 | | | | | |
| 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? |
| Investigation into NTP programme to replace tranche 2 if it doesn't produce desired outcomes . TalentEd | 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. | | | | COST TBC |

