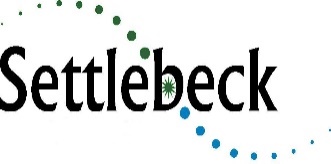
** Catch-up Premium Report**

|  |  |
| --- | --- |
| **ACADEMY NAME** | Settlebeck School |
| **HEADTEACHER** | Mrs Sarah Campbell |
| **CHAIR OF GOVERNORS** | Mr Peter Irvine |

COVID-19 catch-up premium spending: summary

| **summary information** | | | |
| --- | --- | --- | --- |
| Total number of pupils: | 196 | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | £17,040 |  |  |

| **strategy statement** |
| --- |
| Settlebeck School’s priority is to provide a broad and balanced curriculum with quality first teaching at the centre of our recovery strategy. The overall  aims of our catch-up premium strategy are:  • To support the health and wellbeing of our students and staff.  • To reduce the attainment gap between your disadvantaged pupils and their peers.  • To raise the attainment of all pupils to close the gap created by COVID-19 school closures. |

|  |  |
| --- | --- |
| **barriers to future attainment** | |
| Academic barriers: | |
| A | Low reading and spelling ages of some pupils, preventing full access to the curriculum. |
| B | Loss of independent learning skills |
| C | Mental Health needs of the pupils and community. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Strategy Area** | **Specific strategy** | **Success criteria** | **Start date** | **COST** | **Impact** |
| ***Teaching*** | Employment of highly experienced Teaching and Learning Consultant to develop a 3-year strategy, based on evidence informed practice that focuses on teacher development. By continuing to develop the quality of teaching which will improve pupil outcomes | *DHT to develop and implement 3-year strategy focused on the developmental needs of the staff and students.*  *INSET Sept/Oct.*  *Development of coaching groups.*  *Improved outcomes* | ***June 2021*** | ***£6000*** | It is too early to measure impact on pupil outcomes and learning independence. |
| ***Targeted Academic Support*** | *Small group tuition/1:1 for Y11 targeted students in mathematics and English. Students to be tutored by a tutor who is regularly used by Settlebeck School and has a strong reputation for delivering progress for learners of all abilities including those with additional needs* | *Small group removal/ online tuition over teams to improve mathematics and English in year 11, students, improvement of at least one grade on*  *starting points.* | ***September 20*** | ***£1000*** | Due to the pandemic, exams did not go ahead as normal with grades being awarded based on Teacher Assessed grades. A robust system was implemented to ensure that students were awarded grades based on clear evidence. National data sets are unavailable to make national comparisons. All students, with the exception of one, progressed to the post-16 study of their choice. |
| ***Targeted Academic Support*** | *Tailored catch up for students*  *Year 7,8,10 students with an experienced tutor to conduct lessons in person to targeted students. Students identified following baseline tests and discussions with teaching staff.*  *Contingency reserve to support findings from GL assessments in Year 7-10.* | *Access for targeted students to get small group support in specific areas.*  *Students that are targeted to attend, have at least 90% engagement in*  *sessions. Students to improve by at least one grade and/or improved standardised score on benchmarked tests in target subject from baseline starting point.* | *March 2020* | *£5000* | Tuition is continuing into the autumn term with an impact report available by January 2022. During the summer term, targeted catch up was focused on the English. In the autumn term the focus has been on mathematics.  At the end of the summer term reading scores in Year 7 had improved from a SAS 99.74 to 100.84 in July, an increase of +1.15.  In Year 8 and Year 9 there was no improvement in reading scores. In Year 10 reading improved from 106.01 to 107.1, an increase of +1.  In Mathematics students improved by + 6.56 in Year 7 and +6.18 in Year 8.  The above figures relate to the whole cohort not just those receiving extra tuition. This report will be available in January 2022. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Targeted Academic***  ***Support*** | *Spelling across the school is below national average of 100 standardised scores. Improve spelling through intervention and teaching strategies in the classroom* | *Spellzone programme for targeted students, along with small group intervention for those that need more specific support. Whole school strategy to be developed and implemented.* | ***December 2021*** | ***£1200*** |  |
| ***Targeted Academic Support*** | *Students in years 7 – 10 to complete GL reading tests termly to identify students where reading and SPAG may limit progress.* | *GL Assessment shows that identified students have improved reading scaled scores to bring them in line with*  *their chronological age.* | ***September 2020*** | ***£2500*** | Termly testing has continued from September 2020 until the academic year 2021-22. The assessments enable the school to ensure that support is targeted to those students in most need of catch up.  Year 7 had improved from a SAS 99.74 to 100.84 in July, an increase of +1.15.  In Year 8 and Year 9 there was no improvement in reading scores. In Year 10 reading improved from 106.01 to 107.1, an increase of +1. |
| ***Targeted Academic Support*** | ***Students in Year 7-8 complete termly GL Progress Test Maths.*** | *GL Assessment shows that identified students have improved maths SAS to bring them in line with*  *their chronological age.* | ***September 2020*** | ***£1500*** | Termly testing has continued from September 2020 until the academic year 2021-22. The assessments enable the school to ensure that support is targeted to those students in most need of catch up.  In Mathematics students improved by + 6.56 in Year 7 and +6.18 in Year 8.  Impact of Autumn term targeted support will be available in January. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Wider Strategies*** | ***Provide laptop and wireless connection devices for all students, particularly, disadvantaged students and those identified as vulnerable. 5 students identified across all year groups with lack of adequate***  ***equipment or connectivity issues*** | ***All students have the necessary equipment to access learning opportunities.*** | ***Dec 21*** | ***£1000*** | Laptops acquired through the DFE, ensured that all students could access online learning from during the January – March period of school closure. In addition to these laptops the school ensured that laptops were available to others to enable access. Survey completed Dec 2021 to review access at home with further investment planned. |

|  |
| --- |
| **Total Spend £18,200.00** |

| **additional information** |
| --- |
| We have based our decisions on where to direct the Catch up Premium funding on the following key findings.   1. The National Group Spelling benchmarked tests have identified a whole school issue with spelling with each year group average being below 100 standardised score. 2. Students at the Settlebeck respond well to teaching support in small groups, historically this has been offered to small cohorts, the funding gives us the opportunity to deliver to a wider cohort. This will enable gaps to be narrowed and free classroom time to work on stretch and challenge, improving the ambition of our youngsters. We have chosen to use a known tutor rather than the National Tutoring Programme as our students respond more effectively to teachers they know. 3. The difficulties with technology coverage remains for some of our students due to the whole return to school and the return of loaned devices. Ensuring our students have access will ensure we can continue to develop good home study habits. 4. Internal assessment and reporting 5. Guidance from experts |