

Catch-Up Premium Plan for Learning Recovery

Summary information					
School	University of Birmingham School				
Academic Year	2021-22	Total Catch-Up Premium <i>Comprising of:</i> <i>School-led Tutoring budget</i> <i>Recovery premium</i>	£76 792.50 £35,032.50 £41,760	Number of pupils	1158 (772 for KS3 and 4)

Guidance	
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial and the scale of our response must match the scale of the challenge.</p> <p>For 2021/22, there are two separate funds available to support this learning recovery. The School-led Tutoring budget is based on 60% of a school's pupil premium total. Whilst this budget is flexible, it is for use of in-school tutoring only. This funding cannot be used for participation in the National Tutoring Programme or Academic Mentoring. The Recovery Premium is an additional £145 of funding for each pupil eligible for pupil premium. The Catch-Up Premium can be used for a wider cohort of pupils. The Recovery Premium can be used for a wide range of strategies including improving the quality of teaching, tutoring and overcoming non-academic barriers to learning.</p> <p>Whilst there will be a separate pupil premium policy, it is worth noting that the strategy for learning recovery will be considered together with significant features of the pupil premium budget. It is also important to note that whilst the funding for Learning Recovery prioritises supporting pupils who are the most disadvantaged, this funding is not ring-fenced only for pupils' eligible for pupil premium and can be used for a wider cohort of pupils. Therefore, whilst a focus of our strategy will be to support those most disadvantaged from the pandemic, there will be a broader approach of learning recovery adopted.</p> <p>There is an expectation that the school-led tutoring funding will cover 75% of the cost of tutoring, with the school contributing 25% of costs. The school recognises this commitment. This document outlines the use of both strands of the Catch-Up Premium.</p>	
Use of Funds	EEF Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching

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<p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<ul style="list-style-type: none"> ➤ Pupil assessment and feedback <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology
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Identified impact of the last 18 months	
<p>In general</p>	<p>Pupils returned to school in April 2021, following a significant 18 months of disrupted education. April-July 2021 was a period of further significant disruption to education with staff, pupils and classes self-isolating. Some pupils experienced several periods of self-isolating; others did not experience one period of self-isolation. Hence the impact to education was widely varied. This period of disruption led to gaps in learning both of subject knowledge and skills.</p>
<p>Key Stage 3</p>	<p>This is the now the second year that pupils have joined the school having not undertaken SATS at the end of Year 6, hence without KS2 baseline data. The school has run MIDYIS standardised assessments which indicate that for our current Year 7:</p> <ul style="list-style-type: none"> ○ 24% of Year 7 are in the weakest quartile overall (compared to 25% in Sept 2020); 21% are in the top quartile (compared to 21% in 2020) ○ 15% of Year 7 are in the weakest quartile for vocabulary (compared to 19% in Sept 2020); 25% are in the top quartile (compared to 26% in 2020) ○ 33% of Year 7 are in the weakest quartile for maths (compared to 32% in Sept 2020); 22% are in the top quartile (compared to 21% in 2020) ○ In short, the prior intake of this cohort is very similar to current Year 8 and skills in numeracy is a key area of focus once again <p>The school has also run reading progress tests with KS3. The reading tests indicate that, on average, reading ages of our pupils is strong and above their chronological ages. This is true for all year groups and the impact of lockdown does not appear to have impacted the average reading age of our pupils. Within this however, it is clear that the gap between those who engaged with reading during lockdown, and those that did not, has grown, and is highly variable. This skill is key to unlocking the curriculum for all pupils, and so remains a significant focus for the school in 2021-22.</p>

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	<p>Initial research has been conducted on the impact of the lockdown on KS2 and the transition to KS3 learning, though this is preliminary. The indication is that the lockdown has had an impact on Year 7 writing, though acknowledging there is always a drop in writing attainment when pupils transition from Year 6 to Year 7: Writing attainment in 2020–21. The initial baseline assessments undertaken here suggest that the impact of lockdown on writing and reading is less pronounced than may be the case in other settings, though taking into account that this is highly variable amongst pupils who engaged with remote learning and those who did not.</p> <p>The school invested significantly in the National Tutoring Programme from April 2021-July 2021, with over 200 pupils signed up for their 15 subsidised hours. Engagement was excellent with positive reports of pupil progress; however self-isolation impacted the attendance of many pupils and thus the impact of this was limited due for those pupils. This will remain a focus for 2021-22.</p>
Key Stage 4	<p>Significant periods of self-isolation were experienced by pupils in Year 11 in their summer term of Year 10, including during their formal assessment week. This means that those pupils have as yet never experienced a full set of formal examinations undertaken in school. The DfE have announced planned changes for examinations in 2022: DfE: summary of changes for Summer 2022. Subject leaders and teachers are thus amending curriculum plans to prepare pupils for their examinations. A focus for 2021-22 will be on preparing pupils also for the routines of examinations so they experience the structure and culture of the examination period.</p> <p>It needs acknowledging that pupils in Year 11 have experienced significant disruption to their GCSE studies; for some pupils their confidence has been impacted by this (especially for those who did not engage fully with remote learning). However, examinations are continuing in 2022. The vast majority of pupils are engaging well with their studies and have not experienced the impact of missed learning in the manner which may be expected. However, this is variable amongst those who did not engage with remote learning and for whom homework and revision remain a struggle. Supporting pupils in these areas will remain a focus.</p> <p>Year 10 pupils beginning their GCSE courses will, as yet, not have experienced disruption to their GCSE studies. However, in some areas they may have missed aspects of the KS3 curriculum which will support GCSE study. Curriculum time is thus likely to require some focus on this.</p> <p>The school invested significantly in the National Tutoring Programme from April 2021-July 2021, though predominately pupils in Years 7-10 benefited from the tuition. Use of the programme will become a focus for KS4 pupils in 2021-22 though balanced in a way which means pupils do not miss their lessons.</p>

