

Catch-Up Funding Impact Review 2020 - 2021

Total Income - £78, 680

Total Expenditure - £38,419.36

Carry forward to 2021-2022 - £40,260.64

Faculty	Details of planned item/resources/ idea	Intended Impact	Impact review (with SLT LM)	Impact Review Status (achieved/ not achieved/ ongoing)	Next steps	Income spent
Whole School	Subject specific catch up after school sessions	To provide focussed and specialised catch-up curriculum sessions for Year 11 pupils to ensure that missed content is covered in more detail and revisited in order for pupils to be able to access exam specification content, assessment and exams. Underperforming pupils meet or exceed target grades. To improve KS4 pupils' outcomes in core and optional subjects.	2021 Y11 Teacher Assessed grades – Whole cohort Attainment 8 55.8-pts significantly above NA (2019 National Average - 46.7pts) Basics (English & Maths) Strong % achieving grade 5+ – 62% (NA 2019 -43%) English & Maths % achieving grade 4+ – Standard–85% (NA 2019 - 65%) Significant narrowing of the gaps compared to the National average data	Achieved	Reviewing targeted pupils termly for bespoke intervention and support for current cohort.	£12507.87
	Visualisers	To allow the live marking of books and explicit modelling and plug the gaps in knowledge and understanding, particularly	Visualisers have been provided for each of the nine English classrooms. Staff have had training on how to use	Achieved	Continue to use the resources to model and share in lessons and if	

		due to the school closure period, more immediately in lessons. Visualisers to be used across the academy in English, Humanities, MFL, ICT, PE, Health & Social Care, Technology and Art	explicit modelling within lessons to support pupils' understanding. Evidence of this was collated in the 2021-2022 lesson observations.		necessary during periods of school closures	£3454.45
	Kerboodle Online Learning Resource for KS3 & KS4 English Language and English Literature	Designed to work alongside course textbooks, Kerboodle comes provides customisable learning content, assessment materials and reporting tools, enabling teachers to seamlessly integrate digital resources into their classroom. Also provides catch up support for low ability pupils improving basic in KS3 Literacy lessons which will, in turn, support all subject areas across the curriculum, especially for low ability and disadvantaged pupils who have been most affected by the loss of teaching over the summer term.	Gaps for Pupil Premium pupils identified via online assessments & narrowed gaps against non-PP pupils with targeted Homework/Online resources. Grades gap against predicted Oct 21 English Language 7-9% LEAP 32% (No Gap +9.7%) 5-9% LEAP 76.3% (No Gap +3.2%) 4-9% LEAP 93.3% (No Gap +4.2%) (LEAP = Learners' Expectations, Attainment and Progress) Literacy skills were reinforced through the quizzing programme.	Ongoing	Continue to use resource to support teaching of the English curriculum, particularly literacy. Quizzes are now being adapted to Google Forms to support new KS3 literacy programme.	£650.00
	BookBuzz	To provide Year 7 pupils with a chosen text in order to further promote and support reading for pleasure, alongside literacy and reading fluency.	Year 7 pupils were provided with their own text which helped encourage reading across the year group. Pupil voice surveys to be conducted in Spring term 22 to gather qualitative data alongside accelerated reader assessments.	Achieved	Promote the reopening of the school library and encourage pupils of all ages to read. Development of reading lists at KS3 in conjunction with their topics in the English Schemes of Learning to	£660.00

