Catch up funding strategy statement - Secondary

School overview

Metric	Data
School name	Warriner
Pupils in school	1292 (1429 inc Sixth Form)
Catch up funding allocation	£97,600
Publish date	October 2020
Review date	September 2021
Statement authorised by	Dr Annabel Kay
Governor lead	Duncan Raper

Baseline pupil performance overview from Autumn data (A summary of areas that data identifies are of concern)

Data	See appendix A for breakdown.

Use of funds

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.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Rational

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.	The EEF advises the following: Teaching and whole school strategies 1. Supporting great teaching 2. Pupil assessment and feedback 3. Transition support

In the Warriner context, we know that partial closure and the impact of Covid-19 has affected all of our students, but most particularly students from a pupil premium background. Also we know that boys and MPA students were adversely affected by the partial closure. The use of the Catch Up funding in the context of Warriner has been to provide best quality teaching, staff CPD and specific intervention to raise aspiration and outcomes for students and to provide equity in education.	Targeted approaches 1. One to one and small group tuition 2. Intervention programmes 3. Extended school time Wider strategies 1. Supporting parent and carers 2. Access to technology

Strategy targets

Aim	Expected outcome	Target date
Students to make expected or better than expected progress	Yr11 have a positive progress score Yr13 have a positive L3VA KS3 have age expected literacy and numeracy levels	July 2022
All students to be placed on appropriate and aspirational pathways	Yr9 options access appropriate pathways Yr11 have positive destinations Yr13 have positive destinations Yr12 into Yr13 above 95% retention figures are better than national	Feb 2022 July 2022 June 2022
Ensuring student wellness and good mental health.	WLC data shows that student welfare needs are met Attendance is better than national figures Student FTE data is better than national All students have access to wellness support via Tutoring / HWI program. Student wellness survey shows the cohort is supported	On going

Teaching priorities identified from gap analysis

Activity	Impact / Success Criteria
"Catch Up Strategy" to specifically include retrieval teaching inc gap identification, therapy teaching, knowledge rich content, metacognition , successful home learning.	RCD shows all subjects delivering retrieval, therapy and knowledge curriculums 4i process shows impact of "Catch Up" Student outcomes Deep Dives show impact of Catch Up strategy
RWV – explicit vocab – diversifying texts – oracy	As above
Exam / Assessment teaching – securing the CAG performance	Student outcomes are in line with CAG performance

Targeted academic support for current academic year

Activity	Impact / Success Criteria
KS4 RS group – specific strategic level intervention including tutor group and increased curriculum time in Eng and Maths.	Individual outcomes, taken from key underperforming cohorts MPA, Futures, Boys
Extra Curricular Catch up KS4 group (P6 study groups)	As above
KS3 Literacy intervention -	Age expected literacy by end of key stage
KS3 Literacy and Numeracy - (Catch-Up literacy package)	Age expected numeracy and literacy by end of Year 7
KS5 RS group – specific strategic level intervention	Students achieve ALPs 3 targets Students have positive L3va Students have positive destinations Oxbridge entrants.
1 to 1 teaching at KS4, KS5, KS3	Targeted teaching at KS4 students via national tutoring program and external tutoring

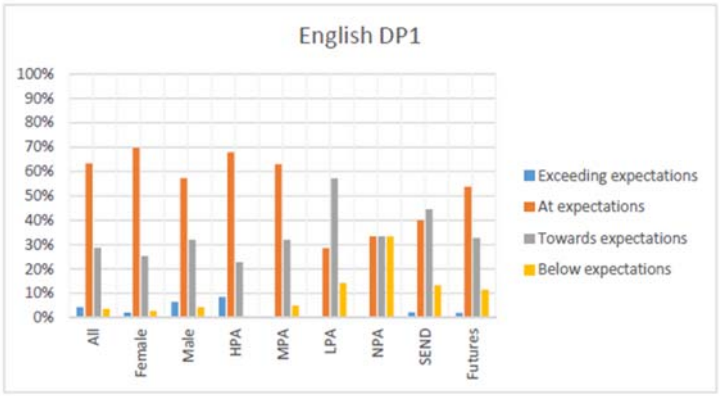
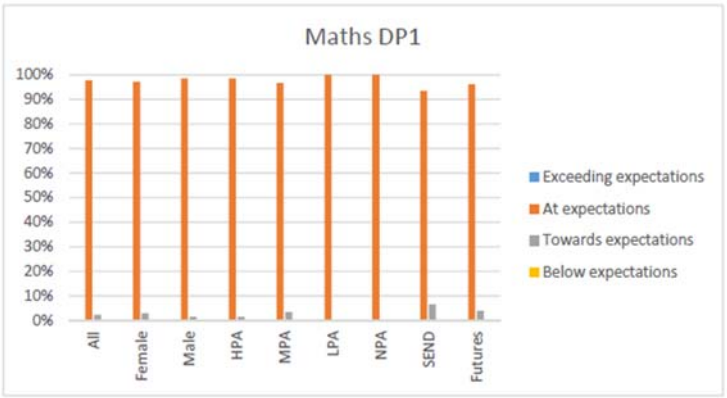
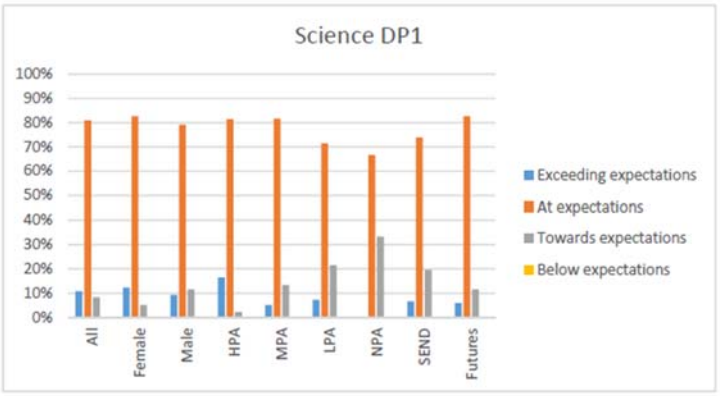
Wider strategies for current academic year

