

Broadwater School -GB – 6th December 2021 -Catch Up Funding Report



Report from Lizzi Matthews for Governing Body meeting on 6th/12 2021

Purpose

This report will provide a summary of how the school allocates and monitors its Catch-Up Funding.

Context

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published [guidance on effective interventions to support schools](#). For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a [National Tutoring Programme](#), intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

Objectives for Catch Up Funding

The DfE has also set out the following [Curriculum Expectations](#), to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

Education is not optional

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Use of Catch Up Funding

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Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered* approach:

Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

Recommendations to Governing Body

The Governing Body is recommended to agree the proposed report as set in the appendix.

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Appendix

PART ONE: PREVIOUS YEAR SPEND - Year 2020/2021

Income

School:	Broadwater	Allocated Funding (Catch Up)	46150
Total Number of Students	575	Allocated Funding (National Tutoring Programme)	17410
% Eligible for Pupil Premium	143 25%		

Spending for Previous Academic Year 2020/2021)

Teaching and Whole School Strategies				
Year Group	Actions	Intended impact	Cost	Evaluation

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7 8 9 10	B1: Purchase additional tutor reading book sets to broaden the menu of books available	The book sets purchased will include BAME authors to ensure a diverse menu for tutor reading. Students are exposed to a greater number of words and challenging texts. The teacher ensures correct pronunciation and leads on the 15 minute daily reading programme. Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum.	£ 350	Tutor reading has now been implemented in Year7-10 and has been embedded to a very high standard. Due to low budget we still do not have enough texts represented by BAME authors and this will continue to be a focus in 2021-22
7-11	B4 – Purchase cameras and soundbars for classrooms and remote education	This will allow a hybrid situation for classes where a percentage are self isolating. It will also help staff needing to self-isolate to stream their lessons live into school in 'real time'.	£1000	All staff were able to make sue of this technology and it continues to support the school in dealing with students or staff needing to self-isolate.
7-11	B4: Ensure all students in all years have a computer and access to the internet at home.	This will allow students to access all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events - we will try to create additional funding through crowdfunding	£5000	A successful crowdfunding project raised a further £5000. All students had access to a device or dongle.

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11	B2: Purchase chrome book laptops for the SEND area and the Academic integration room.	This will mean more SEND students have access to computers during their Intervention and homework clubs .	£1500	Chrome books are now widely used by students with SEND which has helped with organisation and access to interventions. For some this has become their preferred way of working in class and therefore they will be able to use a computer for their GCSES and assessments
10 11	B5: Purchase revision guides for key students who do not benefit from PP funding in year 11	We will track home learning engagement stats in Years 11 to highlight the successful use of revision guides at home	£1000	Students benefited from English revision guides which allowed them to gain successful progress results. (+0.02)
10 11	B2: Ensure that we have Exam markers in as many departments as possible so that teachers understand the exam specs and requirements but also to gain access to early information from boards.	This will safeguard against potential specification changes	£500	Due to exams becoming TAGS – essentially all teachers became exam markers so a significant amount of CPD time was used for training and moderation. Costing of this was therefore significantly under estimated. However, moderation with other schools and within the MAT showed that our staff were very accurate with their grading.
7 8 9 10 11	B14: Purchase classroom visualisers for all classrooms to support the fact staff can no longer walk the classroom freely	These will support high quality T&L as they will enable staff to model from the front (staff cannot freely move around the classroom)	£1000	Visualisers have been used in every teaching classroom and has become a standard tool to support our T and L pedagogy. The quality of worked examples is improving as a result

