

**Idsall School**  
**Catch-Up Plan**  
**2021**



## **Catch-Up Premium Plan**

### **What catch-up funding is for**

In June 2020, the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected. This funding includes:

- a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for missed learning
- a £350 million [National Tutoring Programme](#) to provide additional, targeted support for those children and young people who need the most help.

### **Funding allocations**

School allocations are calculated on a per pupil basis.

Mainstream schools have received £80 for each pupil from reception to year 11 inclusive.

For 1088 students on roll, we have received £87,040

### **Payment schedule**

Schools have received funding in 3 tranches.

- Autumn 2020 – this was based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP, hospital schools and special schools not maintained by a local authority.
- Early 2021 – based on updated pupil and place data. This payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds.
- Summer 2021 term - a further £33.33 per pupil or £100 per place.

### **Using catch-up funding**

We are directed to use this funding for specific activities to support our pupils' education recovery in line with the curriculum expectations.

Whilst we can use the funding in a way that suits our cohort and circumstances, we are expected to use the funding for specific activities which will help pupils catch up on missed learning. We are expected to particularly focus on disadvantaged and vulnerable pupils, as we know they have been most affected.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students.

To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice.

## **Education Endowment Foundation and our plan**

The EEF suggest a tiered approach to catch up, with strategies being grouped across three categories

1. Teaching and whole-school strategies
2. Targeted support
3. Wider strategies

### **1. Teaching and whole-school strategies**

Supporting great teaching

- Quality first teaching is the most important lever – we have implemented professional development time on the INSET day in September and 4<sup>th</sup> January for departments, teachers and all staff to plan and adjust their curriculum (Intent and Implementation), Schemes of Work, assessment structures and processes and feedback methods.  
Department Development Time has also enabled this to continue throughout the year.
- Throughout the Autumn term and Winter lockdown, there was regular training and updates regarding how to teach effectively through MS Teams – this included the use of **'breakout rooms'** and **'Assignments'** so we could continue as normal with whole school assessment windows.

Pupil assessment and feedback

- September/early October 2020 saw us instigate standardised subject specific 'post lockdown assessments' across the whole school to preliminary ascertain where the gaps were from the first lockdown. This coincided with the monitoring of students in June/July preceding, to identify and understand the 'engagement' and 'completion' by students in their SMHW work and assessments.
- Alongside the subject-specific post lockdown assessments and in line with the whole school assessment window, there has been a whole school movement towards QLA – Question Level Analysis, following assessments in order to pin-point where gaps in learning are and therefore inform the intervention needed.
- We continue to use the actionable feedback policy put into place by SW, where students have to respond to their marked assessment and feedback by responding with completing one or more of the 5 R's. MS Teams **'Assignments'** function still enabled us to achieve this during lockdown, where teachers were able to respond 'live' at times.
- Due to the first lockdown, and Year 6 into 7 not undertaking their SATs, we carried out CATs tests to understand the starting points of students, identify early gaps but also inform setting and any transition support early on.

## Transition support

- DA students in particular have received group drop in sessions – face to face and online during lockdown in order to support their wellbeing and academic needs.
- Other students have received assemblies, wellbeing phone calls and emails in order to support their anxieties and uncertainty.
- Virtual calls and evenings have supported our new students with regards to transitioning to their new school, along with small group sessions via PSHE and calls home with parents.

## 2. Targeted support

One to one and small group tuition – **use of the National Tutoring Programme to be embedded.**

- Librarian - PH, has supported small groups and delivered tuition in Maths in particular to KS3 and KS4 students as well as 1 to 1 with some students literacy needs.
- PP mentors have been supporting pastorally and academically on a 1 to 1 basis with some high profile vulnerable students, as well as attending and supporting some subject lessons for bigger groups of students.
- 20 DA students in Year 11 have been identified and enrolled into a pilot scheme called **'Build-Up'**. This is a PiXL strategy, where we have selected students according to a range of criterion – attainment, progress, aspiration etc to monitor their progress in English, Maths and Science. The 20 students have been matched to the subject they have most need to improve, therefore reducing the group size.
- Subject leads have been identified and recruited for the 'Build-Up' programme (LM, LC and JD), so they can set specific work and challenges according to the students' specific needs, leaving the PP mentors and DT to monitor the impact and progress of the programme.
- PP mentors and DT have purchased significant revision guides, workbooks and subject materials for all Year 9, 10 and 11 DA students to drive last minute progress but also get ahead of GCSE courses.

