

Catch Up Premium Strategy Statement

The Coronavirus Pandemic has placed children and young people in unprecedented times with significant periods of lost teaching. We must be aware that the impact of lost teaching will be felt for a number of years to come within education.

In a support to address the legacy of lost teaching, the Government has allocated a one-off payment to all schools and academies to ensure that support can be offered to learners in the school environment to move forward and accelerate progress, maximising opportunity to succeed in their academic studies.

This single funding total allocated to each academy will be spent in the most appropriate way for individual learners, cohorts and circumstance to deliver a bespoke package of support relevant to each individual academy.

The impact of the funding available to each academy will be reflected in the sustained academic performance over the coming years. Local Governing Boards will hold Headteachers and Senior Leaders to account for the impact of their strategy.

School overview

Metric	Data
Academy Name	Wolfreton School and Sixth Form College
Learners on roll	1510 (Y7 – 13)
Proportion of disadvantaged pupils	15.2 % (229 learners)
Proportion of SEND learners	16.2% (244 learners)
Total Catch Up Premium allocated	£107, 520
Strategy Published date	October 2020
Review dates	Half termly
Catch Up Premium lead	Lauren Warnett
Governor lead	Richard Whitlam

Good Teaching priorities – strategies identified to maximise good teaching to move learners forward

Measure	Activity	
Priority 1 Improve Teaching and Learning	<ul style="list-style-type: none"> To enable delivery that supports an increased emphasis on modelling, low stakes testing and retrieval practice of key knowledge identified in the ambitious curriculum through the purchase of visualisers 	£9 000 *
	Engage learners in use of GCSE Pod	£300
Projected spending	£300	

* 30 visualisers included in the budget for 2020/2021. A further 34 were in the ICT Capital Replacement Plan for 2021/22 (£10 370). Funded via Capital Replacement Fund

Targeted academic support – strategies identified for individual or cohorts of learners where additional support is required

Measure	Activity	
Priority 2 Raise GCSE outcomes (Y11) and Expected Attainment grades at the end of Y10 and Y9: Maths, English Science, MFL	<ul style="list-style-type: none"> • 3:1 tutoring in Maths for learners where the greatest gaps are identified in Years 9 – 11 (My Tutor) 	£4 456
	<ul style="list-style-type: none"> • 3:1 tutoring in English for learners where the greatest gaps are identified in Years 9 – 11 (Pearson) 	£4 456*
	<ul style="list-style-type: none"> • 3:1 tutoring in Geography and History for learner where the greatest gaps are identified in Years 10 – 11 (YipiYap) 	£6 880
	<ul style="list-style-type: none"> • Use of subject specific apps e.g. Tassomai for Science • Use of Vocab Express with KS3 and KS4 for languages 	£4 000 £ 720
Priority 3 Increased reading age at the end of the programme for targeted group.	<ul style="list-style-type: none"> • Sound Training for learners with identified gaps in literacy skills in Year 7 and 8 to increase access to the curriculum. 	£8 000
	<ul style="list-style-type: none"> • Use of Yipiyap tutors to provide support with 1:1 reading during reading lessons 	£3 450
	<ul style="list-style-type: none"> • Use of Lexia with Y7 and Y8 students 	£1 500
	<ul style="list-style-type: none"> • Purchase of books to support reading in English and via tutor time 	£4 000
	<ul style="list-style-type: none"> • Purchase of NGRT Tests to measure progress in reading ages 	£4 000
Priority 4 Re-engagement of Y9 learners and raising aspirations for University	<ul style="list-style-type: none"> • 12 students in Y9 to take part in the "Brilliant Club" 	£2 100
Projected spending	£32 112	

Wider strategies for support – many learners will benefit from wider strategies to enable them to access learning and additional academic support

Measure	Activity	
Priority 5 Access to online provision - online learning packages (e.g. SAM Learning, GCSE Pod, PiXL apps) show increased engagement by target group.	<ul style="list-style-type: none"> • Laptop / tablet (60) purchase to support access to online learning resources for home learning and in the event of a local lockdown. 	£20 000
	<ul style="list-style-type: none"> • Laptop (60) purchase to support access to online learning resources for home learning and during lockdown. 	£24 000
	<ul style="list-style-type: none"> • WiFi Dongles x 11 @ £27/mth plus one off £51 fee for device. 	£2 970 £ 561
Priority 6 Develop study skills and improve confidence levels by targeted group.	<ul style="list-style-type: none"> • To develop and lead a structured programme for Year 11 learners to support the teaching and development of study skills to impact on learner confidence. 	£3 000**
	<ul style="list-style-type: none"> • Study skills support – funding to recruit and secure continued attendance of targeted learners at twilight or holiday study skills in addition to standard revision / intervention programme. 	£7 400