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	Total Cost Allocated cost from catch up Grant	10350
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Targeted Strategies				
Year Group	Actions	Intended impact	Cost	
7 8 9	B1: Purchase Bedrock Learning to support specific students with their literacy levels	Improve the literacy levels and vocabulary of our students.	£600	Bedrock is now being used in Year 7-9. Students literacy and vocabulary continues to be a focus. Retesting will take place at end of teach term to show impact.
7	B6: Small group literacy tuition (the code) taught by HLTAS and Maths teachers	The students who benefit from this small group work will make rapid progress in literacy and numeracy	£23,700	Impact of these groups has been positive for the vast majority of the students. However, it is recognised that the 'gaps' created by lockdown have not been fully closed
7	B5 B6: Direct Instruction (maths and English) taught by trained SENDCO	Training has been delivered team to staff at the school and students identified for the programme. Programme well understood by the trained staff and suitable resources in place to optimise impact of DI.	£650	Three Tas now trained to deliver DI. Successful pilot ran with Year 8 in Summer 2021 This will roll out to Year 7 in Maths and English in 2021 when more data will be available.
7 8 9 10 11	B5: Hegarty and Sparx maths subscription (homework catch-up)	Close and systematic tracking of Hegarty maths student completion rates. Focus on number of questions answered correctly and time spent completing the tasks / videos.	£600	Sparx has been particularly successful with Year 7 placing in the top 3 within the trust most weeks.

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		Monthly report produced tracking individual student success at class and school level.		Spark will now be run in Year7 and 8 in 2021-2022. Hegarty continues to be a cornerstone of Year 9-11 GCSE maths homework. Data showed that students were more 'accurate' than many other schools, but were not necessarily getting their homework completed on time. This cultural shift will be a focus of 2021-22
Total Cost Allocated cost from catch up Grant			£25500	

Wider Strategies				
Year Group	Actions	Intended impact	Cost	

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7-13	B10: Incentivise improvements in attendance for students and parents.	This will encourage students to attend and parent cooperation with attendance and could lead to an improvement in attendance figures.	£300	Data proving that strategies are having a positive impact have been very difficult to prove due to the Pandemic. However, individual cases have been successful eg We purchased a bike for a Year 10 student who kept missing his bus and therefore didn't come in that day. The impact of that has been a 15% increase in his attendance.
7-11	B11: Investment in Academic resilience programme	Any students who need additional well-being support will improve their mental health. Approved engagement in school and attendee figures will increase	£0 (£25,000) grant with Wav Fed	Due to lockdown this was delayed and will be picked up in 2021-22
7 8 9 10 11	B3: Ensure that the home learning offer is updated and made available to all parents in the event of a student absence for self isolation and/or local lockdown. GLT teachers have been paid to write a full online curriculum.	The GLT curriculum has been created to provide a full online curriculum for years 7-11. The cost is due to paying a number of staff across our Trust to write the online lessons.	£12,000	The online curriculum enabled our teachers to adopt a hybrid system of live lessons and videoed lessons. This significantly cut down on their planning time and also enabled the students to have a variety of remote learning opportunities. The online lessons were also incredibly useful from a CPD point of view where teacher were able to watch other deliver highly effective recorded lessons.

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11	B8: Ensure all Year 11s benefit from a 1:1 career interview outside of lesson time (Before and after school; CORE PE; lunchtime; breaktime)	This is essential advice and guidance that the school must offer to all students so they are thinking about what they will be doing next academic year and beyond	£1000	We have not yet had the data back from County regarding any students who became NEET. However, the evaluations of our careers' programme suggested that students found these sessions helpful.
11	B12:Breakfast provided for all year 11's before assessments and mock exams	It is important that all year 11s are well fuelled prior to their mocks and final exams	£500	As examinations did not happen in the same way - this did not happen.
11	Biscuits for after champions hour	Increased numbers of students in Champions hour due to incentivising staying later in school	£500	We decided to change this strategy to a praise/reward for students who were nominated for students of the week. Thus, asking students to work hard and being rewarded with a bistro voucher as a result. This has been such a successful strategy that we have continued it this year
Total Cost Allocated cost from catch up Grant			14300	

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Summary Catch-up Grant allocation	
Strategy	Cost
Teaching and whole school	£10350
Targeted	£25550
Wider	£14300
Total	£50200
Allocation	£46,150
Overspend	£4,050 (from other areas of the budget)

11	National Tutoring Programme	Small group tutoring	17410	Instead of using the National Tutoring tutors, we used our own HLTAs to tutor Year 11s in small groups in English where they needed the most catch up. This meant that students who had not engaged in online learning during the lockdown were able to benefit from the expertise and consistency of the HLTAs who are attached to the English department . EAL students
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				were also given small group intervention. 80% of the students had a positive Progress 8 score for English or English Literature
			Total Cost Allocated cost from National Tutoring Grant	17410