



Court Fields School

Catch-up Funding Report 2020-21

What is 'Catch-up' funding?

At Court Fields School, our aim is that every child **Achieves, Belongs and Participates** – these three values direct all that we do. We believe in educating the whole child through high quality teaching (Achieve) and high quality pastoral care (Belong and Participate).

Our 3 whole school priorities will ensure that Catch up students, as well as others, will have improved outcomes and opportunities in future. These are:

High Quality Learning

Consistently High Standards of Behaviour

Wellbeing of Staff and Students

Our aim is to always to deliver the highest quality teaching by personalising our approach for every student, every lesson, and every day. We invest significantly in staff training both internally and externally to enhance our practice to secure the best outcomes for all students.

We tailor our curriculum, our teaching and our approach to meet the needs of all students with clear targeting and funding allocated to those who come from disadvantaged backgrounds and those who need to catch up quickly when they join Court Fields

In the 2019-20 academic year students experienced significant disruption to their education as a result of national school closures due to the Coronavirus epidemic. In 2020, the government removed year 7 catch-up premium funding in favour of a Coronavirus catch up premium which schools will use to ensure that those students who have fallen behind due to the school closures are enabled to catch up.

Therefore, this report will cover the progress of year 7 students in the 2019-20 cohort up to the point of school closure, and will then detail interventions and funding allocation of the new Coronavirus catch up premium for these same children and others across year groups aimed at ensuring catch up following the closures.

Impact of Year 7 Catch-Up Funding 2019-2020

The impact of the Year 7 Catch-up funding was evaluated through the school's data and assessment tracking systems, where progress was analysed for patterns and trends.

In January 2020, we analysed whether these children had 'caught up' as per their Catch-up Target (accelerated progress to bring them in line with students who had a SATs score of 100).

KS2 test score (Reading)	No of students who were identified as 'catch up' in September 2019-20	No Reaching expected progress towards Catch up target Jan 2020	KS2 test score (Maths)	No of students who were identified as 'catch up' in September 2019-20	No Reaching expected progress towards Catch up target Jan 2020
96 – 99	20	11	96 – 99	20	10
90 - 95	15	9	90 - 95	13	5
89 or less	9	0	89 or less	6	4
Students with no score	6	0	Students with no score (B)	3	0
TOTAL (34)	50	20	TOTAL	42	19

(NB: Accelerated catch-up targets set using individual scaled scores for English and Maths)

Evaluation:

- Catch up programme for students with scaled scores below 89 is not rapid enough. Previous years data shows that over the course of the year a significant number of students with scores between 89 and 85 will catch up to peers, but those below 85 do not even with an entire year's worth of intervention at this level. Changes to the targeting and intervention programme for students at this level are needed.
- Catch up targets for students with scaled scores of 89 or less need to be staggered. Catching up to students with 100 in year 7 is not realistic. A different measurement for catch up spread across KS3 is a more realistic measurement for these students and allows a graduated response to their needs and scaffolding of accelerated learning.
- Numbers of catch up students in 2020/21 are likely to be higher than previous years due to school closure and testing taking place in term 1 of year 7. Additional measures on a larger scale will need to be put in place.
- There are a substantial number of students from the 2019/20 catch up cohort who will continue to require catch up support throughout 2020/21
- Greater impact was seen with the cohort of students with scores of 90 – 99 and previous year's data leads to an assumption that these students would have caught up had they completed the academic year. These interventions will need to be replicated in year 8 to ensure these students do catch up.

Suggested changes for 2020/21:

- 1) Additional training in use of Corrective Reader or replace Corrective Reader with a programme which can measure impact and stagger targets for these students. One suggestion may be Read Write Inc. Fresh Start.
- 2) Look at the way in which Sumdog is used as an intervention and stagger maths catch up targets to allow for greater use of impact data
- 3) HOF's ensure class teachers in maths and English have PLC's for all year 7 and 8 catch up students and use these for in class planning for students who scored between 90 and 99. Students are identified on class profiles and LW's take place to ensure strategies are being used consistently and effectively
- 4) Ensure catch up support is available for those students in year 8 who did not meet catch up targets by January 2020
- 5) Identify time for catch up extraction for students with scores between 80 and 89, especially early readers.
- 6) Ensure guided reading sessions are in place for all year 8 and 7 students with scores between 99 and 90. This may involve changes to DR timetable to support.
- 7) Ensure time is available for guided Sumdog. sessions within maths for students with scores between 90 and 99 and use HLTA to support delivery.
- 8) Ensure TA support is available for year 7 and 8 groups with catch up students between 99 and 90