	(Approach to be confirmed when Trust payment for additional sessions confirmed)	
<u>Priority 7</u> Improvements in attendance and behaviour data for targeted learners with identified SEMH needs.	<ul style="list-style-type: none"> • Training for 1 additional ELSA to provide additional SEMH support (Approach confirmed when specific need confirmed) • Wellbeing support to improve attendance – use of external agencies such as MIND 	<p>£16 000***</p> <p>£800</p>
Projected spending	Estimated £58 731	

** Temporary TLR 3 (1 year FTC) to design and lead Exam Ready Study Skills Programme for Year 11.

*** One permanent ELSA is in the budget (a direct replacement following the departure of the previous post-holder). Currently exploring option of recruiting the equivalent of 1 x TA on a one-year FTC. (An additional ELSA would be recruited from current TA team and training provided. This model is favoured for an ELSA to provide flexibility of provision and sustainability after the FTC ends, or an additional PM). Unable to recruit

Total of £90 842 (to spend = £16 678)

Monitoring of the Catch Up Strategy

Area	Review Date	Impact/Review Statement
Teaching	January 2021 June 2021 Sept 2021	<p>GCSE Pod engagement:</p> <ul style="list-style-type: none"> • Sep-Apr 2017/18 6522 pods • Sep-Apr 2018/19 8500 pods • Sep - Apr 2020/21 9592 pods • Sep 2020-Jan 2021 (pre-competition) 1227 pods, 87 users • Jan 25-1-21 - 12-4-21 (competition) 8365 pods, 107 users
Targeted support	January 2021 June 2021 Sept 2021	<p>Maths My Tutor: DT1 EG to CAG average grade increase = 0.58 <i>Comparing to current attainment at DT1 would have shown a bigger increase.</i></p> <p>Pearson English: From an average initial assessment score of 37%, students improved to an average of 64% on their final assessment.</p> <p>Geography Tutoring Impact: Average increase in grade = 0.56 (DT1 to CAG)</p> <p>History Tutoring Impact: Average increase in grade = 1.2 (DT1 to CAG) Student feedback for both subjects = 100% felt they would achieve a better exam grade and enjoyed the sessions.</p> <p>Brilliant club attended by all (12 students – 5 completed assignment). Student feedback - <i>What skills did you learn?</i></p> <p>Due to the writing aspect of this course, I gained vital skills in formal essay writing, doing wider research and using references. On some tasks, we read sources of information and gained advice from our tutor on how to extract the useful information and apply this to our work. The tutor also gave valuable advice on planning to write an essay and the information and coherency that is</p>