					promote reading with both pupils and parents.	
	Subscription to The Day	<p>Releases daily non-fiction articles on current affairs written by journalists with teenagers in mind; they have thousands of articles which are categorised by subject including PSHCE. This would be useful in English, but potentially all subjects https://theday.co.uk/</p> <p>PHSCE and Sexual Relationship Education topics are covered in KS3 PHSCE lessons and through the tutor programme in both KS3 and KS4 - reviewed to ensure coverage of all statutory requirements.</p>	<p>English staff have been using articles from The Day in their English lessons; evidence of other faculties using the resource to support their teaching and learning.</p> <p>The Pastoral team have implemented the site's assemblies and resources into their tutor programmes at both KS3 and KS4. Monitoring and evaluation review in Tutorial sessions to evaluate impact and attitudes to learning.</p>	Ongoing	<p>Training on recent website update to ensure staff can access and make use of all the features available.</p> <p>Continue to promote the site's use to encourage reading across the wider school curriculum.</p> <p>Explore how to provide pupils access from home so they can access additional information and explore topics of interest in greater depth and detail.</p>	£639.20
Humanities	Metacognitive based resources across the whole faculty	<p>To enhance and support the production and purchase of vital resources and materials, specially focused on the catch-up content curriculum and improving attainment for all Faculty pupils in KS4.</p> <p>To support the creation of bespoke and in-house resources based around the whole school priority of embedding metacognitive approaches (revision techniques). Resources produced for Geography, History and RS</p>	<p>RS improved the grades of pupils from Year 11 autumn term assessment (8% above for 9-7, 9% for 9-5)</p> <p>Grades gap against predicted Oct 21 Geography 7-9% LEAP 15% (Gap 9.8%) 5-9% LEAP 61.1% (Gap 7%) 4-9% LEAP 83.2% (Gap 2.6%)</p> <p>Grades gap against predicted</p>	Achieved	<p>Different revision techniques to be used including "Knowledge organisers" to be produced to reinforce prior learning and knowledge.</p> <p>Embed metacognitive techniques</p>	£1880.95

			<p>Oct 21 History 7-9% LEAP 25.7% (Gap 8.7%) 5-9% LEAP 55.2% (Gap 18.8%) 4-9% LEAP 79% (Gap 9.5%)</p>		<p>Research and produce bespoke resource designed to improve boys attainment.</p>	
IT/ Computer Science	<p>Quizizz Premium Subscription (Quizizz is a testing / homework / meta-cognitive (flash cards) Learning platform)</p>	<p>To support the creation of IT based small revision and learning quizzes and presentations which pupils can undertake in the form of revision activities both inside and outside the classroom. This will be used to test and revisit/revise specific learning gaps across the curriculum in ICT.</p>	<p>The subscription was not renewed. It enabled pupils to revise topics for examinations in a fun and meaningful way. Throughout using the system, we saw pupils' examination grades slowly improve assist them with EUTs and mock examinations. Impact not sufficient.</p> <p>Grades gap against predicted Computer Science GCSE 7-9% LEAP 9.5% (Gap 0.5%) 5-9% LEAP 38.1% (Gap 6.9%) 4-9% LEAP 61.9% (Gap 13.1%)</p>	Achieved	<p>New system resources to be developed to replace the Quizizz system.</p>	£143.58
	<p>BBC Micro:Bit Educational Packs</p>	<p>To support and enable pupils to program and to control various external devices such as motors, LEDs, Cameras, Sensors. This is part of the non-exam assessment (NEA) at KS4.</p>	<p>The programming as a project continues (but removed for 2023 exam) for Y11 due to it being such an important and vital skill for computer science pupils moving forward. Popular part of the Year 9 course & re-engaged pupils with a key practical part of the KS3 Intent curriculum.</p>	Ongoing	<p>Embed the use of Mico:Bit devices into Year 8 curriculum.</p> <p>Make use of MicroBits in the OpenLab computing club.</p>	£1358.61
Maths	<p>Digital Text books</p>	<p>To provide text book resources for pupils out of school so that they can work independently and provide an extra layer of support for those who need it.</p>	<p>The modelling in the books has assisted in providing more efficient online support and varied questions. The impact in terms of classroom use,</p>	Ongoing	<p>We will continue to use this as a classroom and online support tool</p>	

