

Murray Park School - Catch-up strategy statement 2021/22

Last Review	August 2021	Next Review	January 2022
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Areas of Focus		
A.	Ensuring that any gaps in knowledge as a result of the school closures in 2020 are eliminated by our catch up strategies.	
B.	Ensuring that reading ages match the chronological age across all year groups. This will be measured using the accelerated reader tests.	
C.	Ensuring that the school embeds a thorough tuition programme to support those students with greatest need.	
1. How these areas of focus will be broken down and how they will be measured		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Students have no relative gaps in knowledge when considering the national curriculum content due to partial school closures.	At least 75% of KS3 students are on or above target by data Point 3 (July 2021). The outgoing KS4 cohort achieve at least a progress 8 score of zero.
B	Ensuring that reading ages match the chronological age across all year groups. This will be measured using the accelerated reader tests.	75% of students to be in line with their chronological reading age.
C	Ensuring that the school embeds a thorough tuition programme to support those students with greatest need.	At least 75% of students included on the AM Booster programme are PP and/or SEND. The majority of subjects are included on the catch-up tuition programme. Student survey – At least 80% of students involved in AM/PM boosters felt that the programme had improved their performance. At least 75% of KS3 students are on or above target by data Point 3 (July 2021).

2. Planned expenditure - £33,460 (received June 2021)

Financial year	2021/22
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Covid 19 catch-up premium (based on Student numbers)	Budget £	Actual to date 23/08/2021 £
Senco/catch up	24001	9751
Homework club	2204	931
TA Mentor English/Maths*	21071	8754
Raising Achievement Leaders	4845	1828
Accelerated Reader (9% year 7)*	450	450
Lexia (9% for year 7)*	186	186
Hegarty Maths (9% for year 7)*	99	99
Booster sessions/National Mentoring programme	12000	7177
Additional catch-up provision	1500	1539
Total expenditure	£66,355	£30,715

*Previously funded via the year 7 catch-up fund.

Research and Rationale

Desired outcome	Chosen approach	What actions will be taken and why?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>The school implements a robust identification process through the use of ongoing assessment procedures.</p>	<p>Heads of Department will nominate students for catch up tuition based on class assessments. These should include 75% PP and/or SEND students.</p> <p>The Raising Achievement Team will cross check the proposed list of students nominated for catch up tuition.</p> <p>Underperforming students will be identified, monitored and supported.</p>	<p>Ongoing assessment outcomes will be recorded on Go4schools.</p> <p>Health check to be carried out on department markbooks. This is to ensure that ongoing assessments are accurate.</p> <p>The school will operate a 3-point yearly data collection. Outcomes of which will be analysed to spot gaps, measure impact and identify underperforming groups/students.</p> <p>A data point action report will be created and subsequently reviewed to ensure plans are impactful.</p> <p>SLT will quality-assure decisions for catch up tuition through conversations with HODs and cross referencing data.</p>	<p>Rationale behind the process shared with teaching staff cohort on inset.</p> <p>External health check on markbooks will be carried out by a Go4Schools representative or our internal lead on the programme.</p> <p>Data point action report will be created collectively with AHT to oversee plans and evaluate impact at next data point.</p> <p>Actions will be reviewed at Raising Achievement Team meetings bi-weekly.</p>	<p>PG/GH</p> <p>PB</p>	<p>Jan 2022</p> <p>July 2022</p>

Tuition

Desired outcome	Chosen approach	What actions will be taken and why?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Students who have been identified as requiring tuition, receive academic support to increase their confidence and attainment now that they have returned to school.</p>	<p>AM Boost – Non form tutors and SLT to work with small groups of pupils. These will be 75% pupil-premium and/or SEND students.</p>	<p>Students are recommended by HODs each half term based on ongoing assessments and class work.</p>	<p>All plans are submitted to the senior leadership team for checking prior to any implementation.</p>	<p>GH</p>	<p>Half termly cycles</p>
	<p>PM Boost – Teachers to work with students after school on a 1small group basis.</p>	<p>Staff are assigned students and will work with them for a series of sessions in line with the EEF guidance.</p>	<p>HODs will provide suitable work for tuition and SLT will QA the delivery.</p>	<p>GH</p>	<p>Half termly cycles</p>
	<p>Tutor Boost – KS4 have been allocated an English or Maths tutor to enable further revision can be carried out.</p>	<p>English and Maths HODs plan a series of activities that will improve core skills and confidence in the subjects. These subject specialists switch tutor groups once a week to allow both core subjects to be taught each week.</p>	<p>HODs will provide suitable work for tuition and SLT will QA the delivery.</p>	<p>LD/JHO</p>	<p>Dec 2021</p>
	<p>Commit To Six – As in previous years, year 11 are offered a variety of after school lessons every day. Students are encouraged to attend at least two sessions per week.</p>	<p>Each night of the week is assigned to set subjects. Refreshments and incentives are provided. Rational behind the programme is shared with students, teachers and parents.</p>	<p>Student surveys to QA the confidence of students after attending Commit to Six and/or AM/PM Boost sessions.</p>	<p>PG</p>	<p>Dec 2021</p>
	<p>Tuition Partners (National Tutoring Programme) – NTP will</p>	<p>Liase with tutoring agency to see where they have suitability qualified, and high-</p>	<p>HODs to QA the provision of external tutors in their subject areas.</p>	<p>GH</p>	<p>Dec 2021</p>

