



### Carleton High School Catch-up Plan

**Rationale:** Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those students that require it. In order to utilise this additional funding in the best possible way, we have closely considered the research and advice put forward by the EEF and DfE and used timely assessments of both children’s academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

Strategy	School rationale	Implementation	Cost	Expected impact/outcome
KS3 small group tuition in Maths and English	<p>There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.</p> <p>Face to face sessions to increase engagement compared with online tutoring.</p> <p>‘Pupils from the least affluent families are significantly less likely to have been tutored compared to those from the most affluent (18% vs 43%) a gap that likely widened during lockdown.’ EEF 2020</p>	<p>1:3 tutoring for disadvantaged students in years 8 and 9 for Maths and English. 2 hours per week.</p> <p>Each student currently only allowed 1 block of 15 hours in 1 subject.</p> <p>Year 8: 10 groups of 3 = 30 students. Year 9: 10 groups of 3 = 30 students.</p> <p>P5 and after school to avoid missing too much curriculum time, but still enable 2 hours per week.</p>	<p>1 x 15 hour block = £200 per student. Year 8 – 30 students = £6000 Year 9 – 30 students = £6000</p> <p><b>Total = £12,000</b></p>	Accelerated progress for targeted groups and an improved attainment rate in Maths and English.



<p>KS3 small group tuition for non-PP students who still require catch up in Maths and English.</p>	<p>There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.</p> <p>Prevent disengagement and increase attainment of students who may have challenging circumstances but are not DP and are behind in their learning following lockdown.</p>	<p>1:3 face to face tutoring. 15 hours per student.</p> <p>Year 8 = 15 students Year 9 = 15 students</p>	<p>5 groups of 3. 1 x 15 hour block = £200 per student.</p> <p>Year 9 – 15 x £200 = £3000</p> <p>Year 8 – 15 x £200 = £3000 <b>Total = £6,000</b></p>	<p>Accelerated progress in Maths and English for the targeted group.</p>
<p>Inspirational creative writing for year 9</p>	<p>EEF 2019, Improving literacy in secondary schools guidance states: 'Motivation is also particularly important for success in writing. Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write'</p>	<p>Trip to Grimm &amp; Co Rotherham for 25 x year 9 students.</p>	<p>£300 + staff cover costs (£200)</p> <p><b>Total: £500</b></p>	<p>Increased engagement in English for Year 9 DP students.</p> <p>Increased attainment and progress in writing skills.</p>
<p>KS4 small group tuition in English</p>	<p>There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.</p> <p>English chosen as key area of focus on school improvement plan. Attainment and progress lower than Maths.</p> <p>Pearson offer online tuition with AQA exam markers - most appropriate for English.</p>	<p>1:3 tutoring for Disadvantaged students in year 10 for English.</p> <p>1 hour per week. 15 hours. 10 groups of 3 = 30 students</p> <p>1 hour after school to avoid missing curriculum time.</p>	<p>1 x 15 hour block = £75 per student (excluding VAT)</p> <p>30 students = <b>Total £2,250</b></p>	<p>Accelerated progress for disadvantaged students in English.</p>