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School-led tutoring budget: £35,032.50				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Initial review date?
<p><u>1-to-1 and small group tuition</u> There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.</p> <p>Year 11 pupils with the greatest gaps in learning are able to improve understanding, and therefore forge better connections while learning new material, resulting in improved outcomes for all involved.</p>	<p><u>Bespoke subject small group tutoring</u></p> <p>Using teacher assessment to identify Year 11 pupils in need of additional catch up support, either utilise school teachers to offer small group (5-6) tuition outside of school operating hours or explore use of tutoring partner. This is likely to involve high-quality online tutoring in the evening.</p> <p>600 hours of tuition, spread equally across subjects based on number of entries at a cost of £25 per session. £15 000 <i>(120 pupils at 15 hours of tuition, divided into groups of three)</i></p>		MST	March 22
	<p><u>Personalised additional Maths and English: KS4</u></p> <p>Using teacher assessment to identify the Year 11 pupils most in need of additional catch up in English and Maths as part of a personalised timetable within the school day.</p> <p>400 hours of tuition at a cost of £25 per session. £10 000 <i>(12 pupils divided into four groups gaining 5 additional hours across a fortnight)</i></p>		ARE	Jan 22
	<p><u>Connex in-school tuition</u></p> <p>Provide flexible tuition for pupils who require additional intervention following their 15 hours of subsidised tuition. There is likely to be a focus on English tuition, since we currently do not have an Academic Mentor in English.</p> <p>5 hours per week at £49 per session = 100 hours. £4,900</p>		ARE	Jan 22
	<p><u>Breakfast club</u></p>		ARE	Jan 22

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	<p>Implement a supervised breakfast club with supporting staff to tutor pupils across KS3-4 and support the completion of school work and homework where pupils are struggling to complete</p> <p>3.5 hours per week (40 mins per day) from Jan-July meaning 90 hours of tuition at a cost of £15 per session, with 4 supporting members of staff. plus additional payment for a co-ordinating member of staff: £6,500</p> <p><i>Breakfast costs will be covered by a different source of income</i></p>			
Total budgeted cost				£36, 400

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Recovery Premium: £41,760				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Initial review date?
<p><u>Baseline assessment and feedback</u></p> <p>Pupils in Year 7 effectively assessed in terms of their cognitive ability, and their writing capability, so that additional support can be directed and those most in behind can make progress towards minimum expectations. Teachers will be equipped with information to support their planning and lesson scaffolding so that learning opportunities are appropriately challenging.</p> <p>Repetition and practice is fundamental to improving mathematical fluency. By implementing a procedurally generated quizzing tool and tracking software, teachers can improve their diagnostic assessment, and pupils will improve their mathematical competency.</p> <p>Students in 6th form will be set appropriately challenging targets, benchmarked against not only centre assessment grade (CAG) informed value added projections, but also standardised assessments.</p>	<p><u>MIDYIS</u></p> <p>Cognitive ability testing programme for pupils in Year 7 in the absence of KS2 assessments, to identify those most in need of additional catch and support. Cost - £946</p>		ARE	Dec 21
	<p><u>Hegerty Maths</u></p> <p>Market leading online mathematics support including: well-thought out maths explanations with carefully modelled examples, all learning built on pre-requisite knowledge, all videos followed by bespoke assessments matching the video and a simple and easy to use tracking system to allow teachers to focus on pupils' mistakes. Cost £1200 annual subscription for KS3/4</p>		TBE	Jan 22
	<p><u>ALIS</u></p> <p>To ensure rigour in target setting processes for Year 12 without formal GCSE examinations, assess pupil capability through cognitive ability testing: Cost - £900</p>		LDW	Dec 21
<p><u>1-to-1 and small group tuition</u></p> <p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.</p>	<p><u>National Tutoring Programme</u></p> <p>Targeted at disadvantaged pupils with the greatest need in KS3 and KS4 delivering a comprehensive programme of weekly tutoring from CONNEX in</p>		ARE	June 22