Key Stage 3 Catch Up 2020/21

In **years 8 – 9**, in order to effectively target interventions student profiles in core subjects are built in the first half term of 2020. These measure student knowledge and skills against a set of core criteria in each subject and create a PLC

Heads of faculty and class teachers will put in place bespoke plans for catch up following collection of this term 1 data

In **year 8**, students who were previously catch up in year 7 and did not meet their accelerated target by January 2020 will follow the same catch up programme as year 7 shown below.

In **year 7**, in order to effectively target interventions students are tested at the end of October 2020 and equivalent KS2 test results are produced. Students are then grouped and interventions delivered as follows:

- **Score of 89 or below (equivalent from internal tests):** Catch up Intervention x 3 hours per week. Incorporating Corrective Reader, Sumdog, and small group guided reading interventions.
- **Score of 89- 96:** Sumdog and accelerated reader delivered in lessons. In class interventions, mapped on personalisation sheets, via class teacher and LSA where applicable. Grammar for Writing sessions supported via class teacher. At least half a term of small group, guided reading during English lessons.
- **Score of 96-99:** Sumdog and Accelerated reader delivered in lessons. In class interventions, mapped on personalisation sheets, via class teacher and LSA where applicable. At least half a term of small group, guided reading during English lessons.

Year 7 Catch Up 2020/21

KS2 Test (Equiv.) English	No of students who were identified as 'catch up' in October 2020	% Reaching expected progress towards Catch up target Apr 2021	KS2 Test (Equiv.) Maths	No of students who were identified as 'catch up' in October 2020	% Reaching expected progress towards Catch up target Apr 2021
96 – 99	22	20	96 – 99	29	19
90 - 95	24	17	90 - 95	13	7
89 or less	21	12	89 or less	10	5
Students with no score (B)	4	3	Students with no score (B)	0	0
TOTAL	71	52	TOTAL	52	31

Reading Catch Up Group	No' of Pupils in Sep 2020	No' of pupils meeting catch up target
Phonic (Reading Age < 8)	5	1
Decoding (Reading Age 8 – 9)	22	12
Below ARE (Reading Age < 11)	80	18 (+ 14 strong progress - <6 months from chronological age)

Total number of extractions in year 7: 25 Eng / 10 Maths.

Total number of in class catch up plans in year 7: 71 Eng / 52 Maths.

Impact Summary:

Literacy and numeracy interventions showed good progress along the lines expected for the year 7 cohort. Where students were within 10 points of the age related expectation in English and Maths leaving KS2 (90 – 99) the majority made additional progress to meet age related expectations in English (20/22) with a significant number making the same progress in maths (19/29). As expected student who were further from ARE on entry in year 7 did not ‘catch up’ as quickly, however many made strong progress as a result of interventions. Catch Up targets for these students are staggered over a longer time period to reflect the greater range of knowledge acquisition needed for them to truly catch up with peers. The aim is for students with scaled scores of 90 - 95 to have ‘caught up’ by the end of year 8 and 80 – 89 to have caught up by the end of KS3. These students will remain flagged for catch up interventions as they transition to year 9. Moving into year 9 the key focus for catch up in both numeracy and literacy will be students with starting points between 80 and 90.

Reading age data analysis shows the need for an additional focus at both the lower end - those students still at the phonics learning stage of reading development - and the comprehension end where students were not seen as making as much progress through year 7 as they should. Anecdotal evidence suggests that reading was one of the areas that suffered the most during the second lock down with many students at the lower end of the comprehension stage (students with reading ages of 9 – 10) stating they did not read at all during this time. Further investment in both phonics intervention (Read Write Inc. Fresh Start / Fast Track) for the weakest readers and a whole school approach to comprehension strategies within the classroom is needed for 2021/22 academic year.