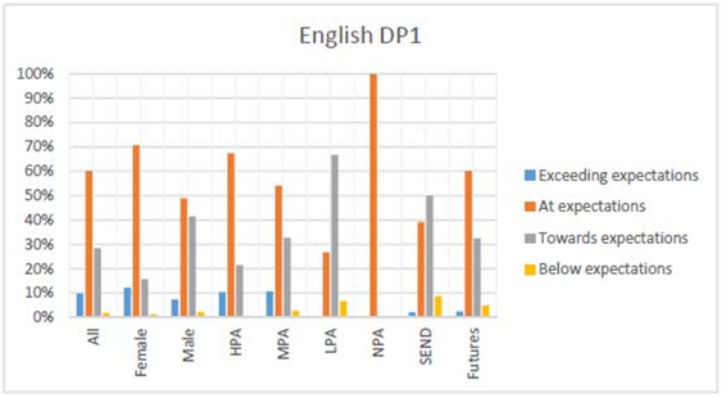
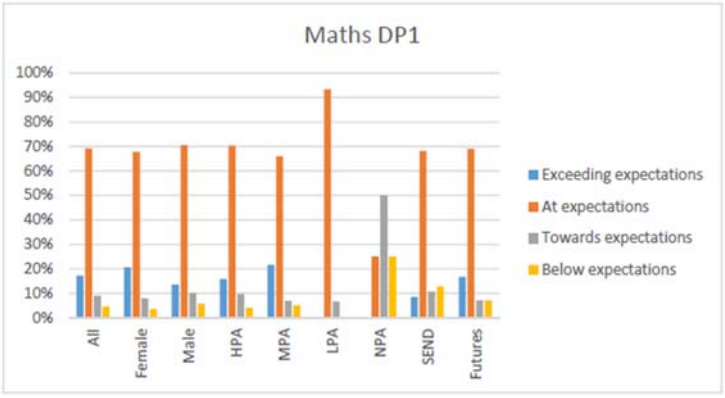
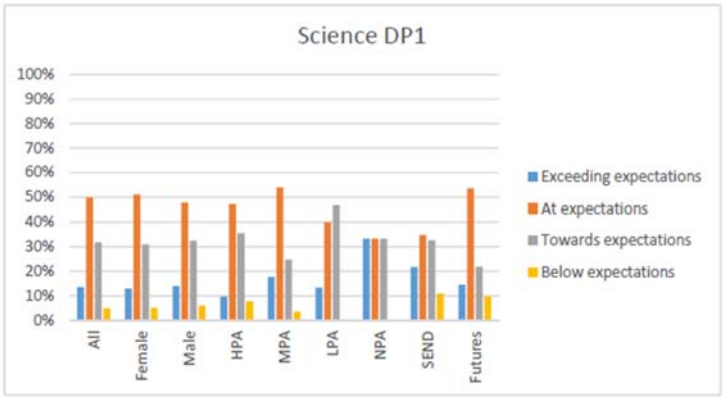
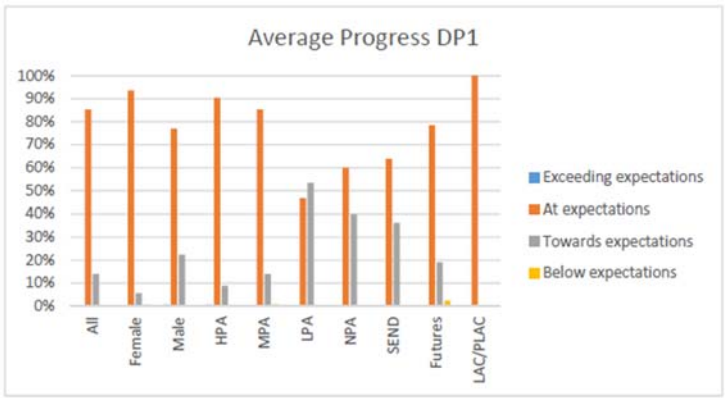
Activity	Impact / Success Criteria
Warriner laptop scheme	Lessen the digital divide as captured in partial closure by increase Future access to hardware Increased learning software such as Seneca – Hegarty – Satchel One.
Targeted pastoral support via WLC (increased counselling, therapy and behaviour intervention)	To reduce behaviour incidents across school To provide bespoke and complex support at 1-2-1 level.

