

COVID-19 recovery premium, school led tutoring & post 16 catch up funding report 21-22

COVID-19 catch-up premium spending: summary 21-22

SUMMARY INFORMATION		
Total number of pupils:	1750	
Total recovery premium budget*	£41,470.00	To be used to fund tuition, to improve attendance or behaviour/ attitude to learning and engagement for Pupil Premium Pupils. Like the pupil premium, schools can spend the recovery premium on a wider cohort of pupils than those who attract the funding and/or direct recovery premium spending where they think the need is greatest.
Total School led tutoring budget*	£34,830.00	To be used to fund tuition for Pupil Premium pupils, SEND pupils and other vulnerable pupils that the school identifies. (1 block of 15 hours per eligible pupil). 25% top up funded from school Pupil Premium budget.
Total post 16 tuition budget	£26,036.00	The funding can be used to support small group tuition for 16 to 19 students in English, maths, and other courses where learning has been disrupted. The guidance indicates that the supported students must be on a 16 to 19 study programme and who have not achieved grade 5 or above in GCSE maths and/or English by age 16 or have achieved a grade 4 or above in English GCSE maths and/or English and are from an economically disadvantaged background and need catch-up support. The subjects covered in the tuition will not be limited to English and maths but will be identified according to need and existing programmes.

STRATEGY STATEMENT

Schools' catch-up premium priorities for 21/22 are:

- Improving the literacy skills of all students so that they can access their learning and are well prepared for life beyond the school gates
- Ensuring that the performance of all students, particularly those with SEN and those eligible for Pupil Premium, across the curriculum is improving across 21/22.
- Deploying one to one and small group tuition, where knowledge and skills deficits have been identified with a focus on English & Maths at KS3 and a broader subject range at KS4.
- Improve the attendance of all pupils who currently have attendance below the academy's average.

As of September 2021, there were 199 pupils Y7-11 with a reading age below their chronological age. All pupils accessed a range of targeted reading intervention strategies to support their progress. As of July 22, 87% of those pupils following intervention and retest have a reading age equal to or above their chronological age.

Using July 2021 assessment outcomes for KS4 pupils and comparing against the same point for 2019 leavers the outcomes evidence that overall attainment is higher (All, DIS, SENK, SENE) than 2019 comparative year. At a subject level there are pupils that have some gaps in learning. Targeted intervention has been implemented in a range of subjects to support pupils to close knowledge & skills gaps. The impact of this is that the majority of pupils upon retest at the end of the intervention programme have closed their knowledge gaps.

Using Baseline data and ongoing assessment data throughout the year KS3 pupils with the largest gaps in learning in English & Maths received targeted intervention through NTP tuition partner Conexus. Pupil Premium & SEND pupils selected a priority. *Please see NTP Impact Reports 21-22.*

Post-16 Tuition budget has been used to fund tuition in English and Math's for students in RH6 and FEFA that did not secure a grade 4 at GCSE. In addition, it has been used to support students from economically disadvantaged backgrounds who have secured grade 4 or better in English and Math's GCSE and need catch-up support with a particular focus on those students who are studying A-levels given the additional exam support they needed.

As of July 2022, 29 students have accessed the school counsellor since her appointment in Jan 2022. Impact can be measured in the following ways positive student voice, improved attendance, improved general wellbeing and coping strategies. This provision has proven vital, ensuring barriers are broken to aid attendance, engagement, and learning.

YSMs post Covid have dealt with an increase in wellbeing concerns, many cases have led to a decrease in attendance, general wellbeing and lack of engagement in school life. An additional YSM since Jan 2022 has allowed the pastoral team to support more students who have newly established barriers to learning post Covid.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	In school entry gaps in English and math's
B	Achievement gaps between SEN and non-SEN, DIS and non-DIS
C	KS3/4/5 scholastic excellence and approach to independent learning

ADDITIONAL BARRIERS

External barriers:

D	Attendance & persistent absenteeism of pupils
E	Parental engagement of hard-to-reach families
F	Maintaining positive levels of resilience and wellbeing of pupils

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Coaching and frequent structured CPD time given to staff to support professional development	Teacher pedagogy develops and positively impacts the quality of education for all pupils' ensuring learning is consistently effective.	EEF Teaching & learning toolkit (9, 16)	Through consistent review to ensure CPD planned meets the needs of the school through QA outcomes.	AYL	Each half term
Design and implement a bespoke CPD program for staff alongside an additional bespoke program for new staff and LSA, underpinned by development of a practice culture				AYL	Each half term

Total budgeted cost:					Funded through Pupil Premium budget
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Implement small group in school tuition using NTP school led tutoring funding for identified KS3 DIS and SEN pupils in Maths or English. NTP partner – Conexus 2 x full time tutors.	Identified knowledge and skills gaps that will close upon retest. Pupil scholastic excellence will improve to support pupils to confidently access the next stage of the planned curriculum. LP assessment outcomes will improve.	DfE's catch-up premium guidance EEF's COVID-19 support guide for schools EEF's teaching toolkit Assessment outcomes of pupils in Y7-10	Identify pupils that require additional academic targeted support. Teachers diagnose using current assessment data gaps in knowledge and skills. Communicate participation with all stakeholders. Communicate knowledge and skills gaps with tutors identifying outcomes to be achieved. Review impact at end of 5 weeks (15 hour block).	SEG/AYL	Impact review each half term
Implement Literacy intervention for all pupils 7-11 below chronological reading age.	Pupils will develop reading age to be in line with chronological age upon retest.	DfE's catch-up premium guidance EEF's COVID-19 support guide for schools EEF's teaching toolkit Reading age test outcomes for pupils in Y7-10	Implement intervention in small groups. Plan retest opportunities when sufficient intervention time has been accessed by the pupil. To continue to keep those pupils who are on the borderline of retest pass on watchlist.	DIN/VTY	Impact review each term.