Year 8 Catch Up 2020/21

KS2 Test English	No of students who were identified as ‘catch up’ in October 2019	% Reaching expected progress towards Catch up target Apr 2020	KS2 Test Maths	No of students who were identified as ‘catch up’ in October 2019	% Reaching expected progress towards Catch up target Apr 2020
96 – 99	20	11	96 – 99	20	10
90 - 95	15	9	90 - 95	13	5
89 or less	9	0	89 or less	6	4
Students with no score (B)	6	0	Students with no score (B)	3	0
TOTAL (34)	50	20	TOTAL	42	19

KS2 Test English	No of students who were identified as requiring ‘catch up’ in October 2020	% Reaching expected progress towards Catch up target June 2021	KS2 Test Maths	No of students who were identified as requiring ‘catch up’ in October 2020	% Reaching expected progress towards Catch up target June 2021
96 – 99	21	16	96 – 99	20	13
90 - 95	12	7	90 - 95	12	7
89 or less	10	5	89 or less	4	1
Students with no score (B)	4	1	Students with no score (B)	0	0
TOTAL	48	29	TOTAL	36	21

Y8 Catch Up Group	No’ of Pupils in Sep 2020	No’ of pupils meeting catch up target
Phonic (Reading Age < 8)	2	2
Decoding (Reading Age 8 – 9)	19	14
Below ARE (Reading Age < 12)	96	26 (+ 20 strong progress - <6 months from chronological age)

Total number of extractions in year 8: 14 Eng / 4 Maths.

Total number of in class catch up plans in year 8: 33 Eng / 32 Maths

Impact Summary:

Following the 2020 and 2021 lockdowns and school closures the number of students in year 8 needing catch up intervention increased, rather than decreasing as it normally would.

As with year 7, those students with entry scores within 10 points of age related expectation in year 6 make better progress towards achieving age related expectation by the end of year 8, with 16/21 in English and 13/20 in maths now in line with ARE. Students with lower starting points, and particularly those with entry scores below 89 who would normally continue working towards ARE until the end of year 9.

The key focus for 2021/22 will be on those students who entered with scores between 90 and 99 and who, in a 'normal' school year would have caught up with peers by this stage. More focused and strategic use of in class data to support specific gaps will form the basis for intervention for this group as they move into year 9.

As with year 7, reading age data shows significant progress for those students who entered year 8 still in the phonic and decoding stages of reading development. A greater focus on consistent comprehension strategies being used across subjects, increased tutor time and shared reading and rewards for reading progression will be focused on this group moving into year 9 to ensure they meet age related expectation prior to the transition to KS4. A focus on supported guided reading for year 9 students should also be used.

Key Stage 4 Catch Up 2020/21

In **years 10 and 11**, in order to effectively target interventions, profiles of each student are built in all GCSE subjects in the first term of 2020. These measure student knowledge and skills against GCSE criteria and a PLC (personalised learning checklist) is created. Additionally, PPE exams for **year 11** students are completed in December of term 1 and PLC's are updated to show knowledge and skills in exam conditions. These are used to ensure staff can identify what students need to catch up and the best method for doing so. Catch up interventions for **year 10 and 11** students are as follows:

- Students with **1 – 3 subject specific gaps**: Wave 1 intervention plan in place for use within lessons. This may include specific activities, home learning or materials given to students to ensure rapid closing of gaps. These are overseen by class teachers and heads of faculty and involve no additional cost. If these prove unsuccessful over the course of one term, these students will move to the next level of interventions.
- Students with **more than 3 subject specific gaps not in English, Maths or Science**: Wave 2 intervention plan in place at faculty level. To include compulsory attendance at revision sessions and provision of additional materials for home learning.
- Students with **more than 3 subject specific gaps in English, Maths or Science**: Wave 2 intervention plan in place. To include compulsory attendance at morning intervention sessions with HOF.
- Students with **more than 3 subject specific gaps in English and Maths**: GCSE online tutoring (via National tutoring Programme) in place.

GCSE Catch Up Tutoring Data

Catch Up Group	No' of Pupils in Sep 2020	No' of pupils meeting GCSE target	Average improvement from PPE 1
English Language	22	11	+1.3 grades
English Literature	22	13	+1 grade
Maths	25	12	+1 grade

In addition: 2 x specialist HLTA's linked to English and Maths faculties. Focus on nurture students and students below 89 in years 7 and 8 and GCSE targeted interventions in years 10 and 11.