		For KS4, to provide more effective and consistent specification based text books examples with a large variety of highly effective and grade based modelled examples, and a wider variety of questions to enable highly bespoke and personalised targets for all pupils.	staff and pupil feedback is clear from attitudes to learning average points grading and in line with expected Maths target grades in Maths.		for the duration of the licence.	£440
	3 years 'My Maths' licence	<p>To provide a wider range of catch-up and differentiated based resources and accessibility for lower ability pupils. MyMaths will offer an alternative, and a larger breadth of resources for those pupils in KS3 and for our lower ability GCSE pupils.</p> <p>To improve the range and breadth of homework tasks on offer, as well as online support.</p> <p>The KS2 package will also provide some key resources for the pupils who have started in Year 7 with KS2 knowledge gaps. This has had a larger impact with the lower ability and KS3 pupils. For pupils needing to secure their foundation skills through more accessible online support, this has worked well. It has also been valuable for the pupils who needed more scaffolding with their work as topics and key skills are broken down more. This has also given pupils more than one option of trying to access a topic so increased the breadth of online options.</p>	<p>Evidence can be seen on MyMaths and has been discussed as a faculty. Staff have enjoyed using this with lower ability sets in particular for homework and support tasks. The feedback has been very positive.</p> <p>Grades gap against predicted Oct 21 Maths 7-9% LEAP 23.7% (Gap 0.1%) 5-9% LEAP 63.4% (Gap 4%) 4-9% LEAP 82.5% (Gap 5.6%)</p>	Ongoing	We will continue to encourage our lower ability and younger pupils to access this very useful software	£2356.50
MFL	Workbooks	<p>KS4: To support the individual and bespoke needs of all pupils who require more support with a particular topic.</p> <p>KS4: To provide QR codes for access to pupil-friendly listening files.</p>	Pupils used the books and where applicable, asked for our feedback. This helped them gain confidence in topics that they found most difficult.	Achieved	Use the remaining spare work books with current Y10 and 11 pupils as a tool for intervention	

		<p>Pupils received workbooks which provided the most able with more challenging activities in lessons. It also provided pupils with more support should gaps in knowledge be identified through class and homework. the workbook included QR codes so that pupils could focus their work on listening skills, traditionally an area where pupils have struggled and an area we identified as requiring more consolidation work.</p>	<p>LEAP 1 data (Oct 21) Grades gap against predicted French 7-9% LEAP 1.4% (Gap 1.4%) 5-9% LEAP 58.3% (Gap 5.6%) 4-9% LEAP 87.5% (Gap 2.8%)</p>		<p>when it becomes applicable. Encourage pupils to use the QR codes to develop listening skills independently</p>	£1494.21
	Voice recorders	<p>KS4: To more effectively support pupils with the MFL speaking endorsement requirements.</p>	<p>Pupils recorded their tasks for speaking endorsement individually and small groups They were very user friendly and made the whole process much smoother than using previous means. Pupils felt reassured that they had recorded a piece of speaking work that could be assessed accurately and they could make progress. Staff were able to use multiple recorders at a time which minimised the need of sanitising after each use</p>	Achieved	<p>Even though the speaking recorders are no longer needed for speaking endorsement work, they can be used for recording summative speaking assessments and also to practise photo card and role play skills in order to provide feedback to pupils, enabling future progress</p>	£241.56
Music	Extra Instrumental Peripatetic Lessons for GCSE pupils.	<p>The proposal of doubling the instrumental lesson time for Year 11 pupils will provide extra support and intervention to ensure pupils achieve the best possible marks for their performance coursework. Since the lockdown in March, pupils have been unable to access instrumental lessons with accredited instrumental teachers. This has impacted on the quality of the pupil's technique of their instruments as well as motivation to practise at home.</p>	<p>The doubling of instrumental lessons was extremely beneficial in supporting pupil catch-up, resulting in 10 out of 11 pupils (who had instrumental lessons in school) either achieving their target grade or surpassing. Only one pupil did not achieve their target, due to lack of practise and engagement, despite</p>	Achieved		

