

Catch Up strategy statement: St Paul's Catholic College

1. Summary information					
School	St Paul's Catholic College				
Academic Year	2020/2021	Total catch budget	78,800	Date of plan	October 2020
Total Number of Pupils	985	Number of pupils identified as needing catch up support	256	Date for next internal review of this strategy	February 2020

2. Current Data for virtual engagement							
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
% engaging fully with virtual learning	N/A	71%	72%	69%	47%		
% engaging with virtual learning below expected levels	N/A	25%	25%	21%	40%		
% not engaging	N/A	3%	3%	10%	13%		
Number of Students making below expected progress	N/A	28 (Below -0.5)	29 (Below -0.5)	20 (Below -0.5)	21 (Below -0.1)		

3. Planned expenditure					
Academic year		2020-2021			
The headings below enable schools to demonstrate how they are using the Catch Up Funding to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Staff identify gaps in knowledge and plug gaps with classes/individuals	<ul style="list-style-type: none"> PHASE 1 Yr11 will be the focus area. QLA / DTT used for identifying gaps. Groups of 2/3 identified students taught for 1hr pw on English & Maths. PHASE 2 Yr10 will be the focus area. To include Science. PHASE 3 Yr7 will be the focus area. English, Maths, Science. Expert teachers used for different ability levels. 	Students will have completed their mock exams. Data will be up-to-date. English, Maths, Science are core subjects. PPE exams in Feb for Yr11. Yr10 exams in November and Yr7 assessments / CATS used for end of Autumn term.	Regular monitoring and end of block assessments.	A Walsh	Feb 2020
Schemes of Learning are adapted to reflect changes to assessment and adaptations made to planned teaching	<ul style="list-style-type: none"> Long-term plans amended to address gaps in prior knowledge. Targetted programme of catch up based on QLA / DTT unique to each student grouping. HODS to identify gaps through meetings with teaching staff and SLT. 	Students will have completed their mock exams. Data will be up-to-date. PPE exams in Feb for Yr11. Yr10 exams in November and Yr7 assessments / CATS used for end of Autumn term. Pastoral data from prior lockdown showing engagement levels.	Monitoring of long-term plans, teaching schedules, use of QLAs where appropriate, DTT.	A Walsh	Feb 2020
Staff and students are trained and resourced to be able to move to virtual teaching.	<ul style="list-style-type: none"> INSET Training taken place. Students set up to access remote learning platforms. Staff trained on TEAMS. Staff will teach core subjects remotely for Yr7/8/9. 2 lessons pw. Staff will teach all subjects remotely at 50% face to face at Yrs 10 – 13. St Paul's Maths & English staff will be used. 	Successful use of remote learning platforms during lockdown. Monitoring of engagement through pastoral teams was very accurate. Staff will deliver a lesson followed by remote work then review it the next lesson on a rolling programme.	Audit of staff and student accessibility. Monitoring of sessions – checked by HOD. St Paul's staff to be used.	T Collett	Feb 2020

Total budgeted cost					£46,071
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Students who have fallen behind in lockdown are given targeted after school support in small groups to help them catch up.	<p>A) Staffed homework Clubs are run for selected students in every year group <u>1/2 days a week</u> in order to ensure that students identified as not engaging with work at home do not fall behind even further.</p> <p>B) Half terms 2 and 3 Maths and English staff to run online tuition for identified children in groups of 2/3. These sessions will take place after 17:00 or on Saturday mornings so as not to affect existing Booster provision for exam groups.</p> <ul style="list-style-type: none"> Staff for maths and English to identify key catch up topic areas based on assessment/QLA for each child requiring the support. 	<p>These children have struggled to work at home without adult supervision. It is likely that this may continue to be a barrier. Homework club will help children to feel successful and build positive learning habits.</p> <p>One to one or small group tuition will allow staff to target the subject content to the gaps identified for the students. Qualified staff at St Paul's who know how each subject pedagogy works within the school will be leading these sessions. This will give children the optimal chance to catch up.</p>	<p>A) Data from positives and negatives for homework are collected and monitored for selected students. (HOYs/AHT to monitor)</p> <p>B) Children to be assessed on these areas in school after every 4 week block.</p> <ul style="list-style-type: none"> Data collected to show if the gap in achievement is narrowing. 	Louisa Davies	Every half term block of intervention.

Work with parents to implement resourced and effective independent learning, following assessment points for all year groups for targeted pupils.	<ul style="list-style-type: none"> Updated communication through website based on learning platforms Login guidance ready to go out 	Learning platforms usage	Feedback	A Walsh / T Collett / L Davies	Feb 2020
Total budgeted cost					£19,093
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure all students are able to access independent learning and catch up tuition as required.	<ul style="list-style-type: none"> Some laptops provided to families who do not have sufficient access to technology. 	<ul style="list-style-type: none"> Children cannot access sessions without appropriate technology. 	<ul style="list-style-type: none"> In academic data books to see given IT equipment highlighted to allow staff to see if the intervention is raising progress. 	TCO	After every data drop (Half Termly/Termly)
Total budgeted cost					£13,636

4. Additional detail