HLTA Maths Small Group Impact Data (2 terms)

Year Group	No of students	Av. Improvement
7	9	0
8	10	2/3 of a grade
10	2	1/3 of a grade
11	3	0

HLTA English Small Group Impact Data (1 term)

Year Group	No of students	Av. Improvement
7	12	2/3 of a grade
8	4	2/3 of a grade
9	11	1/3 of a grade
10	4	1/2 a grade

Impact Summary:

GCSE tutoring showed good progress compared to earlier assessment, however not sufficient progress to ensure students impacted by school closure reached their target grades, with only approximately 50% of students reaching this. Additionally, attendance at online tutoring was poor for some groups, minimising the impact of this intervention. For 2021/22 a move to in person tutoring with a member of staff known to students may be likely to overcome this barrier.

HLTA impact is varied due to the late start dates and difficulties employing. English HLTA impact data looks very promising, with positive improvement for all groups. In maths this is more varied, although in years 8 and 9 there is positive impact.

CORONAVIRUS CATCH UP FUNDING SPENDING 2020-2021	
Total Catch Up Grant available	£61,920
Autumn 2020 Payment	£15,480
Spring 2021 Payment	£20,642.58
Summer 2021 Payment	£25,797.42

Funding for the 2020/21 academic year was greatly increased in order to ensure students impacted by school closures were supported to catch up.

Some parts of the funding have been allocated to long term interventions which run past the end of the 2020/21 academic year – the investment in Read Write Gold and allocation towards HLTA and Careers adviser staffing will continue to offer catch up support for students into the 2021/22 academic year and beyond.

Chosen Approach	Reasons for this Approach	Funding	Lead Staff	Review Dates	Impact / Commentary
Catch Up Targets in Place for Year 7 and 8 Catch Up Students	<p>Stagger catch up targets over 3 years for students below 89 on entry</p> <p>Triangulate: Corrective Reader Accelerated Reader Sumdog</p>	£0	LM	Jan 21 April 21 Sept 21	<p>Staggered targets are more realistic and so give students and staff increased focus. Catch up accelerated progress over the whole of KS3 to ensure students are GCSE ready.</p> <p>Review of all KS3 targets needed to support return from lockdown 2</p> <p>Changes implemented to KS3 assessment and reporting system. All KS3 targets in place at component knowledge level in each subject against age related expectation. Catch up targets as follows:</p> <p>99 – 95 = ‘caught up’ by end of year 7 90 – 94 = ‘caught up’ by end of year 8 80 – 89 = caught up by end of KS3</p> <p>Changes to assessment system in 2021/22 should enable all students to be targeted at the fine level again ARE</p>
Sumdog	<p>Sumdog used to identify and close numeracy gaps in years 7 – 9 within maths.</p> <p>Sumdog used with identified catch up students in year 8 and 9 (below 89 in KS2 equivalent test)</p>	£2696	EH	Jan 21 April 21 Sept 21	<p>Maths Catch-up students make accelerated progress in Maths and achieve their Catch-up Target in numeracy</p>
Online Fast Track Tutoring – training and resources	<p>Accelerated reading catch up for students impacted by double lockdown</p> <p>Lead into Read Write Inc. main programme from 2021/22</p>	£550	LM	May 2021 Sept 2021	<p>Early readers make accelerated progress in reading and phonics to ensure ability to fully access mainstream lessons by Sept 2021.</p> <p>Full roll out in September 2021 due to difficulties recruiting staff to deliver. Continued use of Corrective Reader in meantime.</p>
Resources for Fresh Start phonics programme	<p>Resources for use in intervention sessions plus support resources for mainstream lessons and home learning.</p> <p>X 20 student sets plus teacher handbooks</p>	£1899.00	LM	Sept 2021	<p>Catch up reading is effective and strategies are used across curriculum to ensure retention</p> <p>Full roll out in September 2021 due to difficulties recruiting staff to deliver. Continued use of Corrective Reader in meantime.</p>
Accelerated Reader	<p>Bespoke and targeted Literacy resource focusing on reading and comprehension – to support students achieve well in English and across the curriculum (Contribution to whole cost of £4774.60 reflective of 28% Reading Catch-up in Y7 + 29% in Y8)</p>	£1406.02	LM	Jan 20 April 20 Sept 20	<p>Reading catch-up students make accelerated progress in English and achieve their Catch-up Target grade at the end of Year 7</p> <p>Jan 2021 96% of students are on track to reach their EOY Catch up target in English. Apr 2021 Additional students identified as needing reading support following further lockdown. Very expensive way of identifying RA – review for 2021/22</p>

