

## 2020-2021 CATCH UP FUND

### Rational of Use of Catch Up Funding

COVID 19 has disrupted the education of all children but we acknowledge that vulnerable children may be disproportionately affected which compounds the already existing difference between those with vulnerabilities and those without.

All of our pupils are defined as being vulnerable as they have EHCPs. In addition, we also have 12 children who are in the Care of the Local Authority and a further 33 who have social workers (45 in total).

Many of our pupils find it difficult to access online learning because of their SEND – autism, ADHD, low self-esteem and in some cases because of the geography of Hereford – poor broadband and mobile strength for data. In some cases, parents can find it difficult to put boundaries in place because of challenging behavior and some of our pupils refuse to complete work at home. Some children engage in risky behaviours and are vulnerable to exploitation. In addition, the social activity and key positive relationships at school mean that the preferred place of learning is school, as it is for all pupils, but is even more important for the children at Brookfield School.

To ensure we use the Catch Up funding as well as possible, we firstly aim to target spending on a rigorous testing tool: GL Assessment. This means that not only can we baseline children again, we can find out exactly where their ‘gaps’ in learning are. The majority of our children have missed time in education, some have a moderate learning difficulty or other associated learning needs and therefore their attainment is significantly below that of their peers when entering the school. COVID 19 has exacerbated this. We have ensured that most of the pupils have access to remote learning devices, providing cameras/ microphones/ speakers or full laptops where needed and all pupils have access to offline materials as well as online.

However, we continue to believe that the best way for our pupils to catch up is for them to be in school and encourage them to do so when it is safe.

January 2021 update:

Using GL assessment, we have been able to set accurate and ambitious targets, based on cognitive ability scores, and to pinpoint gaps in learning. From this point, teaching and intervention by TAs and teachers has been allocated in addition to the planned maths/ English teaching.

We have also allocated an additional teacher to the Year 11 cohort to ensure that pupils made the best possible progress. The Year 11 cohort has been split into GCSE and Entry Level groups. Some pupils have received additional tuition from the maths teacher in order they make the progress required to achieve GCSE Maths and GCSE Statistics. The Entry Level group has been taught by another teacher in a small group from September 2020.

A specifically trained TA has been allocated in English to work 1:1 or 2:1 around basic reading, phonetic and spelling strategies. Resources have also been purchased to support this work, specifically around dyslexia programmes and online learning platforms such as Spelling Shed.

**INCOME RECEIVED AUTUMN 2020**

£4,800

<b>Allocation</b>	<b>Cost</b>	<b>Impact</b>
GL Assessment Suite	<b>£1830.60</b>	Accurate assessment of learning with detailed areas for focus and teaching strategies in accordance with cognitive functioning and preferred learning style. RAG rated by curriculum middle leaders for intervention/ targeted teaching.
BKSB online learning	<b>£623.00</b>	For Y9 pupils, accurate maths/ English assessment against Functional Skills qualification. Teaching programme and practice tests which can be accessed at home/ school.
TA salary for English intervention (gross 0.5)	<b>£4,978.20</b>	1:1 or 2:1 intervention for targeted pupils based on GL assessment findings (RAG rated on standardized score).  <i>75% of pupils receiving English intervention are making better than good progress.</i>
Additional Maths resources (Abacus)	<b>£188.73</b>	Targeted teaching at home, especially for those who prefer offline learning.
Additional English resources (CGP)	<b>£309.74</b>	Targeted teaching at home, especially for those who prefer offline learning. Resources for intervention TA.
	<b>£7,930.27</b>	

## AUTUMN DATA

Number of children receiving English intervention	Number of those making accelerated progress	Number of those making progress
8 pupils	6 pupils	2 pupils
9% of total	75%	25%

Number of pupils Y11	On track to achieve target grade/ level in English	Not on target in English
<b>16</b>	<b>11</b> 69%	<b>5</b> 31%

This represents significant improvement where 75% of Y11s were not on target to achieve their predicted English grades in June 2020.

## PROGRESS TO END OF KS TARGET

### ENGLISH: READING

Total number of pupils	Making expected or better progress	Making less than expected progress
Secondary 58	65%	44%
Primary 31	77%	23%

### ENGLISH: COMPREHENSION/ S & L

Total number of pupils	Making expected or better progress	Making less than expected progress
Secondary 58	65%	35%
Primary (Speaking and Listening) 31	63%	37%

### ENGLISH: WRITING

Total number of pupils	Making expected or better progress	Making less than expected progress
Secondary 58	51%	49%
Primary 31	68%	32%

ENGLISH: PHONICS

Total number of pupils in Primary	Number of pupils classed as Free Readers	Making expected or better progress	Making less than expected progress
31	11	(28) 90%	(3) 10%

MATHS

Total number of pupils	Making expected or better progress	Making less than expected progress
Secondary 58	Pending results	
Primary 31	87%	13%

SOCIAL, EMOTIONAL, MENTAL HEALTH (PASS)

Total number of pupils	Total number of pupils increasing score	Total number of pupils decreasing score
90	Baselined in September awaiting return to school before reassessment	