

### Coronavirus (COVID-19) Catch up premium 2020-2022

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The funding's purpose is to support students in their return to in-person education both academically and pastorally. Our funding has been allocated in line with our Teaching and Learning 'Reconnecting Curriculum 2.0' published March 2021. It is underpinned by the EEF guidance in the planning of interventions to ensure our initiatives will have maximum impact. A link to the guidance can be found here: <https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1>

#### Funding totals:

**Years 7-11 - £71,840**

In order to maximise the impact of our provision, we will be using the Covid-19 Catch Up Funding alongside our Pupil Premium, as well as other funding streams. So far, over 1540 hour tutoring has been allocated **to 58 PP students at a value of £77,000.**

<b>Strategic priority 1: Re-connection</b>				
To ensure students can achieve their God-given potential, the first focus will be driven by a systematic, relationship-based pastoral approach. Loss of routine, structure, friendship, opportunity and freedom, will have triggered the emergence of anxiety, trauma and bereavement in some of our students. This support will be developed through 5 key ideas: <b>Relationships, Community, Transparent curriculum, Metacognition, Mental Health and Wellbeing.</b>				
<b>Approximate cost</b>	<b>Strategy</b>	<b>Start &amp; end dates</b>	<b>Level of impact</b>	<b>Impact</b>
£100	<b>Year 11 JFS Incentive Programme</b> – Loyalty cards and prizes bought to incentivise students to re-engage with revision in advance of their Controlled Conditions Tests (CCTs) and support behaviour in and out of lessons.	Jan 2021-May 2021	Low	Lack of effective roll-out and continued checks meant that students did not engage with challenges. This will be re-trialled with Year 10 with an official launch on 7 <sup>th</sup> June.
£10,000	<b>KS3 – Mentoring programmes for disillusioned students</b> – Directors of Learning (DOLs) have selected particular students who would benefit from weekly 1:1 mentoring support. This may be to support with their behaviour, building their self-esteem and help them see the purpose of their education.	Sept 2021-Ongoing	Medium	Qualitative data shows a number of students feel supported and enjoy the sessions. A few examples of strong results; however, few students have 'graduated' from programme yet. <i>Further analysis required as mentoring continues.</i>

**Strategic priority 2: Inspire a love of learning**

For various reasons, a number of students have not engaged with Blended Learning. We wish to offer initiatives to help them reconnect with the education journey and, in the case of exam groups, help plug gaps in their knowledge and built their confidence for their future examinations.

Approximate cost	Strategy	Start & end dates	Level of impact	Impact
£2350	<b>Learning Performance workshops x3</b> External agency brought in to do group sessions with Year 11s on how to revise, metacognitive and retrieval practice. The aim was to focus student's mindset on their upcoming exams (internal or external). Parental forums also took place in Nov 2020 and May 2021.	Nov 2020 – Year 11 Feb 2021 – Year 11 May 2021 – Year 10	Medium	Strong qualitative feedback from both students and parents about presenters and effect it had on their revision. Due to school closure, first set of PPEs did not take place so unable to measure quantitative response to these.
£2550	<b>Year 11 Intensive tutoring for CCTs for English, Maths and Science</b> 2-week targeted, intensive tutoring programme offered to students prior to their PPEs. Priority and majority of sessions offered to students withdrawn from other subjects. Tutors were former JFS staff so had relationships with the students.	April 2021	High	Strong qualitative feedback - 100% of students were at least Satisfied with the provision – 70% were very satisfied. 7/10 students achieved grade 4s in English and Maths. All student achieved pass mark in Science.
£3000	<b>Core revision guides</b> Year 10 students provided with revision guides for their Core subjects (English, Maths, Science and RE) to aid with their upcoming end of year exams.	May 2021	Medium	Higher current Progress 8 (-0.58), Attainment 8 (47.8) scores; higher % of students achieving 5 grade 9-5 including Eng and Maths (45%) <i>Comparison cannot be direct as exam series differed in format.</i>
£30,000	<b>National Tutoring Programme (NTP)</b> <a href="#">Connex Education Partnership</a> chosen partner. Funding set aside for approx. 150 students to receive support in core subjects and humanities. Students identified for support will be based on their 2021 end of year exams with KS4 students the priority.	Sept 2021-Ongoing	High	Of initial 27 students offered: <ul style="list-style-type: none"> <li>- 100% agreed the provision had been at least 'Useful'</li> <li>- All but 2 students improved their grade from previous PPEs. 74% of students' predicted grades increased by 2 grades</li> </ul> Provision offered to all students identified as PP, SEN, Vulnerable. 66 further students now offered NTP support.

**Strategic priority 3: Literacy and reading development**

Some students will not have engaged with academic study for some time and literacy levels may have stagnated. This may exacerbate vocabulary gaps and students may be inclined towards non-academic and informal language, hindering their progress across subjects. We wish to inspire a love of reading which will aid them academically and emotionally by ensuring John Fisher is seen as a “school that reads”.

<b>Approximate cost</b>	<b>Strategy</b>	<b>Start &amp; end dates</b>	<b>Level of impact</b>	<b>Impact</b>
£3240	<b>Thinking Reading consultation &amp; training</b> Consultation from James Murphy’s organisation offering bespoke proposal for implementing effective school-wide reading programme and interventions. 6 staff trained on reading assessment to identify specific needs for students.	May-June 2021	High	Enabled Literacy team to write updated Literacy policy to be drawn up and ratified by governors.  10 of initial 18 students identified for support have ‘graduated’ from reading intervention.
£8000	<b>Rejuvenating LRC – New library software and books</b> Installation of library software and new texts to make LRC a welcoming and accessible space for all.	May 2021-Ongoing	High	In first term alone, over 900 books borrowed from the library (as benchmark, similar sized school with large library budget managed 2000 borrows over the entire year).
£3500	<b>NGRT Baseline Reading and Spelling tests</b> Testing and Re-testing of Years 8 and 9 students to identify those below and significantly below their reading age to inform interventions.	June 2021	High	Clear understanding of scale of literacy needs identified: 25% of students have reading age behind their chronological reading age; 77 students in KS3 have reading age of 17+. Staff notified of this data at INSET to take into account for their lessons. Priority group of 9 students moving into Year 10 identified for targeted intervention.
£1000	<b>Subject libraries – joy of reading</b> Budget allocated for each department to spend on fiction and non-fiction wider reading texts of their choice. Aim to increase visibility and opportunity for reading widely across the curriculum and create strong foundation of knowledge.	Sept 2021-Ongoing	N/A	Limited scope to release budget to staff. To be reviewed at end of academic year.