Faculty Intervention Plans used in all subjects	<ul style="list-style-type: none"> - Faculty intervention plans - HOF training in use of faculty intervention plans - Referral forms for wave 2 interventions for catch up identified students - Teachers use intervention plans in planning and delivering lessons 	£0	LM	On going	<p>Catch-up Students in Years 7-11 close gaps according to subject intervention plans</p> <p>Catch up planning following lockdown 2 and revisiting of curriculum planning incorporated into the recovery curriculum.</p> <p>In place and consistently used as part of curriculum development 2020/21. Developments as part of assessment review 2021.</p>
Guided Reading	<p>All catch up students have a minimum of half a term of guided reading (following the primary school model) with Mrs Robertson.</p> <p>Roll out tutor time reading programme based on shared reading</p> <ul style="list-style-type: none"> · Staff CPD and booklet on reading strategies – specific focus on enabling progress for weaker readers 	£0	TB/D R		<p>Reading catch-up students make accelerated progress in English and achieve their Catch-up Target grade at the end of Year 7</p> <p>Oct 2019 Staff CPD and booklet delivered</p> <p>Jan 2020 Year 7 tutor time shared reading programme introduced. Student / staff voice shows some changes needed before implementation in year 8 / 9</p> <p>Sep 2021: KS3 shared reading introduced reflecting changes</p> <p>March 2021 Guided reading groups introduced from 8th March onwards. Year 7 tutor time, year 8 English and year 9 3 x a week extraction.</p> <p>Positive progress for significant majority of students in guided reading groups. Continue and focus on embedding comprehension reading strategies across curriculum for 2021/22</p>
Year 11 Maths tuition 1:3		£1170	LM		<p>March 2021: Own tutors recruited to support student engagement 6 week block: 29th March – 21st May</p> <p>Variable impact and variable attendance. Consider changes to implementation for 2021/22</p>
Year 11 English Tuition 1:3		£1170	LM		<p>March 2021: Own tutors recruited to support student engagement 6 week block: 29th March – 21st May</p> <p>Variable impact and variable attendance. Consider changes to implementation for 2021/22</p>
Careers lead with dedicated focus on catch up	<p>KS4 students disadvantaged by lockdown have specific and bespoke careers advice service and career development input.</p> <p>Use of careers expertise to ensure transition for year 11 post TAG process.</p> <p>Additional careers support in place for years 9 and 10</p>	£5,000	SLW		<p>Apr: Start date in Apr. Initial focus on year 11</p> <p>Year 10 students all had actual or virtual work experience arranged.</p> <p>All year 11 students applied for a college place and had post TAG careers guidance meetings</p> <p>Programme of enrichment for summer for year 11 transition in place organised via careers and colleges</p> <p>Year 9 initial careers guidance meetings completed July 2021</p>
HLTA English	<p>Year 7 and 8 catch up – reading interventions (fast track)</p> <p>Year 10/11 1:3 exam intervention</p> <p>In class support – years 8 – 10</p>	£24000	TB		<p>Due to start in May 2021</p> <p>To run to May 2022</p>

					Short term impact positive in all groups intervened with. Continue if at all possible (funding query for 2021/22)
HLTA Maths	Year 7 and 8 catch up – Sumdog Year 10/11 1:3 exam intervention In class support – years 8 – 10	£24000	EH		Jan: Partially implemented as part of online learning – KS3 focus Apr: Fully implemented across KS3 and 4. To run to Jan 2022 Short term impact mainly positive. Review allocation of groups to maximise impact. Continue if at all possible (funding query for 2021/22)
	TOTAL	£61891.02			
		£29.98			