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<p>Pupils with the greatest gaps in learning are able to improve understanding, and therefore forge better connections while learning new material, and enabling the deficit in learning to be recovered over the next 12-18 months</p> <p>Additional in class support, or small group tuition, for pupils in years 7- 10 as identified by the subject leaders for English, mathematics and Science, are able to improve knowledge and skills in key topics and themes. Tuition will work on a rotation to ensure pupils are not removed from the same lessons twice. Year 11 tuition will take place before school and in form time, to avoid pupils missing lessons.</p> <p>Working in effective partnership with teachers, CONNEX tutors will deliver tailored support for pupils assessed to have fallen furthest behind, so that improvements can be made in the ability to access new learning.</p> <p>Confidence and then progress in literacy based subjects improves for pupils involved in sessions.</p> <p>Confidence and then progress in maths and in numeracy activities improves for pupils involved in sessions.</p>	<p>English, Maths and Science in groups of 3. £25,000 for approx. 200 pupils to receive support across school in one subject (each group of 3 costs £367.50 with significant costs subsidised by the DfE)</p> <p><u>Randstad Academic Mentors</u> 1s Randstad trained recent graduate in mathematics employed to work in school supporting the delivery of mathematics to small groups of pupils. Cost - £5000 (heavily subsidised rates from the DfE) <i>A request for an Academic Mentor in English has, as yet, been unsuccessful. This will be supported if possible.</i></p>		ARE	Aug 22
<p><u>Intervention programmes</u></p> <p>Pupils identified as having significant barriers to reading (including early EAL learners), improve their word recognition and fluency through this programme that resolves phonics gaps.</p>	<p><u>Lexonik</u> The Lexonik programme will be delivered to those pupils who need additional support in literacy via the SENDCo and English subject team. They will be supported by the literacy learning coach and TIAs. The aim is to improve reading ages through intensive six-week programmes. Cost - £2880 for annual licence and additional training.</p> <p><u>Success in Arithmetic</u> Calculation based intervention, for pupils working at levels equivalent to Years 3 to 5 who need support to</p>		ARE	Jul 22
			ARE	Jul 22

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<p>For the lowest attaining learners in Years 7-8, arithmetic skills improve from the baseline assessments completed at the beginning of the intervention period.</p> <p>For the second tier of lower attaining learners in Years 7-8, number and calculation skills improve from the baseline assessments completed at the beginning of the intervention period.</p> <p>Pupil writing and sentence construction improves through the intervention programme, as evidenced by pre and post assessments, so that they are better able to communicate ideas in written form.</p> <p>Disengaged and disaffected learners apply themselves more purposefully in school, and also in terms of remote learning when in periods of self-isolation.</p>	<p>understand the number system and develop fluency with number fact Improve understanding of number and written calculation skills. Cost neutral – expertise already in school.</p> <p><u>Numbers Count</u> Numbers Count is an intensive intervention for learners in Years 1 to 8 who have the greatest difficulties with mathematics. The teacher gives learners at least three 30-minute lessons a week for a term, individually or in twos or threes. After a detailed diagnostic assessment, the teacher plans a tailored programme for each child. Rigorous, active lessons focus on number and calculation, helping learners to develop skills and attitudes that will ensure good progress in class lessons. Cost - £2200</p> <p><u>Direct Instruction – expressive writing</u> 13 week programme for pupils working below secondary levels of expectation in writing, focusing on writing skills; grammar and sentence construction. Cost neutral – expertise already in school.</p> <p><u>Think for the Future</u> Small group or individual sessions with disaffected learners. Seeking to understand and break down internal barriers to engagement. Cost: £2775 for one day for a full term: £5,550</p>		<p>ARE</p> <p>ARE</p> <p>GWA</p>	<p>Jul 22</p> <p>Jul 22</p> <p>Jan 22</p>
<p><u>Supporting great teaching</u></p> <p>Teachers to continue their understanding of strategies to support approaches to improving pupil literacy</p>	<p><u>National Literacy Trust</u> Renew subscription to the National Literacy Trust to enable whole staff access to range of strategies to support literacy. Cost - £100</p>		<p>ARE</p>	<p>Jul 22</p>
<p><u>Post-16 Support</u></p>	<p><u>Year 13 Curriculum timetable</u></p>		<p>MST</p>	<p>Sept 21</p>

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	<p>the same materials for free or heavily subsidised. Cost - £8000</p> <p><u>Vocab Express</u></p> <p>Support pupils with their French vocabulary and ensure all pupils have access to this resource through their mobile phones. Cost - £192</p> <p><u>GCSE Pod</u></p> <p>Support pupils across KS4 with online revision relevant to their GCSE exam, focusing on podcasts and retrieval quizzes. Cost - £4,800</p>			
Total budgeted cost for wider strategies				£13,897
Total budgeted cost for Recovery Premium				£78,673
Total cost of Learning Recovery budget (In-School Tutoring plus Recovery Premium)				£115,073
			Cost paid through Covid Catch-Up	£76 792.50
			Cost paid through school budget	£38,280.50
			Overall Expenditure	£115.073