## Intervention Programmes

- September – Christmas, Year 11 received targeted support and intervention through the session 6 programme. Although due to COVID we could not offer a late bus, students were identified and targeted using subject assessment results and predictions to attend specific revision and intervention workshops.
- The same is now in place for Year 10 through to the end of the Year, at least.
- The sessions are and were designed bespoke to student needs with each department devising a skills and content programme for students in line with their QLA – Question Level Analysis.
- The **'Build-Up'** programme is currently being trialled before a wider school launch in September for much larger groups of students/whole year groups. DTH currently costing a 3 year strategy.

### 3. Wider strategies

#### Supporting parents and carers

- Regular communication from MK to parents and carers has ensured all are kept informed of updates, changes and pre-empting anxieties and uncertainties. This has helped with transition back to school, testing and attendance, which has increased each half term so far.
- Alongside regular updates from MK, HOY, form tutors during lockdown, and PP mentors have made weekly contact with students to ensure clarity and understanding of systems and procedures.
- Alongside the school's strong attendance, average DA attendance across the 3 face to face half terms has seen a steady increase, from 92 – 93 – 94%
- We have established a foodbank partnership with St. Andrews Church in order to support our families and students. This continues to grow on a weekly basis. Idsall staff donate to school in order to support the foodbank as a kind of repayment.
- We have, and continue to provide subject materials to students, DA in particular, to support their studies at home but also whilst in school. During lockdown, we delivered reading books, stationery and exercise books to help students with remote learning but also SMHW completion.

#### Access to technology

- 87 devices were issued across all Year groups from January 5<sup>th</sup> – March 5<sup>th</sup>, some of which were Idsall's own, whilst we awaited the government delivery. This was for students we identified when making phone calls home and MS Teams reports were run to ascertain engagement in live lessons.
- Data dongles were also issued to students to support families who could not afford or could not access the internet for students to complete homework and live lessons.
- 50 internet data codes were applied for and secured from 'EE', with each Head of Year being issued with 5 and each PP mentor being issued with 10 to support students in need during the lockdown.
- We are currently in the process of recalling all laptops loaned out so we can permanently distribute DA students with their own device. These are being allocated from an academic need perspective – starting in Year 10 and working down to Year 7. Some KS3 students have already been allocated a device to use in order to support their daily subject needs and reduce the demand on SEND chromebooks.
- Year 12 students will be directed towards the school bursary in order to apply for any IT support they need.
- Further research and discussion is to be had around investing in technology to support SEND, 6<sup>th</sup> Form and any DA students we currently cannot cater for.

## Moving forward – 3 strand plan

1. National Tutoring Programme and own Idsall staff = starting after May Half-Term
2. PiXL 'Build – Up' – GCSE Pod and Tassimai = from September
3. PiXL Foundation (Years 7 and 8) and Unlock (Literacy) = May Half-Term and September

## NTP

- For our school, we have 12 providers available to offer Tuition as part of the NTP
- From our recent whole school data monitoring, students across Years 7 – 10 are being identified according to their current attainment and predicted grades v target grades.
- Departments have started their Year 10 intervention sessions and are about to be issued with lists of student attainment and progress so they can target specific students accordingly.

## Tuition – NTP and a team of trained Idsall staff

- DA students will be selected for tutoring first, according to academic need, with English Maths and Science taking priority. There are 153 DA students to support across Years 7 – 10.  
  
15 hour blocks for multiple subject specific groups of 3 students = each year group  
1 to 1 tuition for SEND students  
15 hour blocks for DA students across specific subjects – up to 3 per group  
15 hour blocks for Middle ability students and high ability boys tuition
- Subjects have been analysed and students will be prioritised according to our School Improvement Plan subject areas identified for improvement – English, Maths, P.E, Geography, History and SEND.
- Year 10 down to Year 7 will be the order of identifying students need for tuition. For example: Year 10 Chemistry – DA students is  $-0.12$  residual and  $-0.19$  Subject Progress Index  
Year 10 History – DA students is  $-0.74$  residual and  $-0.41$  Subject Progress Index
- Important to have a triangulated relationship between student, tutor and parent – all contributing into quality first teaching and communication with normal class teacher.
- Qualified teachers will be selected from the Tuition Partners

Research evidence shows that Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective.

- Below, are a range of providers selected, based on our whole school improvement, and where we have key sub-priority groups who need to improve progress.

