

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). The government has allocated each school with funding to ensure that students are given opportunities and support to catch up with their peers. This is called the Catch Up premium. The government has allocated £80 per pupil.

“Many children—particularly those from disadvantaged backgrounds, or who are vulnerable in other ways—will have been adversely affected by extended time away from school. Some will have inevitably suffered from the traumatic loss of a loved one or struggled with the loss of familiar routines. In terms of learning, many children may have been unable to access and engage fully with remote learning.” EEF Guide to supporting School planning.

Summary Information					
School	Ellesmere Port Catholic High School				
Academic Year	2021-22	Total Catch Up funding	£36,000		
Total No' pupils	927	Number of PP students	272	Date for review	July 2022

Attainment for 2021 leavers		
	PP students	Non-PP students
Progress 8 Score average (CAGS)	0.27	0.74
Attainment 8 score average (CAGS)	35.9	47.83
% achieving 5 GCSES including English & Maths 9-4. (CAGS)	40.9	67.8
% achieving 5 GCSES including English & Maths 9-5. (CAGS)	15.9	38.3

Barriers to Learning	
In School Barriers	
A	Gaps in learning due to disrupted schooling from lockdown
B	Challenging social, emotional and behavioural issues from the covid situation
C	Low prior attainment of literacy and numeracy within the disadvantaged students.
External Barriers	
D	Lack of access to internet and laptops
E	Attendance of students and poor engagement from families

F	Covid related restrictions, family situations impacted by Covid
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Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	Increased progress 8 scores in English and maths	There will be no dip in progress 8 scores for the next 2 years.
B	All KS3 disadvantaged students to have at least age related literacy and numeracy scores	Using AR all KS3 disadvantaged students will reach age appropriate literacy and numeracy levels. This will be step *** at English and Maths
C	Increase the reading ages of all students to a minimum of aged 12 by the end of KS4	All students starting year11 to have a reading age of 12 and above and have access arrangements in place if there is SEN needs that are a barrier to this level.
D	To provide technology to assist those students who have difficulties in recording and accessing work.	Identified students to make accelerated progress on SMID due to their increased ability to record work.

Planned Expenditure								
Academic year: 2021-22								
Outcome area	Planned Action	Time Frame	Intended Impact/desired outcome	Measuring of impact and evidence	Staff responsible	How will you ensure it is implemented effectively?	Cost	Evidence & rationale
A	Specialist English and science TA support within key identified areas	Sept 21-Aug 22	Support QTF within the classroom to ensure accelerated progress.	Progress on SMID in identified classes	EWO LFO	Data meetings Learning walks	£21000	EEF impact of school closures on attainment gap
A	Specialist teacher to run study skills with KS4	Sept 21-Aug 22	Teach KS4 students effective study skills to be able to make accelerated progress.	Progress on SMID, PPES, Progress 8	SGU VMA	Data meetings SMID data PPE data	£1500	EEF impact of school closures on attainment gap
A	SAMS platform	Jan 2021	An engaging online platform to encourage	Engagement tracker	PBR/ MCA	SLT review/ LM meetings	£0	SAMS research

			learning and track progress					
B	Oasis classroom for those SEN students at risk of disengagement in KS3 due to SEN needs for Y7 & Y8	Sept 21-Aug 22	To enable a smooth transition for those children with high needs who didn't get an extended transition due to Coronavirus	Entry and exit data for students based in the Oasis classroom on SMID. Achievement and behaviour points	JLO/RSH/VMA	Transition meetings Parental/ pupil voice SMID data	£0	Nurture UK
B/C	Provide specialist dyslexia teaching by employing SGU for an additional day	Sept 21-Aug 22	Increase the number of students who can access specialist dyslexia teaching	Baseline testing of students in the group and exit tests	VMA/SGU	Entry and Exit data	£1500	EEF impact of school closures on attainment gap
C	Everlearner roadmaps CPD for staff	Sept 21-Aug 22	Focus on improving teachers' subject, pedagogical content & knowledge in order to enhance the teaching of tier 2 vocabulary	SMID Data Lesson obs Everlearner project, improvement in quality of exam answers	VMA/MCA	SMID Data Lesson obs Everlearner project Staff voice	£2500	Linked to Ofsted (LA focus), EEF vocab, SDP
C	Accelerated Reader to identify and target those with a low reading age.	Sept 21-Aug 22	All students to complete a reading test to give a baseline age, communicate to teachers, target those with a low baseline.	AR assessment reports	JLO/ DEM/ PDN	Above average increase in reading age	£0	EEF impact of school closures on attainment gap
C	To increase engagement and	Sept 21-Aug 22	All students to have access to online reading material in	MyOn reading data reports	JLO/ DEM/ PDN	Pupil Voice	£1000	EEF improving

	accessibility of books during Coronavirus restrictions by purchasing MyON		event of tightening restrictions.					secondary Literacy
C	Amber guardians reading programme to target those most in need of literacy support in KS3 and 4	Sept 21-Aug 22	Increase the number of students who can access specialist dyslexia reading strategies.	Baseline testing of students in the group and exit tests	SGU/GWI/VMA	Baseline testing ZPD score from AR	£500	EEF improving secondary Literacy
D	Provide laptops to identified students who need to make accelerated progress and have additional sensory needs.	Sept 21-Aug 22	To provide laptops to those who need additional online support and who have sensory issues that prevent engagement.	Parent and pupil voice, SMID data, work scrutiny.	VMA/ SBL/ CJN	Data Pupil/ parent voice	£7000	EEF impact of school closures on attainment gap
TOTAL:							£36,000	