		<p>needed when writing about multiple points. These skills have been incredibly useful and I have been able to apply these to other subjects at school.</p> <p>Lexia: <u>Year 7:</u></p> <ul style="list-style-type: none"> • Word Study – 13% moved into next level • Grammar – 6% moved into next level • Comprehension – 19% moved into the next level <p><u>Year 8:</u></p> <ul style="list-style-type: none"> • Word Study – 11% moved into next level • Grammar – 0% moved into next level • Comprehension – 24% moved into the next level <p>Data shows students are making progress in the key skill areas.</p> <p>DEAR:</p> <ul style="list-style-type: none"> • Tutor time reading has been going before Christmas. Relunched in April to Y7 to Y9. Currently 3 times per week. • NGRT re-testing to measure impact taking place in Oct 2021. Data available for analysis in November <p>Tassomai: SPI values for Y11 students with 75%+ use.</p> <table border="1" data-bbox="624 992 1059 1547"> <thead> <tr> <th colspan="3">Subject Progress Index</th> </tr> <tr> <th>Biology</th> <th>Chemistry</th> <th>Physics</th> </tr> </thead> <tbody> <tr> <td>0.19</td> <td>-0.69</td> <td>-0.71</td> </tr> <tr> <td>2.62</td> <td>2.78</td> <td>2.79</td> </tr> <tr> <td>0.92</td> <td>1.03</td> <td>1.01</td> </tr> <tr> <td>0.92</td> <td>0.03</td> <td>1.01</td> </tr> <tr> <td>-0.38</td> <td>-0.22</td> <td>-1.21</td> </tr> <tr> <td>0.59</td> <td>0.66</td> <td>0.65</td> </tr> <tr> <td>1.92</td> <td>2.03</td> <td>1.01</td> </tr> <tr> <td>0.38</td> <td>0.49</td> <td>0.49</td> </tr> <tr> <td>3.63</td> <td>2.71</td> <td>3.75</td> </tr> <tr> <td>1.62</td> <td>1.78</td> <td>2.79</td> </tr> </tbody> </table>	Subject Progress Index			Biology	Chemistry	Physics	0.19	-0.69	-0.71	2.62	2.78	2.79	0.92	1.03	1.01	0.92	0.03	1.01	-0.38	-0.22	-1.21	0.59	0.66	0.65	1.92	2.03	1.01	0.38	0.49	0.49	3.63	2.71	3.75	1.62	1.78	2.79
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<p>Wider strategies</p>	<p>January 2021 June 2021 Sept 2021</p>	<p>Laptops:</p> <ul style="list-style-type: none"> • All students requesting laptops (112 DFE and 88 school) / WiFi (11 students) have been supported. <p>iPads:</p> <ul style="list-style-type: none"> • iPads in school were initially used by the Teaching and Learning Ped team before launching whole school. iPads are used regularly by teachers and high engagement is seen in lessons when these are used. <p>Mind: Student feedback:</p> <ul style="list-style-type: none"> • “I thought the workshop was very informative”, • “it was kind of helpful to find organisation and some strategies to negate negativity” 																																				

		<ul style="list-style-type: none"> • “They gave me a better understanding of the different ways to improve mental health and were easy to understand” • “I think it was very helpful with realizing that it is so important to have good mental health and there are many ways to make sure that you have good mental health. Also, that you can talk to people about it.” <p>Run with it – Mental Health and Literacy/Numeracy Support for Y9 (received sponsorship to fund):</p> <p><i>What did you enjoy about the programme?</i></p> <ul style="list-style-type: none"> • “Exercise and interacting with different people” • “I enjoyed all of it! it was fun to do something different to the normal lessons” • “It was nice to feel chilled for the first period on a Wednesday, and be able to chat through things with friends” • “I enjoyed the lessons and talking to new people” • “the practical side was fun”
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Review: Aims and outcomes 2020/21

Aim	Outcome
Teaching and Learning	Engagement in use of visualisers to support teaching and learning.
Academic Support	Engagement of students in the NTP programme. Increases in reading ages.
Wider Strategies	Engagement in use of school apps. Engagement in online learning. Good attendance and behaviour.

Access to National Tutoring Programmes to supplement in school strategy

Strategy	Rationale
5-16 National Tutoring Programme	The academy has registered an interest in the NTP Tutoring Programme. Tutors would provide additional Catch Up tutoring for identified learners in English and maths and potentially geography, history and science. The academy has experience of providing small group intervention through previous use of English and Maths Making Good Progress lessons internally; this experience alongside the EFF Best Practice will be used to structure the programme. N.B. The academy intends to access further provision from My Tutor. This may supersede the NTP.
16-19 Fund	The academy is already registered for the 16-19 Fund through which any additional funding will come. The intention in the first instance is to use any additional funding to fund laptops for disadvantaged learners to enable access to online blended learning in the event of a local lockdown.
Academic Mentors	The academy has registered an interest in the NTP Academic Mentoring Programme, however we have been informed that we are not eligible as we do not meet the criteria needed. As a truly comprehensive academy, we have a number of disadvantaged learners who would benefit from the support that an academic mentoring programme would bring. The

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	impact of the academy's in-house Pupil Premium Mentors is evident in terms of supporting confidence, attendance and belief in the value of education. This model does not have the capacity to provide the intensive support individual disadvantaged learners would benefit from at this time, and we may explore the use of Yipiyap tutors who are also hoping to be partnered with the NTP programme to supply in school mentors.
Reception Early Language Programme	N/A