Implement small group catch up groups across a range of subjects for identified KS4 pupils.	Identified knowledge and skills gaps that will close upon retest. Pupil scholastic excellence will improve to support pupils to confidently access the next stage of the planned curriculum. LP assessment outcomes will improve.	DfE's catch-up premium guidance EEF's COVID-19 support guide for schools EEF's teaching toolkit Assessment outcomes for pupils in KS4 and in class performance.	Select small pupil groups with similar knowledge and skills gaps to support intervention purpose. Retest specific skills to measure impact at end of intervention schedule. Ensure clear communications between intervention tutors and classroom teacher.	HoFs	Impact review each half term
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Recruited 1 x Academic Mentors (Maths) to deliver small group bespoke tuition to KS3 & KS4 pupils.		DfE's catch-up premium guidance EEF's COVID-19 support guide for schools EEF's teaching toolkit	Use the interview process to match correct individual with the needs of the pupils. Select small pupil groups with similar knowledge and skills gaps to support intervention purpose. Timetable intervention to work alongside existing maths and science classes through in-class support or as additional sessions outside of maths and science classes. Ensure clear communications between intervention tutors and classroom teacher.	AYL/RIM/KRO	Maths AM Recruited July 2022 to commence September 2022
Implement small group in college school tuition using post 16 tuition budget in Maths and/or English.	Identified knowledge and skills gaps from GCSE performance that will close upon retest. Pupil confidence and scholastic excellence will improve. GCSE re-sit will be successful.	DfE's catch-up premium guidance EEF's COVID-19 support guide for school EEF's teaching toolkit GCSE English and maths outcomes.	Identify pupils that require additional academic targeted support. Teachers to diagnose using current assessment data gaps in knowledge and skills. Communicate participation with all stakeholders. Communicate knowledge and skills gaps with tutors identifying outcomes to be achieved.	CMN	Impact review each half term.
Implement small group in college school tuition using post 16 tuition budget in L3 subjects for students from disadvantaged backgrounds who need catch-up support.	Identified knowledge and skills gaps from L3 subject performance that will close upon retest. Pupil confidence and scholastic excellence will improve. LP outcomes will improve.	DfE's catch-up premium guidance EEF's COVID-19 support guide for school EEF's teaching toolkit L3 subject support	Identify pupils that require additional academic targeted support. Teachers to diagnose using current assessment data gaps in knowledge and skills. Communicate participation with all stakeholders. Communicate knowledge and skills gaps with tutors identifying outcomes to be achieved.	CMN	Impact review each half term

Total budgeted cost:					£60,866 (25% top up for NTP to come from PP budget)
Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Appoint a full time in school counsellor.	To support pupils with mental health issues that cannot access outside support services due to waiting lists or financial cost. Pupils' mental health and wellbeing will improve, having a positive impact upon attendance, behaviour and attainment.	EEF's COVID-19 support guide for school EEF's teaching toolkit Increased mental health and wellbeing referrals for pupils since 2020 with increased waiting time.	Referral system in place which is triaged and reviewed by pastoral and safeguarding team to ensure correct pupils are prioritised for access. Sessions are reviewed every 6 weeks to review impact. (Funded through Covid recovery funding and top up through PP budget)	MUN	6 weeks following appointment
SEND Consultant	To ensure that a strategy is in place that effectively support the needs of our SEND pupils post Covid.	SEND in mainstream schools (EEF report 2021) outlines needs pertinent to SEND pupils at this time.	School SDP Priority – to improve outcomes of all pupils, particularly those with special educational needs and disabilities. This is monitored monthly and formally reviewed on a termly basis.	SEG	Half term

Careers- Employability Skills Workshops Careers Connect	To support targeted pupils with employability skills to access high quality apprenticeships and employment opportunities in the Liverpool city region	Change in trend post-covid in students choosing university pathway. More demand from students to explore apprenticeships and employment post 16 and post 18.	Use of partners at Careers Connect who have the expertise in delivering such activities both to KS4 and KS5 pupils.	RBS	Student voice after the workshops, destinations data post transition to next phase
Appoint Pastoral support manager	To improve the attendance and wellbeing of pupils with a focus on Pupil Premium pupils and those specifically those at risk of PA. Developing stronger relationships with hard-to-reach parents. Support the transition return for pupils with mental health issues and low attendance.	EEF's COVID-19 support guide for school EEF's teaching toolkit Attendance and PA of Pupil Premium cohort.		MUN	6 weeks following appointment
Total budgeted cost:					£41,470