

Catch-up funding 20-21

School details					
Name of School	St Luke's Church of England School				
Total number on roll		Number of DS	% DS	% SEND	Number of SEND
Year 7	167	59	35	12	20
Year 8	186	59	31	23	42
Year 9	151	46	30	18	27
Year 10	165	58	35	16	26
Year 11	203	61	30	8	17

Total funding	£68,000
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Context
<ul style="list-style-type: none"> • Particular focus to be on supporting Year 11 outcomes, to ensure minimised impact from time away from School. • Provision of tutoring in Maths and English for identified students. • Improve attendance for all, in order to reduce any ongoing impact from COVID-19. • Provide enhanced family support and early help. • Support all students' social/mental health and wellbeing. • Provide 1 to 1 tuition where possible (this is closely linked to DS strategic plan and enhanced work with Coachbrite).

Evidence and rationale for prioritisation of actions.
EEF: The effects of high-quality teaching are significant for DS: over a school year, they gain 1.5 years' worth of learning from very effective teaching. The addition of 4 hours per learning/week for DS will add substantially to progress.
EEF: Evidence indicates that 1-1 tuition can be effective delivering approximately five additional month's progress on average.
EEF: Evidence indicates that increasing parental engagement can be effective delivering two-three additional months progress on average.
EEF 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. Positive attendance at school is crucial to this progress.
Research studies on social buffering, show that 'protective factors', namely interventions by emotionally-available adults, before the age of 18, can interrupt the trajectory from childhood adversity to challenging behaviour, learning difficulties, long-term mental, physical and societal ill-health. In addition, there is growing research that indicates that the effect of the pandemic on children's mental health has been substantial evidenced through increased calls to external agencies and increased incidents of DV.



<i>Aim</i>	<i>Action</i>	<i>Target students</i>	<i>Timescale</i>	<i>Impact</i>	<i>Lead</i>	<i>Allocated Spend</i>
Improve outcomes for Y11.	Increasing school day by 4 hours per week for all Y11 students. Increasing time in all subjects by one hour per fortnight.	All Y11	In place Sept 2020	Improved outcomes	AGR	£30,000
Improve overall outcomes in English and Maths.	Provision of Academic Mentors in English and Maths via the National Tutoring Programme.	All	In place by January 2021	Improved outcomes	KKE	£5,500
Increase attendance for all students and provide social/mental health and wellbeing provision.	Appointment of a part-time attendance administrator to ensure we have more time allocated to this area of work.	ALL STUDENTS and focus on the most vulnerable or those who have significantly changed attendance patterns since March 2020.	In place for Nov 2020	Improved attendance (Above NA) Reduced PA	AGR	£12,000
	Appointment of an Early Help Co-ordinator and Family Support Officer to support identified students.	All Year Groups	In place for Nov 2020	Improved attendance (Above NA) Reduced PA	RHA	£20,000
	Appoint a student 'mental health champion' from the existing staff team who is provided with time and resource to raise awareness of MH, address curriculum areas where MH can be discussed, develop our Student Welfare Ambassadors and provide MH strategies for students.	All Year Groups	In place for Nov 2020	Improved attendance (Above NA) Reduced PA	RHA	£2,000
Provide 1 to 1 and small group tuition.	Source mentoring for targeted y7-10 students	Y10 – Coachbrite	In place for January 2021	Improved outcomes	KSH	£5,300 (additional to funds already in PP Budget)



						to spread provision wider)
	Provide subject specific tutoring for those individuals who require further intensive support for 4 week blocks.	Students targeted for intervention following TMG1 and identified via Strategy Group.	January 2021	Improved outcomes	AGR	Via Academic Mentors previously allocated in plan.

Action	Target students	Impact Review	
		Jan 2021	September 2021
Increasing school day by 4 hours per week for all Y11 students. Increasing time in all subjects by one hour per fortnight.	All Y11	Every year 11 student was offered an additional 4 hours of learning per week for 10 weeks in term 1 (40hrs) delivered by specialist subject teachers. Weekly attendance on average was 98%. TMG1 data indicates a predicted P8 of +0.41 for all students with DS P8 predicted at +0.01 which is significantly above NA.	Yr11 outcomes significantly improved with a CAG generated P8 score of +0.60. Outcomes for PP students also improved with a P8 score of +0.01.
Appointment of a part-time attendance administrator to ensure we have more time allocated to this area of work.	ALL STUDENTS and focus on the most vulnerable or those who have significantly changed attendance patterns since March 2020.	Appointment made in October. Attendance in term 1 remained positive at 94%.	Attendance was significantly impacted by CV-19 as per the national picture. Systems for monitoring attendance and ensuring intervention were significantly improved as a result of having a FT post in place.
Appointment of an Early Help and Family Support Co-ordinator to support identified students.	All Year Groups	Appointment made in October with January 21 start date.	35 families were supported via this post with a significant increase in our ability to facilitate Early Help.
Appoint a student 'mental health champion' from the existing staff team who is provided with time and resource to raise awareness of MH, address curriculum areas where MH can be discussed, develop our Student Welfare Ambassadors and provide MH	All Year Groups	Migration of role to SEMH lead in October 20. Referrals to the SEMH lead were significant in term 1 with 45 students having intervention. 4 staff provided with training to become MH First Aiders to provide additional support.	SEMH post now firmly embedded within the Learning Support Team alongside a network of Mental Health First Aiders. Students speak positively about the provision that is available to them via student survey's and focus groups.

strategies for students.			
Source mentoring for targeted y10 students.	Y7-10 – Coachbrite	Not able to start until Term 2.	Coachbrite supported 25 students in term 2/3 with positive results evidenced via the outcome report.
Provide subject specific tutoring for those individuals who require further intensive support for 4 week blocks.	Students targeted for intervention following TMG1 and identified via Strategy Group.	Not able to start until Term 2 but appointments have been made with 3 staff starting in Jan 21.	Maths and English tuition/intervention in place for identified students via our Academic Mentor team. Student outcome data in these subjects was significantly improved and, in particular, in Maths where middle/low ability PP students had significantly improved outcomes.