<p>KS4 small group tuition for non-PP students who still require catch up in English.</p>	<p>There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.</p> <p>Support students who have had a challenging start to their GCSE English course to enable them to learn inline with their peers.</p>	<p>1:3 tutoring for students in year 10 for English. Pearson – AQA exam markers.</p> <p>1 hour per week. 15 hours. 5 groups of 3 = 15 students</p> <p>1 hour after school to avoid missing curriculum time.</p>	<p>1 x 15 hour block = £75 per student (including VAT)</p> <p>£135 x 15 = <b>Total £1,125</b></p>	<p>Accelerated progress in English for the targeted group.</p>
<p>English residential Year 10</p>	<p>As above and below – evidence from EEF.</p>	<p>Residential targeting students who are at risk of not achieving grade 4/5.</p> <p>11 additional hours of English over Friday evening, Saturday and Sunday – youth hostel in Whitby.</p>	<p>8 disadvantaged students: £300 per student including, dinner, bed, breakfast, transport, room hire and teaching costs.</p> <p>8 x £300 = <b>Total £2,400</b></p> <p>Can be replaced with day events at Kings Croft if necessary (COVID)</p>	<p>Increased attainment and progress for DP in English.</p>
<p>Holiday Sessions with external provider to support English and Maths Year 10</p>	<p>EEF Attainment Gap report 2018 “The majority of 19 year olds eligible for FSM leave education without a good standard of recognised qualifications in English and Maths.”</p> <p>“Even small improvements in young people’s GCSE qualifications yield significant increases in their economic benefit to society”</p>	<p>PET Xi Year 10 for English and Maths – 3 days during Easter holidays. (PET-Xi Topic Focus).</p> <p>Or PET-Xi High 5s available.</p>	<p>20 students = £2,440 (excluding VAT ) per day. 3 day course: £7,320 (English).</p> <p>Same for Maths. Therefore <b>total = £14,640</b></p> <p>PET-Xi High 5s: £10,600 for 20 students (excluding VAT)</p>	<p>Increased confidence as well as attainment and progress for DP in English and Maths.</p>
<p>Intensive support for Year 11 disadvantaged students in Maths.</p>	<p>Previous success in improving Maths attainment.</p>	<p>Maths Hotel: Students taken on a Maths residential for a weekend in the run up to their Paper 1 GCSE Maths exam.</p>	<p>8 disadvantaged students: £500 per student including, dinner, bed, breakfast, transport, room hire and teaching costs.</p>	<p>Increased progress and attainment of DP Maths outcomes.</p>



	<p>2019 Cohort – of those who attended Maths Hotel (14 students) average grade increase in year 11 was 2 grades. 2 students increased by 3 grades. Evidence from EEF indicates that 'extended school time is effective and can add 2 months progress per year and disadvantaged pupils closer to 3 months.' EEF 2020</p> <p>Increased life chances for DP students from ensuring at least grade 4 Maths.</p>	<p>11 additional hours of Maths over Friday evening, Saturday and Sunday.</p> <p>Target students who are at risk of not achieving grade 4 / 5</p>	<p>8 x £500 = <b>Total £4000</b></p> <p>Can be replaced with day events at Kings Croft if necessary (COVID)</p>	
Holiday sessions	<p>EEF 2202: 'The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress.'</p>	<p>Numerous holiday revision sessions for both year 10 and 11 students.</p> <p>Some targeting coursework support for those who have fallen behind.</p> <p>Some target knowledge catch up and revision support.</p> <p>Year 10 High 5's for English and Maths. – online session 1 hour per day throughout holiday.</p> <p>Year 11 holiday revision support – 4 hours per day.</p>	<p>Year 10 high 5's £35 per hour per staff member. 1 hour per day English and Maths (x2) = 3 x £35 per day = £105 £105 x 5 = £525 per holiday.</p> <p>October and May = £525 x 2 = <b>total £1,050</b></p> <p>£140 per day, per member of staff.</p> <p>Average 17 sessions per holiday = £2,380 per holiday. October, February, Easter and May = <b>Total £9,520</b></p>	<p>Increased confidence as well as attainment and progress for DP in English and Maths.</p>



<p>Student well-being and pastoral support officer.</p>	<p>'Some children's ability to benefit from education and fulfil their lifetime potential is hampered by their poor mental health and wellbeing. The most disadvantaged children are those most at risk. Poor mental health and wellbeing is linked to poor educational attainment, yet the wider children's workforce, and school staff in particular, are not adequately skilled in supporting emotional resilience'. (Children and Young People's Mental Health Coalition: Pupil Premium Policy Briefing 2)</p>	<p>Employ a well-being officer to support our most vulnerable students to increase their engagement and access to education by supporting their well-being. Work as a mentor to encourage students to make more positive choices. Work with small groups of students.</p>	<p>Total Salary £23,000</p>	<p>Reduction in red cards and fixed term exclusions from targeted group of students.</p> <p>Increased rates of progress from targeted groups of students.</p> <p>Increased attendance from targeted groups of students.</p>
		<p><b>TOTAL PROJECTED COST</b></p>	<p><b>£76,485</b></p>	
		<p><b>TOTAL BUDGET</b></p>	<p><b>£78,000</b></p>	
		<p><b>DEFECIT / SURPLUS</b></p>	<p><b>+£1,515 *</b></p>	

\*Surplus purposely built in to potentially be used for future 1:1. 1:2 or 1:3 tutoring once impact of initial round of tutoring has been measured.