



Ministerium Tuum Imple Love Serve Do the best that is possible

## Catch Up Funding Rationale 2020 – 21

The pandemic has reportedly had an unequal impact on pupils. This impact is noticeable to all in the profession and the school will be receiving funds to support catch up for pupils. This funding is to be used to ensure all vulnerable pupils who have fallen behind in lockdown catch up and 'Do the Best that is Possible'. This is in line with the ethos of St. Paul's where preferential treatment is given to the poor or vulnerable.

In 2019-20 we received £33,000 for Catch up for Y7. This funding has been withdrawn by the DFE for 2020/21. We have directed the money we have to ensure that this catch up work continues. This includes spelling, numeracy and reading catch up programmes and part funding of the literacy and numeracy coaches.

We have invested heavily in staff to support pupils. We have redirected some of the time of our Learning Support Education workers to work alongside pupils who need support with learning behaviours to re-engage with learning. We have appointed a study supervisor for Y12 to ensure there is always someone available for pupils to ask for help and who supports independent learning. We have requested two Teach First Learning Mentors and invested heavily in 1:1 and small group teaching in line with EEF research shared by the DfE. Departments have also bid for resources that are innovative and which will support pupils remotely to be more successful and inspired independent learners.

Tutoring and small group work will be carried out by our current literacy and numeracy coaches and the Teach First personnel. Staff will request the coach and will state the intervention therapy is that is required. This will be carried out during the school day.

Tutoring will take place after school. Pupils will be identified by teaching staff and the Year Leader. The process will begin with Y11 and Y13 as they have the least time to catch up. Again teachers will identify the need and appropriate tutors matched to pupils. Where possible we will use our own staff. This is because the relationships they have with pupils are outstanding. This is additional to the interventions that teachers and departments would usually provide in an academic year. An example of this is revision classes after school. These are run yearly and will not be funded by catch up funding. Catch up funding is being used to support teaching and learning above and beyond the school's usual processes.

Progress Check data, and knowledge of individuals will be analysed to determine which pupils are vulnerable and will respond to this intense intervention. Interventions will last as long as is required. For some pupils the intervention will be short so as to fill in a gap in knowledge. Others may be longer if there is a skill that is

being developed. This is based on the need identified through data and teacher knowledge. Pupils who are Pupil Premium have had preferential treatment in line with our school vision.

### **YEAR 7**

- To support our baseline knowledge of pupils CATs were reintroduced. This has helped identify the weakest readers and those pupils who have needs unidentified in the transition process
- A digital spelling scheme has been purchased for pupils with a lower than chronological spelling age. This allows spelling groups to resume without the use of paper or intense face to face contact for staff
- Accelerated Reader Star tests and licences have been purchased to support identification of pupils requiring corrective and guided reading programmes
- Resources and staff time have been purchased to enable targeted intervention for corrective reading and guided reading
- Accelerated Maths Star tests have been purchased to support identification of misconceptions in Maths
- Following PC1, data will be used to determine tutoring needs

### **Year 8 and 9**

- A digital spelling scheme has been purchased for pupils with a lower than chronological spelling age. This allows spelling groups to resume without the use of paper or intense face to face contact for staff
- Accelerated Reader Star tests and licences have been purchased to support identification of pupils requiring corrective and guided reading programmes
- Resources and staff time have been purchased to enable targeted intervention for corrective reading and guided reading
- Following PC1, data will be used to determine tutoring needs

### **Year 10 and 11**

- Data and analysis of pupil need will lead to tutoring
- Maths Watch purchased to support Maths learning and catch up
- Tassomai/Educake purchased to support Science learning and catch up
- Tutoring

### **Year 12/13**

- Study supervisor
- Tutoring – beginning with the early entrant pupils in Y13 to ensure that have deep understanding of learning from their time off school.

### **Learning Support**

During lockdown some of our most vulnerable pupils had Special Educational Needs. In order to support their catch up we have purchased 10 new laptops for the bases. This means that the ICT is up to date and they can access all the software required for their courses. This was a project that was put on hold owing to the cost

of making the school site Covid secure. This additional funding has enabled this much needed update to happen.

When required we have access to a Therapy Dog. This will be used as support for mental health as required.

### **Mental Health**

Some finances have been set aside for additional mental health support in the form of counselling.