

Catch-up Premium Strategy 2020-2021

School's name	<i>Anthony Gell School</i>	Date	17 th Feb 2020
School's universal catch-up premium fund (total amount)	£53680		
Barriers			
1.	<i>Develop and enhance student's literacy & numeracy skills (includes use of the Y7 Catch-Up fund)</i>		
2.	<i>Access arrangements for students who have SEND or specific needs – reader pens</i>		
3.	<i>Access arrangements for students who have SEND or specific needs – exam laptops</i>		
4.	<i>High quality visual/audio IT equipment in classrooms</i>		
5.	<i>Revision materials inc student equipment</i>		
6.	<i>National Tutoring Programme for a small number of DS students</i>		
Date(s) of review(s) and impact of catch-up premium funding:	Autumn:		
	Spring:	<i>Written by S McIntyre 17th Feb 2021</i>	
	Summer:	<i>To be reviewed by S McIntyre 1st June 2021</i>	

Catch-up Premium: Objective 1: To improve children's phonic ability in Years 1, 2 and 3 (eg)

Reasons for the approaches taken: *One-one or small group support can help students make additional progress (EEF when assessing DS Vs non-DS student progress)*

Success criteria – students are able to access the curriculum and ultimately maintain desired levels of progress for their age

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar	
1	<i>Lack of Literacy & Numeracy skills is a barrier to access curriculum.</i>	<i>Programme of one-to-one/small group intervention in place, students talking positively about progress made (Student Voice), after-school programme in-place (registers), parental contacts made to provide parental progress reports (KRL to monitor)</i>	<i>Appointment a literacy catch-up mentor and a numeracy catch-up mentor. Develop a programme of intervention/strategies</i>	<i>By November 2020</i>	<i>KRL to line manage and report progress to MK and Curriculum Governors Committee meeting</i>	<i>Universal fund £29883 (plus £800 for 2 x laptops for staff) Y7 Catch-up fund £9260 (estimate based on 2019-20 allocation)</i>

Catch-up premium plan: Objective 2.....

Reasons for the approaches taken: *SEND students should not be disadvantaged by loss of learning and additional support (permissible within JCQ regulations) are adopted to support these children*

Success criteria – students successfully use these devices and talk positively about how they help them overcome reading barriers they have.

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar	
2	<i>Access arrangements for students who have SEND or specific needs</i>	<i>Students use reader pens both in assessments (IFAs) and on a day to day basis in lesson time</i>	<i>LC to order a specified number to keep within allocated budget.</i>	<i>By Xmas 2020</i>	<i>LC to monitor and report progress to KRL</i>	<i>£3375</i>

Catch-up premium plan: **Objective 3.....**

Reasons for the approaches taken: *SEND students should not be disadvantaged by loss of learning and additional support (permissible within JCQ regulations) are adopted to support these children*

Success criteria - students successfully use these devices and talk positively about how they help them overcome writing barriers they have.

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar
3 <i>Access arrangements for students who have SEND or specific needs</i>	<i>Students use exam laptops in assessments (IFAs) to support their needs</i>	<i>LC to order a specified number to keep within allocated budget.</i>	<i>By Xmas 2020</i>	<i>LC to monitor and report progress to KRL</i>	<i>£3000</i>

 Catch –up premium plan: **Objective 4....**

Reasons for the approaches taken: *AGS strategy to replace projector and speaker systems in AGS classrooms on a rolling programme from June 2020 – the positive student & staff feedback inspired the decision to invest Catch-up funding in speeding up the roll out. Lack of access to subject specific equipment due to working in bubbles.*

Success criteria – students in class experience in consuming digital media is enhanced

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar
4 <i>High quality visual/audio IT equipment in classrooms & subject specific equipment (music due to working in bubbles)</i>	<i>Student in-class experience is improved, evaluated by student voice.</i>	<i>Purchase 5 x UHD LED Smart TVs</i>	<i>By Xmas 2020</i>	<i>SWM in conjunction with DTLs monitor staff & student feedback</i>	<i>Universal Fund £5000 for TVs £2000 for music PCs</i>

Catch –up premium plan: Objective 5....						
Reasons for the approaches taken: <i>AGS to provide materials/equipment to ensure all students can adequately access the curriculum</i>						
Success criteria - what will tell you that you have overcome the barrier?						
Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar	
5	<i>Revision materials inc student equipment (revision guides, calculators etc)</i>	<i>Students can access the maths curriculum – participation enabled in lessons and students arrive to IFAs fully equipped.</i>	<i>MB to order equipment and issue to identified students</i>	<i>By Easter 2021</i>	<i>MB to report back to SWM in fortnightly meetings</i>	<i>Universal fund £775</i>
Catch-up premium plan: Objective 6...						
Reasons for the approaches taken: Year 11 DS have missed out on face-face teaching in core subjects during Year 10 (first lockdown). Additional support afterschool will build confidence ahead of summer assessments.						
Success criteria – Student' engage with NTP tutor, attendance to sessions is good and student feedback will be positive						
Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar	
6	<i>National Tutoring Programme for a small number of DS students</i>	<i>Students feel confident, supported and prepared for summer assessments in maths</i>	<i>Enter into contractual arrangement with Connex Education. Identify cohort. Begin tutoring</i>	<i>Tutoring to commence before Xmas 2020.</i>	<i>PDL to review regularly inc taking student feedback</i>	<i>Universal fund £1700</i>

	How the money was spent: Barriers and actions taken to overcome them.	The impact of the strategy: To what extent the barriers were overcome. To include outcome data.	Lessons learned: What did/did not work and why.
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2.			
3.			
4.			
5.			
6.			