		<p>It is key that pupils are able to develop their performance ability, as this percentage of the course is worth 30%.</p> <p>The performance aspect of our course is a strong area in the department, with pupils in the past achieving excellent marks.</p> <p>A number of pupils have admitted to not practising during the lockdown, which already places them at a disadvantage in achieving the grades that they are capable of.</p> <p>With the proposed changes to the specification pupil's will only need to perform and submit one performance, therefore with extra individual support from a peripatetic teacher, this will enable them to achieve the highest mark.</p> <p>The pupils, who this is intended for, have lost a lot of direct teaching time, which will impact their technique, dexterity and ability to read and understand the music and theory alongside this.</p>	<p>communication with home and additional funding given to this pupil. This support resulted in impacting the overall grade for each pupil.</p>			£872.10
PE and Health and Social Care	HSC eRevision- Zigzag Education	<p>To provide more effective online support to all pupils.</p> <p>To further improve HSC outcomes by using individualised support resources to complement classroom delivery.</p> <p>To increase and improve the range of on-line resources available to all pupils.</p> <p>To further improve the faculty's VLE, particularly in the event of year group bubble closure.</p>	<p>Excellent resource that allowed pupils to access increased online resources.</p> <p>Providing bespoke exam revision material</p> <p>LEAP 1 data (Oct 21)</p> <p>Grades gap against predicted PE</p> <p>7-9% LEAP 18.2% (Gap 0%)</p> <p>5-9% LEAP 61.8% (Gap 0%)</p> <p>4-9% LEAP 80% (Gap 1.8%)</p> <p>Health & S. Care BTEC</p> <p>LEAP 1 Oct 21</p> <p>L2D*-L2D% - 3.6% (Gap 0%)</p> <p>L2D*-L2M% - 32.1% (No Gap +14.2%)</p> <p>L2D*-L2P% - 96.4% (Gap 0%)</p>	Ongoing	Subscription was for a year but will continue using this next year	£59.00

	The EverLearner – Web revision resource.	To provide exam-board specific tutorials and thousands of self-marking questions. To provide teacher access to pupil on-line assessment, and the setting of individual and bespoke automated assignments and tasks.	Excellent online video content and exam style questions. Pupils benefited from increase in content alongside own VLE. Allowed staff to tackle assessment for learning through online marking tool.	Achieved	Subscription was for a year but will continue to use	£750
	Revision Guides for GCSE PE and H and SC	To provide pupils with a wider range of resources and exemplar materials. To provide detailed assessment materials for all pupils due to missed content during lockdown.	Allowed pupils who had limited access to online provision to still continue learning. Tasks set via VLE that incorporated task within guides. Were also used on return to school as sample exam papers at back of guides particularly useful.	Achieved	Continue use of these for pupils next year (covid catch-up funding)	£1607.39
	Introduce Orienteering	To increase and improve the range of sports on offer to all pupils. To further improve curriculum breadth across the whole school using Covid outdoor sports guidance as a guiding principle.	Allowed us to introduce a covid safe outdoor sport. Had the biggest impact during winter months when water logged pitches restricted access for football.	Achieved	Orienteering will now form part of new OAA scheme of learning.	£250
	Gymnastic equipment	To update the PE offer across the curriculum in line with Covid guidance for all sports.	Allowed us to update gymnastics mats so they could now be wipe-able and in line with covid protocol. When inside access returned it allowed the staff to offer gymnastics as part of the catch up curriculum.	Achieved	Now updated this will continue to be an important resource.	£595.00
PHSCE	Workshop/assembly for Y10 covering missed SRE topics	To address the knowledge gaps in SRE topics from year 9 (for current Year 10 pupils).	Dream2020 delivered a compressive session due to self-isolation of presenters this was adapted to be virtual and shortened	Achieved	Develop drop-down day for Y10 and Y11 to enhance pupils learning and understanding and to ensure all statutory guidance	£570

