



ALTRINCHAM GRAMMAR SCHOOL FOR BOYS

CATCH UP PREMIUM POLICY

Nominated Lead Member of Staff:	HM
Last Review Date:	March 2021
Next Review Date:	March 2022

What is the Catch Up Premium (CUP)?

Due to the disruption in learning caused by COVID 19 in 2020, the Government has provided additional funding for the academic year 2020-2021. This funding equates to £80 per pupil. Though funding has been calculated on a per pupil or per place basis, the DfE recommends that schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

Schools can choose the strategies that are most appropriate for their own contexts. They can use the funds to provide support for all students in a cohort or select specific students. AGSB has been allocated a total of £76,960.

At AGSB the funding will be used for students in Years 7-13 and the vast majority of the funding will be allocated to departments for them to provide subject specific interventions. A proportion of the funding will be allocated for pastoral support for students, in particular counselling services.

Aims of the Catch Up premium for AGSB

The aim of the catch-up funding for AGSB is to provide subject specific intervention for students whose learning was affected by the COVID 19 lockdown between March and July 2020.

Funds also have to be allocated to AGSB due to the disruption caused by the lockdown starting January 2021, details of which have yet to be confirmed.

How will AGSB know the use of the CUP funding has been successful?

- AGSB internal and external data should be in line with the previous year's data for external exams and internal assessments.
- Feedback will be gathered from teachers, students and parents, to assess their level of confidence that any knowledge and skills gaps that arose during lockdown have been addressed and filled.

Role of AGSB Subject Departments

In order for the CUP intervention to be as effective as possible, it is necessary to make sure that gaps in attainment are identified, that intervention is timely and appropriate and the results of the intervention are monitored over time.

1. Identify the students who have fallen behind

AGSB Heads of Department (HODs) will use the following sources of information to identify the need for intervention for year groups and individual students.

- Conversations with teachers in the department to establish which year groups, classes and students appear to have been affected most significantly by the lockdown. e.g. engagement in work set over lockdown, focus in lessons since September, ability to answer questions verbally and in writing.
- Analysis of departmental data such as grade sheets and assessment data in the school reporting systems SIMs and SISRA.

Analysis of this data will allow HODs to identify groups of or individual students, who have been affected more than others. This will determine where the funding is allocated within the department.

2. Intervene using the most effective methods for individual subjects

- HODs will meet with their departments to discuss the need for interventions for each year group, consulting the data and considering the views of teachers. The department will work together to decide on the most appropriate interventions for students in each year group.
- The interventions will run from March 2021 to January 2022. Due to the January 2021 lockdown, more funding may be awarded and this timeframe may be extended. Interventions for Year 11 and Year 13 will be the initial priority from March 2021 until year 11 and 13 complete their final assessments.
- Heads of Department submitted a proposal for the use of CUP funds in their department at the end of 2020. This was discussed with the AGSB SLT and amended proposals agreed upon for implementation in 2021.

N.B. Guidance about the most effective interventions and suggestions for how the funding might be spent can be found in Appendices 1 and 2.

How will AGSB be held to account with respect to the use of the Catch Up Premium funding?

The DfE have said that school leaders must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Governors and trustees are expected to scrutinise schools' approaches to catch-up from September 2020, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities and ensuring appropriate transparency for parents. Governors at AGSB will be updated termly.

HODs will be asked for updates about their CUP interventions in SLT link and HOD meetings and data will be analysed at each data point to ensure that gaps in attainment are closing over time. Regular reports and updates will be published for AGSB parents.

Dr Squire is coordinating AGSB's Catch Up Premium program and if you have any questions after reading this document please contact him on ssquire@agsb.co.uk.

The full Government catch up premium strategy document can be found here:

<https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19>

Allocation of funds between Departments

Each department has been allocated a proportion of the funding. This has been calculated by looking at the number of hours taught in each subject per fortnight for Years 7-13, then awarding a percentage of the funds in line with the percentage of total taught hours for each subject. The final figure has been rounded to the nearest £500 (table 1). Only subjects that are examined at GCSE or A-Level have been included.

Table 1: Allocation of funds between Departments

Subject	Number of taught hours per fortnight	% of funding	Amount in £	Allocation of funds (rounded to nearest £500)
Pastoral (all years)	NA	9	£6960	7000
Biology	154	6	£4,222	4000
Business Studies and Economics	112	4	£3,071	3000
Chemistry	202	8	£5,539	5500
Computer Science	102	4	£2,797	3000
Design and Technology/Food and Nutrition Art	245	10	£6,718	6500
English and English Literature	281	11	£7,705	7500
Geography	106	4	£2,906	3000
Geology	49	2	£1,344	1500
Government and Politics	19	1	£521	500
History	125	5	£3,427	3500
Languages	299	12	£8,198	8000
Maths	410	16	£11,242	11000
Music	77	3	£2,111	2000
Physical Education	19	1	£521	500
Physics	172	7	£4,716	5000
Philosophy and Ethics	103	4	£2,824	3000
Science KS3/Combined Science Trilogy	78	3	£2,139	2000
		Total	£76,960	£76,500

Proposed Use of Funds - Interventions and strategies employed by AGSB departments

The Pastoral Team

- Have invested in “Mental health first aid training” for all heads of year and selected support staff to support AGSB students. They will also offer “Exam based activity workshops” for pupils across years 10-13.
- Supervised study spaces will be available within school during the Easter and May half term school holidays for pupils who are unable to study productively at home.

