Catch Up Premium

Intervention	Rationale	Cost	Staff Responsible	Intended Impact	RAG	Review of Intended Impact (Actual Impact)	Lessons Learned (is this intervention to be continued?)

National Tutoring Programme
 	
MyTutor
	A significant proportion of KS4 students are more than 1 grade below target in core subjects. Targeted tutoring based on weaknesses identified in knowledge and skills is critical in raising attainment – particularly in key groups (disadvantaged, high prior attainers, boys)	£23175 + VAT	KT	• Identified gaps in skills and knowledge are closed (as evidenced by internal data and external examinations)
				• A greater proportion of high prior attainers and disadvantaged pupils achieve targets
				• Pupils feel more confident in their subject knowledge
						• Impact is measured by comparing TAGs with November Mock Grades.
						• 44 of the 68 students in the programme were PP, 20 had higher AoE.
						• All following figures are % of participating students:
						  ○22% (MA), 38% (ENG) achieved their target grade +1
						  ○71% (MA), 64% (ENG) achieved their target grade.
						  ○89% improved their grade by 1 or more, 62% by 2 or more in maths.
						  ○60% improved their grade by 1 or more, 27% by 2 or more in English.
						  ○25% increase in ENG/MA 4 or better, 11% increase in ENG/MA 5 or better.
							Note: the impact has been generated by comparing mock exams to TAGs and this is not a like for like comparison.
							
							The student experience was variable – little continuity of tutors disengaged some students and a minority did not complete the tutoring and had to be replaced on the programme part way through.
							
							Year 10 mock exams are due to take place in July and these will give us more evidence to determine if the programme was value for money.

Year 7 Core Subject Coaching KESH staff	Knowledge and skills deficit identified in Year 7 from baseline SATs tests (sat in half term 1A)	£10 000	BE	• Close the gap in attainment on entry in English and Maths • Build learner confidence		• Due to the Spring term lockdown this intervention is still taking place. **An analysis will be complete for the Full Governing Body in Jul 2021**	
Recruitment of fixed term post - Leader of Remote Learning	Ongoing COVID-19 infections and self isolation means a number of our students are at times, expected to learn remotely. We need to ensure that our most vulnerable students are not disadvantaged by this requirement and are well supported and resourced. The LofRL role will focus on supporting	£30,000	MJB	• All pupils are well supported to access remote learning where necessary • Pupil engagement in remote learning increases from baseline set in term 1A to at least in line with whole school attendance (93%)		• Pupils received support to access remote learning as necessary. In addition to general support, the LoRL was able to work with an identified group of vulnerable pupils during the spring lockdown period. • Engagement with remote learning reached 84% for all sessions (87% if	Note: Whole school attendance nationally in secondary schools this year is 89% (Spring 2021) An analysis of impact during the summer term (ie; not during national lockdown) will need to be compared to the spring impact to determine whether maintaining

	pupils required to self-isolate to ensure that they can access learning successfully.			• Work completion rates are high • Pupils and parents are happy with the quality of remote provision (survey)	you only take into account P2-P6). Whilst this is not in line with historical attendance data, it is closer to the current whole school attendance figure of 91.7% • A student survey commissioned in February showed that 91% of students knew who to contact at the Academy if they had any difficulties. 93% of students stated that they were fine and had no difficulties and the 7% that did were spoken to by pastoral managers. • 85% of students appreciated the additional well-being breaks that were introduced to provide them with time away from their screens. Parent feedback via our survey indicated that the majority of parents: ✓ Felt their children knew how to stay safe online ✓ They had an area at home where they could focus on school work ✓ They had access to a computer or tablet to do school work Other strengths identified in the survey were that: ✓ The academy was keeping in touch with families in a range of ways ✓ Staff were working hard to keep pupils engaged ✓ The academy were offering lots of praise and encouragement	this role moving forward should be a consideration.
Provision of Laptops for Disadvantaged pupils	Despite receiving laptops from the DfE and using academy laptops to support families there are still a number of students who do not have access to adequate IT facilities at home.	£17,000	BE	• All students have adequate IT access from home • Engagement with remote learning is at least in line with whole school attendance	• Around 300 devices were distributed to pupils. • All pupils flagged through our general audit and safe and well checks were provided with a laptop. Access to learning was checked robustly and pupils not logging on had immediate follow up phone calls to query absence. Pupils who	

						could not access work or learning from home had the opportunity to attend the academy in person during lockdown. • Engagement in remote learning improved to 84% by the end of the Spring lockdown period. P1 attendance was slightly lower but then P2-P6 averaged 87%.	