			Pupils were informed about contraception and laws around sexting Conversations with Healing Staff were started and pupils' knowledge gaps addressed Statutory guidance for SRE was achieved		is fully met (Spring term 2022)	
Science	Seneca premium	To provide the following for all pupils and staff: Diagnostic tools, questions level analysis at all levels, AI driven to tailor the experience based upon previous success (or lack of it) - tool informs pupils (and staff) when pupils should revisit key areas. To provide a wider range of practice papers and exam technique tutorials. To explore and introduce the idea of Hyper-learning. Regular diagnostic, low stakes reviews have provided teachers with information as to where knowledge gaps are present.	Many pupils have used Seneca and hyper-learning to prepare for assessments with very good results. LEAP 1 data (Oct 21) Grades gap against predicted Science Dual GCSE 7-9% LEAP 1.4% (Gap 1.4%) 5-9% LEAP 39.5% (Gap 3.6%) 4-9% LEAP 75% (Gap 5.7%)	Ongoing	Continue to identify knowledge gaps and address as part of the 5-year science spiral curriculum. Hyper-learning concepts to be adopted within the faculty	£5000
	Kerboodle packages (3 in total)	To maximise use of online texts in order to minimise necessity for notes. To streamline access to missed content. To improve and increase the range of revision and homework based resources in line with the school's whole school metacognition and retrieval priorities for learning.	Online texts allow for practice in lessons to reinforce ideas rather than the creation of notes. Texts and activities are recommended for blended learning where the in class approach is not suitable for home. Activities used for independent learning and retrieval.	Achieved	Continue to embed the use of the kerboodle resources and online texts both in school and at home. Regular use of retrieval activities and low stakes assessment to aid memory	£800 KERBOODLE £760 (AQA ACTIVATE) £725 (AQA ACTIVAT)

Technology and Art	Purchasing of more Light boxes	<p>To support and enable lower ability pupils to work with the scaffolding of an outline of a chosen image, (based on missed content) allowing them to produce a higher quality piece of work.</p> <p>The lightboxes purchased for Technology & Art have been a real asset, impacting on overall outcomes for the faculty. They helped to contextualise the learning for pupils and this was especially apparent for the lower ability pupils and disadvantaged pupils who use them regularly during their GCSE coursework. The drawing scaffolding that they provide gave pupils more confidence, improved ability and increased self-regulation.</p>	<p>This is evident in how pupils' explored mark making and tone, more independently once the success criteria had been shared. The light boxes also helped speed up the process of drawing and improved time management. This was especially apparent for key sub groups, such as; LAPs and those pupils' whom had been impacted by Covid restrictions.</p>	Achieved	<p>Continue to use and develop the use of the lightboxes to support pupils in DT and Art as a key strategy when differentiating the work for pupils.</p>	£503.99
	Focus Educational Software site licence	<p>To be able to access a wider range of content driven support materials for the KS4 curriculum.</p> <p>To provide valuable support to pupils both in and out of school to address the content and knowledge gaps as a result of the school closure period.</p> <p>To support the completion of controlled assessment work, during which time pupils need to get rapidly up to speed and apply their knowledge and understanding to their Non Exam Assessment work (NEA). (Focus Educational) was very useful - in terms of independent learning/research and NEA work.</p> <p>This was an invaluable evidence base (for Centre Assessed Grades) and impacted on key subgroups such as; 'Boys' and Higher Ability Pupils when pupils completed their GCSE examinations</p>	<p>Pupils enhanced their evidence base included in their NEA folders. e.g. mind maps when analysing initial context/ materials research etc. -which feed directly into coursework marks.</p> <p>LEAP 1 data (Oct 21) Grades gap against predicted Art GCSE 7-9% LEAP 28.1% (Gap 3.2%) 5-9% LEAP 78.1% (No Gap +1.5%) 4-9% LEAP 95.3% (No Gap +1.5%) Design Technology LEAP 1 data (Oct 21) Grades gap against predicted 7-9% LEAP 4.4% (Gap 0%) 5-9% LEAP 42.2% (Gap 4.5%) 4-9% LEAP 62.2% (Gap 4.5%)</p>	Ongoing	<p>The software is now an integral part of the curriculum delivery and is used as part of the NEA and exam preparation work. The faculty will continue to refine the utilisation of this package within curriculum time.</p>	£99.95 20/21