	<p>be used to add to the tutoring provision for small groups of Pupil-Premium/SEND students.</p> <p>Summer School – Host a summer school for cohort 2026 which includes a mixture of academic and enrichment activities.</p>	<p>quality, tutors to deliver small group sessions to our students.</p> <p>Recruit our existing teaching staff to deliver sessions in their subject areas to new Year 6s.</p> <p>Heavily market, and encourage attendance, to the summer school programme so that more students benefit.</p>	<p>Use DfE guidance in planning. Attend planning webinar.</p> <p>Liase with school who have already delivered their summer school.</p> <p>Work with experienced transition coordinator.</p>	<p>GH/TFD</p>	<p>Sept 2021</p>
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Reading

Desired outcome	Chosen approach	What actions will be taken and why?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The reading gaps, which are likely to be caused by the prolonged period of school closures due to COVID-19, are narrowed so that students' reading ages match their chronological age.	Read to Achieve: Tutor time reading programme.	<p>Extended the school day to start at 8.30am to allow for dedicated daily reading time.</p> <p>Purchase class sets of age-appropriate books, with a theme of equality and diversity, for each form group in KS3. And reading rulers to aid fluency.</p>	<p>Visit schools with proven and effective literacy strategies to take best practice. Academy Transformation Trust and David Ross Education Trust.</p> <p>CPD will be delivered to all staff at the September INSET days and on an ongoing basis at TeachMeets.</p>	JHO	Dec 2021
	LEXIA: Intensive intervention for Year 7 students with particularly low reading ages.	Students in year 7 with a reading age of below 10 will be selected for the LEXIA programme.	Raising Achievement Leaders will conduct QA of tutor time to ensure form tutors are delivering Read to Achieve as intended and effectively.	SHU	Dec 2021
	Accelerated Reader: Allows for frequent reading age tests (3 times annually) and to encourage students to develop their passion for reading.	All students will be tested each term for their reading age. This data will be analysed by the English HOD and allow for focussed interventions where required.	Utilise research around reading and literacy to ensure approaches are effective. This includes EEF and Kirsch.	JHO	Dec 2021
	Reading across the curriculum: HODs are encouraged, through deep dive analysis, to	HODs review their medium-term and long-term plans and identify areas where there are opportunities to embed subject specific texts within	CPD – Delivered by HOD for English.	GH	Dec 2021

Catch-Up Strategy 2020-21 Review:

A wide range catch-up strategies were implemented from the very beginning of the 2020-21 academic year starting with rigorous diagnostic assessments in all subjects to accompany our Cats testing to establish where the gaps in knowledge were. The outcomes were analysed by each department to identify those students who required immediate academic support via tutoring. The Catch-Up programme included but was not limited to AM/PM boosters across 16 different subjects, the appointment of 4 external tutors as part of the National Tutoring programme, Easter School and the year 11 Commit to Six programme.

Departments were supported by the Senior Leadership Team to evaluate their current curriculum in order to create and implement a recovery plan. The recovery curriculum focussed on the key knowledge and skills required to progress their studies in that subject. Five members of teaching staff were successfully appointed into a new Raising Achievement Leader post and assigned to each year group. The RAL whilst working as part of a team, focussed on ensuring that the catch-up programme and in particular the tuition strands were fully attended with the delivery being quality assured.

The catch-up strategy plan was later identified by The Key for School Leaders as an exemplar of best practice for other school to follow on a national level. The school also received the Beacon of Hope award from the Derby City Council in recognition for the holistic provision we offered during lock-down and since the students have returned on-site.

In order to improve our catch-up strategy, we have decided to have a greater focus on the tuition element of the plan to ensure that those students who are still requiring added academic support receive high quality delivery. The school has also identified a reading age gap which has likely to have been widened during partial school closure. As a result, the school has extended morning tutor time to incorporate a rigorous reading programme called "Read to Achieve" and appointed a new Head of English who will lead on literacy alongside the senior leadership team.