

Blaise High School-Catch Up Funding Report



Report from Katherine Brown, Headteacher, Blaise High School, for Governing Body meeting on December 8th 2021.

Purpose

This report will provide a summary of how the school allocates and monitors its Catch-Up Funding.

Context

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published [guidance on effective interventions to support schools](#). For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a [National Tutoring Programme](#), intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

Objectives for Catch Up Funding

The DfE has also set out the following [Curriculum Expectations](#), to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

Education is not optional

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Use of Catch Up Funding

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered* approach:

Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring

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- Planning for pupils with Special Educational Needs and Disabilities (SEND)

Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

Recommendations to Governing Body

The Governing Body is recommended to agree the proposed report as set in the appendix.

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Appendix

PREVIOUS YEAR SPEND - Year 2021/2022

Income

School:	Blaise High School	Allocated Funding (Catch Up)	£65,360
Total Number of Students	824	% Eligible for Pupil Premium	45.5%

Spending for Previous Academic Year 2021/2022

Activity	Spent	Intended Impact	Evaluation
NGRT testing	£9,608	Identify the reading ability of all students so all teachers have accurate up to date data to use in planning, ensure those that need intervention are identified and setting is effective	All reading age testing was completed. Information was shared via MiS and staff were able to use this data to create adapted practice in their classroom. This informed setting and intervention schedules. We also used this data to probe further with SEN testing and updating Pupil Passports on Provision Map.
Junior Champions Hour	£7,000	This will ensure that all students can complete homework successfully and that those identified as needed additional support can receive this from a TA	Homework completion rates improved significantly over the year. The school focussed on a "zero zero" challenge. This focussed on ensuring that there were no students completing no homework and that all students engaged. Over the year we reduced total non-engagement in homework from 27% to 5%. By the end of the year 80% of students completed all tasks set. This was achieved through providing on-site supportive space for students to complete their homework. For many of the most disengaged students completing their homework with staff on-site was the key to getting them re-engaged in homework. The homework strategy supported catch up by generating extra learning time for Maths through Hegarty/Sparx, Science through Tassomai and English through Bedrock. Outcomes in the TAG process showed significant improvements in results in all three of those areas. Overall progress improved from 0.22 to 0.54 and basics 4+ rose by 8%.
Senior Champions Hour	£6,000	This will ensure that Y11 students can complete homework and revision successfully and that those identified as needed additional support can receive this from a specialist subject teacher	
Home Computer Access for all pupils	£3,135	Ensuring that students issued a Chromebook through the DfE Help with Tech scheme have the required network to use this effectively at home.	The project achieved the aim of ensuring that 100% of pupils had digital access at home. Not only did they have a Chromebook but they had the tools to look after it well (for example storage) and to use it fully (for example internet access). This work supported the growth in

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		For example, storage, desk, wifi dongle	homework completion described above. Furthermore, this enabled all students to access learning during periods of school or bubble closure. There were zero incidents of damage or lost Chromebooks despite hundreds being issued.
Classroom visualisers and mini-white boards	£2,200	Support high quality T&L in all classrooms to ensure modelling of excellence can continue without circulation and that checks for understanding can happen at distance	The adjustments to classrooms enabled excellent teaching practice to continue despite restrictions. Safe working environments were achieved for staff without a cost to the quality of pedagogy in the room. Staff skills in modelling and checking for understanding continued to grow throughout the year. DDI analysis ensured that monitoring of their use was regular and provided helpful feedback when needed.
Literacy interventions of The Code and Thinking Reading	£18,000	The students who benefit from this small group work will make rapid progress in literacy as seen in the end of programme assessments in comparison to the start of programme probe tests.	Throughout the academic year we were able to offer a full range of literacy interventions delivered by 4 specialist staff. We used both in person and remote teaching strategies for these so they were able to continue throughout school or bubble closures. Using interim probe testing all students showed increases in reading age as a result of intervention and 21% closed the gap in their reading age back to their chronological age.
Remote Learning GLT curriculum	£16,500	Ensure that the home learning offer is updated and made available to all parents in the event of a student absence for self-isolation and/or local lockdown using GLT teachers who will ensure the curriculum standard is high and fits with the sequencing of the curriculum in school	The online platform of resources meant that during school closures and bubble closures 100% of students could engage in remote learning that aligned to the intended curriculum. The quality of the resource and style of delivery aligned with our Principles of Teaching. BHS staff were able to work alongside the resources to provide weekly marking and reteach of work. The resources, as they're asynchronous have also had a longer term benefit as a revision tool and can be used to supplement teaching in school.
School Counsellor providing additional One2One therapeutic counselling sessions with Anne Duke	£3,225	To address additional anxiety and safeguarding concerns arisen during and since lockdown	The additional capacity enabled a greater range of students to receive therapeutic counselling and this met the rising demand. As a result of this and other interventions to support the mental wellbeing of students BHS was able to maintain attendance above national average last year for all groups. The therapeutic care helped to improve persistent absence significantly.
Total	£65,668		