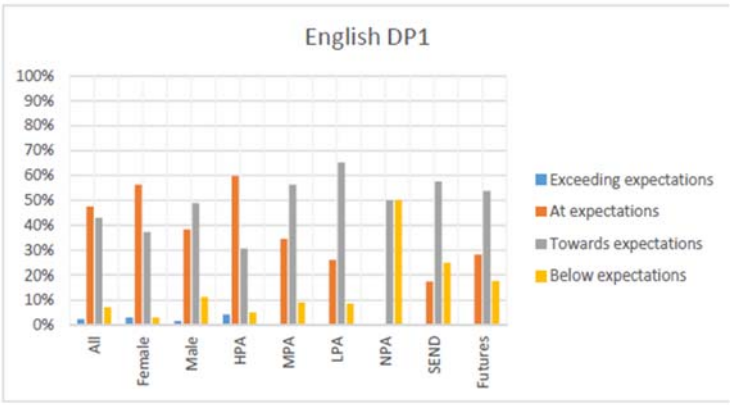
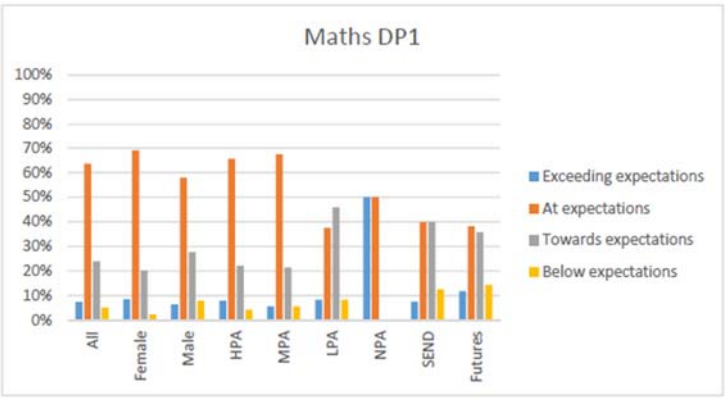
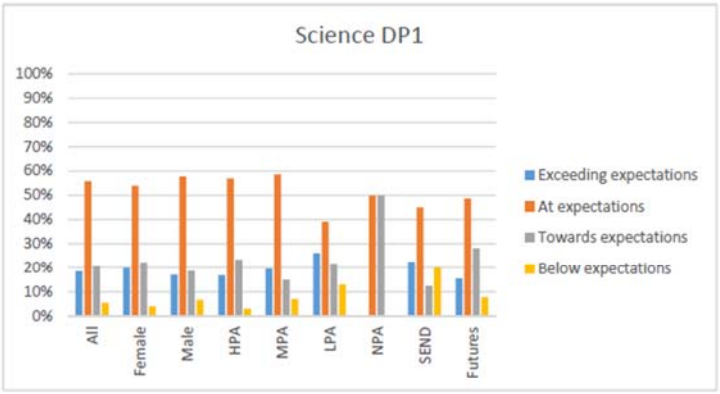
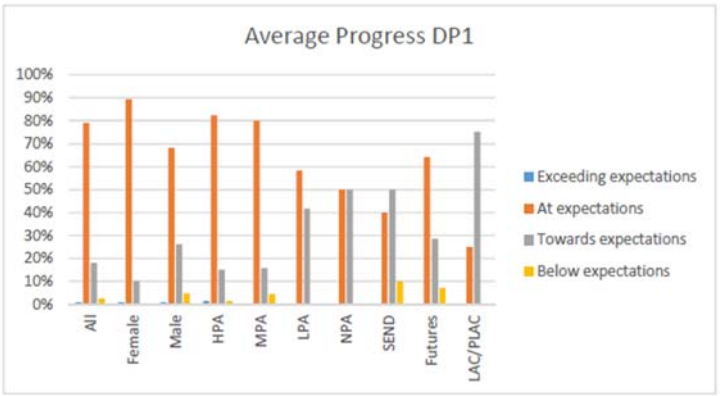
Funding: Projected

