



## Catch Up Funding Initiatives and Impact 2020-21

Queen Elizabeth's Girls' School has a comprehensive programme in place for all students focussing on the removal of barriers to learning. An outline of this programme is covered in the strategic Pupil Premium Strategy 2020-23 found in the following link [Pupil Premium Strategy 2020-23 \(qegschool.org.uk\)](https://www.qegschool.org.uk/pupil-premium-strategy-2020-23). Funding was already in place through the Pupil Premium to provide a solid foundation for supporting students and removing barriers to learning.

The pandemic, however, significantly impacted students through the direct loss of face to face in person teaching. Queen Elizabeth's Girls' School moved rapidly to support students and deliver the curriculum online through the extensive use of Google Classroom and the Google suite of applications. The school also ensured that all identified students received Chromebooks in order to improve their access to teaching and learning resources. It was determined therefore that the Catch Up Funding allocated for the school would be focussed entirely on closing gaps in knowledge and skills in both English and Maths. The foundations for academic success in all subjects and life chances.

Summary of Catch Funding Allocation	£73,720
Summary of Catch Funding Spend	£86,773
Net Spend	-£13,053
Net Spend per Catch Up Tutor (x5)	£17,354.60

Queen Elizabeth's Girls' School employed 5 graduates and subject specialists in Maths (x3) and English (x2). The graduates were given whole school induction training, subject specialism training and teacher training to support small group work with students in Years 7-11. The graduates were employed from the beginning of the academic year and they delivered the Maths and English lessons until the June half term. They were able to provide support to students over nearly a full academic year focussing primarily on knowledge and skills.

While it was acknowledged that the disadvantaged students were more adversely affected by the pandemic in terms of access to the curriculum and resources this was not exclusive to them. Therefore all students were eligible for catch up support based on progress information from the school's internal data.

The English and Maths Catch Up programmes started and finished at the same time. In the Autumn Term students were initially given either English or Maths. In the Spring and Summer terms some students may have had access to both English and Maths.

### **The English Catch Up Programme:**

- Intervention/Catch Up programmes for students were initially over a period of 6 weeks
- The Programme ran for Years 7, 8 and 9 (Key Stage 3)
- Students would have English classes 3 hours per fortnight
- On average there were 6 students selected per form class.
- Students who would benefit from the programme were identified through:
  - the most recent progress checks,
  - reading ages (from Accelerated Reader)
  - CATs data (primarily Year 7s)
  - feedback from their English teachers
- Each new six week programme began with a benchmarking task. Students were assessed in skills in reading, writing, speaking & listening through short comprehension activities, spelling tests, reading and questioning.
- Targets were created for each student to address gaps in learning/ literacy.
- Each lesson began with a recap/ retrieval (in line with Rosenshine Principles) quiz from the previous lesson before moving onto a new literacy skill.
- Lessons were based around topics such as Halloween, animals, politics and news (covering both fiction and non-fiction).
- Skills included: spelling, punctuation, capital letters, sentence structure, paragraphing, decoding challenging vocabulary, comprehension.
- There were mini regular assessments/ plenaries throughout the 6 weeks.

### **The Maths Catch Up Programme:**

- A 6 week programme that ran for 6 hours over a fortnight
- The programme ran for both KS3 and KS4 students
- There was on average 8 students per catch up group
- Progress data determined the knowledge and skills gaps. This included:
  - the most recent progress report data,
  - records of work that was set during 'lock down'
  - formative assessment during lesson time such as quizzes at the start of lessons and discussions in class.
- Each lesson started with retrieval quizzes to check prior learning (in line with Rosenshine Principles)
- The three catch up tutors assessed students numeracy skills and created targets in order to address gaps in students' learning.
- The lessons were based on topics that were covered during remote learning and included aspects of:
  - Numbers
  - Algebra
  - Data Handling
  - Geometry
- Students were constantly monitored and both verbal and written feedback (through work submitted on google classroom) provided.
- Students sat a pre test at the beginning of each programme (benchmarking) and a post test at the end so progress could be measured. This also helped to determine whether further support was required.
- The programmes were tailored according to the students academic needs and all abilities were targeted - LAPS, MAPS and HAPS (classes were determined relative to a student's starting point, ability and progress)

The Autumn, Spring and Summer terms followed a similar pattern of assessment, targeted teaching instruction and monitoring.

### English Catch Up Programme Impact - Year 8

The total number of students that received the English Catch Up from Year 8 was 80.

This represented 45% of the year group.

	Pupil Premium	Non Pupil Premium	Total Number of Students
Year 8 Demographics	45	134	179
Percentage of Demographics	25.14%	74.86%	100%
Year 8 Catch Up	25	55	80
Percentage Year 8 Catch Up	31.25%	68.75%	100%

The table above shows the proportion of students that were selected for Catch Up English.

	Pupil Premium Progress	Non Pupil Premium Progress	Average Student Progress
Year 8 Catch Up Average Progress	51.41%	36.95%	41.24%
Net Difference	14.46%	Pupil Premium Students outperform Non Pupil Premium	

The table above shows impact information based on benchmarking tasks at the start and end of each six week programme. The percentage is the amount of improvement on average for the group of students.

More impact information to follow on the week beginning Monday 13th September.