



**Court Moor School**

**Catch-up Premium Report (2019-20 outcomes) and  
Strategy (2020/21)**

### **Catch up Premium Report 2019-20 and Strategy 2020-21**

The Catch-Up Premium was introduced in September 2012, and has been paid by means of a specific grant of £500 per student for Year 7 students who did not achieve ARE at Key Stage 2 in reading and/or numeracy. For 2019/20 the Catch-Up Premium funding remained fixed at the 2015/16 amount for each school, regardless of the number of children coming in below age related expectations. This money is to pay for extra intervention so that these students catch-up in literacy and numeracy as soon as possible.

<b>Number of students who were below Age Related Expectations at Key Stage 2 in reading and /or numeracy</b>	<b>20</b>	<b>20</b>
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Due to the current Covid pandemic, this cohort has experienced a very different first year of their secondary education. Lockdown from March 2020 onwards should have resulted in below average progress and a widening gap. Students were supported within small classes by subject specialists. During lockdown, in addition to remote support through their teachers, Teaching and Learning Coaches (TLC) were working closely with low-attaining and vulnerable students as part of their virtual tutor groups. Students with EHCPs, parents in key worker professions and students perceived as needed additional support were looked after in small groups in school during lockdown, again supported by specialist staff and dedicated TLCs.

At the end of the Summer term 2020, all students below ARE were making progress in line with the remainder of the cohort:

#### **English**

Number of students below ARE in KS2      20

Summative assessment:

Students below ARE    54.4%

Whole cohort            53.8%

#### **Maths**

Number of students below ARE in KS2      20

Summative assessment:

Students below ARE 72.9%

Whole cohort 72.3%

### **Additional Outcomes**

- In both subjects, students with below ARE at KS2 have progressed through the syllabi in line with their peers.
- Additional support has fostered a deeper understanding of low attaining students' strengths and weaknesses.
- Where possible, students have remained with their subject teachers for a second year to ensure continuity in Year 8

### **Catch-up Intervention**

For the academic year 2019/20 Court Moor received £8,500 in Catch-Up Premium, which was split between the English and Mathematics departments according to the number of students below ARE in each area. The English allocation went towards paying for the specialist primary teacher. The Maths department allocation has been spent in part on recruiting additional specialist staff and partly on resources to assure quality first teaching mathematics.

### **Additional catch-up support:**

- TLC support in class
- 1:1 SEN specialist support in the Learning Hub
- Designated staff members in English and maths to co-ordinate intervention.
- Homework club
- Reading buddies
- Integrated approach through a partnership between Learning Hub, English and Maths department, e.g. shared resources/ SOW, joint teaching, etc.
- Diamond-shaped setting in English and Maths; ensuring more effective support for low-attaining students

### **Observations**

- Effective additional support is depended on smooth logistics and students' attendance

- Students with below ARE in KS2 have considerably weaker standardised scores in their verbal and quantitative CATs than their KS2 scores, thus highlighting greater weaknesses than KS2 results suggest

### **2020/21 Catch-up Premium Plan**

For the current academic year, traditional catch-up premiums have been incorporated into the National Catch-Up Funding (NTP funding) which has been allocated to school in three instalments over the academic year. The intended spending plan, designed to sustainably allow all students to catch up learning losses experienced due to the current pandemic and will include provision for students below ARE.

We will continue to provide the same interventions as 2020/21, however with a greater emphasis on in-class support and closer liaison between English, Maths and the Learning Hub. Special attention is paid to low attaining students having to access education remotely due to the need to self-isolate or illness.