Amount	Activity	Cost
Teaching and Learning	Literacy intervention Numeracy intervention CPD for staff on Teaching Strategies Resourcing to support RWV strategy Resourcing for blended learning	£13,542
1-2-1 intervention at KS4 and KS5	National Tutoring Program External Tutors Cover cost for additional curriculum time P6 academic intervention GCSE support material	£7,900 (inclusive of projected tutoring spend)
Student conduct for learning and wellness	WLC resourcing Increased counselling capacity	£25,000 staffing £1,500 (projected cost increase)
Digital Divide	Laptop scheme	£25,055
Total spend = £72,997. The remaining 24k will be committed to evolving issues as the academic year progresses.		

Appendix Data Performance 1

Year	Data	Summary
Year 7	  	The summary shows that year 7 students are behind in English. The sub cohorts that are most behind are LPA – SEN – Futures

Year 8	   	Gaps exist similarly in LPA – SEND - Futures

Year 9	   	The data shows a growing number of students that are behind, in comparison to the rest of key stage 3. We see a pronounced trend of SEND, LPA and Future underperfomance.

<table>
<tr>
<td>Year 10</td>
<td>
<table>
<tr><th>Attainment 8</th><th>No in cohort</th><th>Exp WAG</th><th>Working at Grade DP1</th></tr>
<tr><td>Whole cohort</td><td>250</td><td>3.9</td><td>3.3</td></tr>
<tr><td>Futures</td><td>48</td><td>3.4</td><td>2.7</td></tr>
<tr><td>Not futures</td><td>202</td><td>4.0</td><td>3.4</td></tr>
</table>
<table>
<tr><th>Attainment 8 Maths element</th><th>No in cohort</th><th>Exp WAG</th><th>Working at Grade DP1</th></tr>
<tr><td>Whole cohort</td><td>250</td><td>3.7</td><td>3.0</td></tr>
<tr><td>Futures</td><td>48</td><td>3.3</td><td>2.4</td></tr>
<tr><td>Not futures</td><td>202</td><td>3.8</td><td>3.1</td></tr>
</table>
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<tr><th>Attainment 8 English element</th><th>No in cohort</th><th>Exp WAG</th><th>Working at Grade DP1</th></tr>
<tr><td>Whole cohort</td><td>250</td><td>4.0</td><td>2.0</td></tr>
<tr><td>Futures</td><td>48</td><td>3.5</td><td>1.6</td></tr>
<tr><td>Not futures</td><td>202</td><td>4.1</td><td>2.1</td></tr>
</table>
<table>
<tr><th>Attainment 8</th><th>No in cohort</th><th>Exp WAG</th><th>Working at Grade DP1</th></tr>
<tr><td>HPA</td><td>19</td><td>4.5</td><td>3.6</td></tr>
<tr><td>MPA</td><td>25</td><td>2.8</td><td>2.2</td></tr>
<tr><td>LPA</td><td>3</td><td>1.2</td><td>0.7</td></tr>
<tr><td>NPA</td><td>1</td><td>4.6</td><td>3.8</td></tr>
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<td>Year 10 shows Futures students as a key area of concern. The attainment gap is more pronounced a within Futures cohort. In comparison to last year, the cohort with a similar prior attainment shows that Futures students are further behind in terms of attainment.</td>
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<tr>
<td>Year 11</td>
<td>
<table>
<tr><th>Attainment 8</th><th>No in cohort</th><th>Exp WAG</th><th>Working at Grade DP1</th></tr>
<tr><td>Whole cohort</td><td>227</td><td>5.1</td><td>4.4</td></tr>
<tr><td>Futures</td><td>34</td><td>4.8</td><td>3.4</td></tr>
<tr><td>Not futures</td><td>193</td><td>5.1</td><td>4.5</td></tr>
</table>
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<tr><th>Attainment 8 Maths element</th><th>No in cohort</th><th>Exp WAG</th><th>Working at Grade DP1</th></tr>
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<tr><td>Not futures</td><td>193</td><td>5.1</td><td>4.0</td></tr>
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<td>The data shows a gap in Future vs other performance. The performance of students in Maths and English is an area of focus. There is an area of need for MPA / SEN Futures.</td>
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KS5		

Attainment 8 English element	No in cohort	Exp WAG	Working at Grade DP1
Whole cohort	227	5.2	4.4
Futures	34	5.0	3.5
Not futures	193	5.3	4.5

Attainment 8	No in cohort	Exp WAG	Working at Grade DP1
HPA	11	6.1	4.8
MPA	21	4.3	2.8
LPA	2	2.7	3.6
NPA			