## Disadvantaged

# PET-Xi

PET-Xi's core business is tutoring disadvantaged and low attaining KS2-4 school pupils, a targeted service we have delivered nationally for 25 years.

## Pricing

Mode	Cost of 15-hour block with NTP subsidy applied	Cost per pupil
1-2 in person	£202.50	£101.25
1-3 in person	£234.38	£78.13
1-2 online	£165.00	£82.50
1-3 online	£196.88	£65.63

All prices are shown excluding VAT

## SEND and DA students

# Targeted Provision

We provide 1:1 tuition for pupils with Additional Educational Needs, including those with SEND and Social, Emotional and Mental Health Needs.

## Pricing

Mode	Cost of 15-hour block with NTP subsidy applied	Cost per pupil
1-1 in person	£187.50	£187.50

All prices are shown excluding VAT

## English (Literacy) & Maths (Numeracy) and DA students

# Randstad Education

Randstad Education is the UK's leading provider of educational support, tuition and mentoring to young people and students in further and higher education.

## Pricing

Mode	Cost of 15-hour block with NTP subsidy applied	Cost per pupil
1-1 in person	£123.75	£123.75
1-3 in person	£131.25	£43.75
1-1 online	£123.75	£123.75

All prices are shown excluding VAT

## Other strategies

- Important to recognise and utilise a 'blended learning' model, so continuing to use MS Teams for intervention, revision and possibly tutoring.
- PP mentors have been attending monthly PA meetings with EWO in order to reduce barriers to attendance and explore strategies to improve.
- PP mentors to attend subject department development meetings, to liaise and support with DA academic and behaviour intervention.
- DT and CB to meet and discuss how to closely align pastoral and PP team to reduce barriers to learning and inform one another of student needs.
- Pastoral and PP mentors to analyse and monitor 111 and 222 data to establish DA students being removed from lesson and therefore instigate support and intervention.
- DT exploring 'Get Ahead' resources to help support Year 9 DA students starting GCSE courses
- Contact with DA families to support literacy needs – school librarian has set up a book bank to issue reading books to students.
- Discreet contact with DA families to support female students' sanitary needs. They are able to access free supplies from PP mentor office.
- The work with Shifnal foodbank has also seen cross network support for both Idsall students directly but also for our families through the foodbank.  
March saw 1500 meals served – over 50% were Idsall families
- 13 families (approx. 65-70 people) are on the school foodbank list – 4 of whom are supported each month.



## Headline data

All summaries are predicted/flighthpath grades vs target grades.

### Year 11

	AS Pts	Average AS Grade	AS Est	Eng P8	Mat P8	EBacc P8	Open P8	P8
Summary	41.38 ↓	4.14 ↓	37.04	0.064 ↓	0.646 ↓	0.210 ↓	0.761 ↓	0.433 ↓
Targets >	44.13	4.41	37.04	0.483	0.807	0.575	0.925	0.708
Difference >	-2.75	-0.28	0.00	-0.419	-0.161	-0.366	-0.164	-0.275

### Year 10

46.33 ↓	4.63 ↓	41.41	0.300 ↓	0.426 ↓	0.566 ↑	0.528 ↓	0.474 ↓
48.32	4.83	41.41	0.557	0.683	0.504	0.926	0.677
-1.99	-0.20	0.00	-0.257	-0.257	0.062	-0.398	-0.204

### Year 9

53.25 ↑	5.33 ↑	44.59	0.556 ↓	0.533 ↓	0.858 ↑	1.304 ↑	0.866 ↑
52.94	5.29	44.59	0.619	1.189	0.639	0.939	0.835
0.31	0.03	0.00	-0.063	-0.656	0.219	0.365	0.031

### Year 8

53.29 ↓	5.33 ↓	46.96	0.267 ↓	0.339 ↓	0.803 ↑	1.065 ↑	0.682 ↓
53.60	5.36	46.96	0.517	0.589	0.736	0.882	0.707
-0.31	-0.03	0.00	-0.250	-0.250	0.067	0.183	-0.025

### Year 7

46.30 ↑	4.63	41.27	0.164 ↓	-0.067 ↓	0.913 ↑	1.057 ↑	0.610 ↑
46.25	4.63	41.27	0.489	0.422	0.672	0.739	0.606
0.05	0.00	0.00	-0.326	-0.488	0.240	0.318	0.005