



# Saint John Houghton Catch Up Funding Overview

## 1. Summary Information

<b>School</b>	St John Houghton Catholic Voluntary Academy				
<b>Academic Year</b>	2020-21	<b>Total number of pupils</b>	663	<b>Total Catch up funding budget</b>	£44,421
<b>Attendance of pupils 19-20 (Sept 2019 and 20 Mar 2020)</b>	95.3%	<b>Attendance of pupils 20-21</b>	94.9%	<b>Number of pupils who have not returned to school</b>	8

## 2a. Barriers to Future Attainment and Progress

### Academic Barriers

<b>A.</b>	Transition is challenging and limiting success for; long term disadvantaged, low prior attainers, students with behavioural challenges or SEN
<b>B.</b>	Curriculum design and approaches to teaching & learning need to be more accessible to disadvantaged learners
<b>C.</b>	SEMH and fixed mindset limiting student's ability to learn and their aspirations

### Additional Barriers *(including issues such as attendance, social and emotional issues manifesting themselves in behaviours, bereavement, or other areas of loss)*

<b>D.</b>	Poor attendance (PP students) – attendance can be limited by SEMH difficulties (for the student and the family) and deprivation
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## 2b. Intended Outcomes *(specific outcomes and how they will be measured)*

### Success Criteria

<b>A.</b>	Close gaps in learning due to Covid and other causes. Students achieve their MEGs.	Subject teachers provide and monitor work, Students access one to one and small group tuition in Maths and English subjects (transport or ICT equipment)
<b>B.</b>	Teaching & Learning will be targeted to student need and students will be able to engage with the curriculum	A combination of online learning, 1:1 support and mentoring.
<b>C.</b>	Students will feel more emotionally stable and supported and will be able to learn. Students will know their post-16 destination and will be driven and motivated	Students will receive careers guidance and a careers interview.

<b>D.</b>	Attendance will be at least 95% for PP students	Mentoring, parental engagement, identification of student needs/in-school support. Students who are shielding to access tuition and online learning at
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### 3. Planned Expenditure

#### i. Quality of Teaching for All

Action	Intended Outcome	What Is the Evidence and Rationale for This Choice?	How Will You Ensure It Is Implemented Well?	Staff Lead	When Will You Review Implementation?
Teacher CPD – relationships & Trauma Informed Practice	Improved behaviour management	Evidence of unconscious bias. A range of research sources regarding disadvantage	QA of classroom practice, monitor data	AHead Support & Progress (KB)	July 2021
<b>Total Budgeted Cost</b>					<b>£5000</b>

#### ii. Targeted Support

Action	Intended Outcome	What Is the Evidence and Rationale for This Choice?	How Will You Ensure It Is Implemented Well?	Staff Lead	When Will You Review Implementation?
Literacy Programme KS3 (LiT)	Improve reading age to be in-line with national ave	Y7 are currently 22 mths behind	Co-ordinate with English Dept. CPD and roll out with learning support staff	Nurture Lead (MT)	Dec 2020, March 2021, June 2021
National tutor programme & Academic Mentoring	Close gaps in knowledge due to lost learning	EEF Research	Coordinate with CLs and external providers. PP 'champion'.	KB, BN	Dec 2020, Feb 2021, April 2021, June 2021
<b>Total Budgeted Cost</b>					<b>£31,000</b>

#### iii. Other Approaches (including links to personal, social, and emotional wellbeing)

Action	Intended Outcome	What Is the Evidence and Rationale for This Choice?	How Will You Ensure It Is Implemented Well?	Staff Lead	When Will You Review Implementation?
MH support & wellbeing package (Edukey)	Students are able to attend and learn	Recovery Curriculum	Work with Changing Lives (Derbyshire LA and NHS), QA in-house provision, self spk	Wellbeing Manager	Oct 2020, Dec 2020, Feb 2020, May 2020
<b>Total Budgeted Cost</b>					<b>£8,421</b>

## 4. Additional Detail

### Targeted support

#### **National tutoring Programme**

Intended outcome: Gaps have widened for disadvantaged students beyond where they were previously. The aim of additional tutoring is to bring students back to where they would have been i.e. average progress of -0.25 (based on our 2019 progress data) against a national average of -0.44 for PP students.

1:1 tuition for disadvantaged students, prioritised by English and Maths, then other qualifying subjects for:

1. Year 10 & 11
2. Year 7
3. Students on a reduced timetable, low attendance, MH and wellbeing issues
4. Year 10 (includes a scholars programme for our most able PP students)
5. Year 8 & 9 vulnerable students

1 hour of tuition x 15 sessions costs approx. £185 per student (aim to work with 75 students)

**Costs: £12,000-£15,000 (includes staff supervision for online sessions).** Work closely with tuition partners to monitor impact through dialogue between tutors and teachers and reporting per session. Can increase ratios to students being taught in groups of 1:3 to improve value for money. Some students will study more than one subject through 2 blocks of 15 (only one will be subsidised). These will be the most disadvantaged who have needed to reduce timetables due to attendance, mental health, illness, SEN etc. The costs also include transport for students to be able to attend school outside of normal timetables hours.

Additional costs in this category include:

- a budget for an Academic Mentor (via Teach First), also part of the government catch-up strategy – cost approx. £5000
- Costs for additional academic support for long term absence and students needing alternative provision £5000

#### **Nurture & Literacy Intervention KS3**

Literacy Intervention Toolkit: Resources & staff training **£2500**, staff time (8 hours per week, years 7-9) **£2500**

We have put a Nurture scheme in place this year to support vulnerable students in KS3 and particularly in Year 7. These students receive support 1.5 per week each in SEMH, Literacy and Maths.