Subject Departments

- Will offer a mix of 1 to 1 and group CUP intervention sessions to pupils who have been identified as needing most support after being most affected by lockdown. These sessions will take place outside the normal school day; in “period 6”, *ie.* after school, at weekends or during school holidays. Small group and 1 to 1 sessions will typically take the format of a tutorial, pupils and teachers working together on exam technique, plugging specific knowledge gaps and working through past paper exam questions.

The timetable for these interventions will develop as the need arises but an example of the sessions for year 11 and 13s in the lead up to their end of year assessments is shown below.

Example CUP Intervention timetable Week A

Monday	Tuesday	Wednesday	Thursday	Friday
Maths Y11 3.10-4.10	Maths Y13 3.10-4.10	Art Y11 3.00-3.45	Geography Y11 3.10-4.10	
	Geography Y13 3.10-4.10	Physics Y11 3.10-4.10	Physics Y13 3.30-4.30	
	Spanish Y11 3.10-4.10	Spanish Y11 3.10-4.10	History Y11 3.10-4.10	

Weekend and holiday sessions

- A number of departments will also be offering CUP sessions during the Easter and May school holidays. These sessions range from a continuation of the tutorial style 1 to 1 and group sessions carried out remotely over TEAMS, to whole or half day workshops based in school. Examples of these are; half GCSE Food and D&T practical workshops, full day GCSE and A level Art workshops, GCSE Business and economics workshops and teacher led GCSE and A level Maths and geography days.

At each key data point in the school calendar HODs will analyse the data for results, effort and engagement to identify individuals and groups for whom gaps in skills or knowledge arise and plan subsequent CUP interventions appropriately.

Support will be offered by current and past AGSB teachers, Learning Support Assistants and members of the SEND team, past and present AGSB pupils (for example to develop language skills in MFL students) and other external staff who are able to offer appropriate level tutoring style support.

Appendix 1 Research used to inform intervention strategies

Source 1: Department for Education

- <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>

Recommended strategies for using the funding in secondary schools

- Small group or 1-to-1 tuition
 - Extra teaching capacity (through longer teaching days or holiday teaching)
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To inform the nature of the extra teaching sessions and interventions there are a number of research bases which are useful and robust in their evidence. Two of particular note are [Hattie](#) and [Marzano](#) whilst the most authoritative UK focused evidence base is that of the [Education Endowment Foundation](#).

The Education Endowment Foundation have produced research about how schools can best compensate for the negative impact on school closures and they conclude the best interventions fall under three categories:

1. Teaching and whole-school strategies
2. Targeted support
3. Wider strategies

1. Teaching and whole school strategies

- Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support. *HODs might like to consider how to support teachers who are less experienced with the funding.*
- Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support. For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.
- The most effective teaching strategies should be based upon a robust evidence base and the most promising that may be considered by departments include: metacognition and self-regulation, reading comprehension strategies, peer tutoring, digital technology and social and emotional learning.
- Pedagogy based upon Desirable difficulties (testing, spacing and interleaving).

2. Targeted Support

One on one and small group tuition

There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Departments at AGSB can choose who is most appropriate to act as 'Tutor', this might be class teachers, former teachers or others known to the department. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. However, both small group and one to one tuition can be effective catchup approaches. Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, learning support assistants, or trained volunteers can also be effective. Where tuition is delivered by learning support assistants or volunteers, providing training linked to specific content and approaches is beneficial.

3. Wider Strategies

- **Structured Intervention programmes**

In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. Programmes are likely to have the greatest impact where they meet a specific need, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.

- **Extended school time**

In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school. There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour.

Appendix 2 – Suggestions for how the funding can be spent

If departments wish to offer additional support to students out of school time, teachers, support staff and others who are able to offer support can be employed to do so. All sessions must be after school or on a non-school day, not during the school day or before school.

Suggestions for interventions

- “Period 6” – intervention at the end of the school day
- Saturdays / holidays – intervention sessions e.g. over Easter for revision
- Producing Looms/ lectures/ recorded lessons
- Producing revision / learning resources
- Buy ICT resources for use for a year or longer

Departments can also identify and propose other ideas on their proposal form. Where resources are being produced by a colleague, the amount of time it will take to produce the resources should be estimated and a reasonable financial allowance should be proposed, this will then be discussed and agreed with the department SLT link.

ADDENDUM

The Government has announced a 16-19 tuition fund for the 2021-22 academic year. The purpose of this funding is to mitigate the disruption to learning arising from coronavirus (COVID-19).

This year there has been a broadening of the eligibility to include economic disadvantage in addition to low prior attainment.

The government has said:

“The funding is to support small group tuition for students aged 16 to 19 in English, Maths and other subjects that have been disrupted, including vocational and/or academic learning. Students aged 19 to 24 who have an education, health and care (EHC) plan are also eligible for support. All students must be on a 16 to 19 study programme and the funding should be used to support the tuition activity above and beyond the programmes of education already planned.

It is for students who:

- have not achieved a grade 4 or 5 in English and/or Maths
- have a grade 4 or above in English and/or Maths, are from an economically disadvantaged background and would need catch-up support.

These are defined as students from the 27% most economically deprived areas of the country based on the index of multiple deprivation”.

Our intention is to provide small group tuition for students who did not attain a grade 4 or 5 in English or Maths and provide additional support for targeted groups.

We will target support initially towards supporting those in Year 13 (2021/22) until May 2021 and then identifying and targeting the current Year 12 students who will be moving into Year 13 in the academic year 2022/23.