



‘Catch up’ Planning Statement

The government has announced £650 million will be shared across state primary and secondary schools over the 2020/21 academic year. This is expected to equate to approximately £80 per pupil.

Whilst head teachers will decide how the money is spent, the government expects this to be spent on small group tuition for whoever needs it.

This one-off grant to support pupils in state education recognises that all young people have lost time in education as a result of the pandemic, regardless of their income or background.

Separately, a National Tutoring Programme, worth £350 million, will increase access to high-quality tuition for the most disadvantaged young people over the 2020/21 academic year. This will help accelerate their academic progress and prevent the gap between them and their more affluent peers widening.

Please complete this planning tool to identify groups of pupils who may require additional tuition. The funding is not available for interventions that remove pupils during the lessons and should only be targeted at morning, lunch or afterschool learning that is additional to the core teaching offer. The Education Endowment Foundation also has a [published guide](#) to help school leaders and staff decide how to use this funding to best support their pupils and their outcomes. The [Toolkit](#) provides an evaluation of the various tested programmes.

[The National Tutoring Programme](#) is designed to reach up to two million of England’s most disadvantaged children.



Strategy for 2020-21

1. Summary information 'Catch up' Grant					
Academy	The Birley Academy				
Academic Year	2020-21	Total Catch up budget	£86,480	Number of pupils	1,081

2. Summary information Additional Disadvantaged Tutoring					
Academy	The Birley Academy				
Academic Year	2020-21	Total budget	£26, 640	Number of pupils	333

Initial evaluations and assessments of gaps/barriers for groups of pupils

3. Barriers to future good attainment
Cohorts of students across Years 8 – 11 did not consistently engage and learn with the remote curriculum during the lock down period.
Students in Years 8 – 11 have not been assessed against the knowledge and skills in their spiral curriculums.
Students with SEND did not have their bespoke support while learning during lock down
Year 11 did not have the opportunity to sit their mock exams in Year 10. As a result, exam technique issues, have yet to be identified fully.
Year 10 did not have their options transition lessons in Year 9, meaning there are time constraints already on curriculum areas.
A group of students in every year group, especially Year 8, are displaying significant emotional well-being behaviours. It is evident they are not coping with learning habits and concentrating on learning.
Engaging parents from all socio-economic backgrounds was lost due to cancelled Parents' Evenings. As a result, there are gaps in home support with homework and the catch-up curriculum.



Ability to support all students, especially the dis-advantaged, in the likely event of another full / partial lockdown.
Supporting Year 7 students with their transition from Primary to Secondary school.
Partial and full bubble closures, e.g. Year 9 and 11
Dis-advantaged students, despite additional funding, are still unable to access the remote curriculum fully due to home IT poverty.

4. Planning for Catch up interventions						
What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?	Progress/Impact
<i>Year Group</i>	<i>Identified evaluation or assessment as a baseline</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>		<i>Provide simple breakdown of proportionate or full costs.</i>	<i>Briefly evaluate impact of intervention against the identified outcomes.</i>
Y11	16 HPA students have fallen behind in their GCSE exam preparation having missed their Y10 mocks and follow up lesson work. Evidence base - return to school audit	12 x 1hr after school sessions run by teacher. Total 4 hours for 3 groups of 4 students	The EEF has found that metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. Pupils will be taught how to take greater responsibility for their learning and develop their understanding of what is required to succeed.	Year 11 Progress Leader	*costing from the EEF £80 per pupil, including cost of teacher CPD Total cost - £1,280	



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Y11	<p>16 HPA students have gaps in their learning in their buckets 1 – 3 subjects due to their engagement with the remote curriculum during lockdown.</p> <p>Evidence base - return to school audit</p>	<p>All students will be guaranteed at least a 1 hour after-school tuition session in each subject</p> <p>16 students X 7 hours (subjects)</p>	<p>The EEF has found collaborative learning approaches are consistently positive with pupils making 5 months additional progress. Through additional intervention sessions, students will work collaboratively together on activities / learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Work will be organised strategically using the PiXL Diagnostic, Therapy, Testing model.</p>	<p>Assistant Head Teacher for Progress / Year 11 Progress Leader</p>	<p>*costing from the EEF</p> <p>£20 per pupil per class</p> <p>1 round of intervention in a subject costs £320 for all 16 students</p> <p>Total cost - £2,240</p>	
Y11	<p>87 MPA students have gaps in their learning in their buckets 1 – 3 subjects due to their engagement with the remote curriculum during lockdown.</p> <p>Evidence base - return to school audit</p>	<p>All students will be guaranteed at least a 1 hour after-school tuition session in each subject</p> <p>87 students X 7 hours (subjects)</p>	<p>The EEF has found collaborative learning approaches are consistently positive with pupils making 5 months additional progress. Through additional intervention sessions, students will work collaboratively together on activities / learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Work will be organised strategically using the PiXL Diagnostic, Therapy, Testing model.</p>	<p>Assistant Head Teacher for Progress / Year 11 Progress Leader</p>	<p>*costing from the EEF</p> <p>£20 per pupil per class</p> <p>1 round of intervention in a subject costs £1,740 for all 87 students</p> <p>Total cost - £12,180</p>	



<p>Y11</p>	<p>87 MPA students have gaps in their science learning. Previously we have used this strategy to increase grades 4 / 5</p> <p>Evidence base - return to school audit</p>	<p>Tassomai science homework license used in conjunction with class teaching in sets 2 and 3.</p>	<p>The EEF indicates that, on average, mastery learning approaches are effective, leading to an additional five months' progress. Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework, so that they can reach the expected level. This will be partially achieved by the use of Tassomai Science.</p> <p>In addition to Tassomai, the Academy will use period 6 to ensure with additional tuition, peer support, small group discussions to ensure students are supported.</p>	<p>Curriculum Leader and Assistant Curriculum Leaders for Science / class teachers</p>	<p>1 license costs £15</p> <p>Total cost = £1,305</p>	
<p>Y11</p>	<p>90 LPA students have gaps in their learning in their buckets 1 – 3 subjects due to their engagement with the remote curriculum during lockdown.</p>	<p>All students will be guaranteed at least a 1 hour after-school tuition session in each subject</p> <p>90 students X 7 hours (subjects)</p>	<p>The EEF has found collaborative learning approaches are consistently positive with pupils making 5 months additional progress. Through additional intervention sessions, students will work collaboratively together on activities / learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned.</p>	<p>Assistant Head Teacher for Progress / Year 11 Progress Leader</p>	<p>*costing from the EEF</p> <p>£20 per pupil per class</p> <p>1 round of intervention in a subject costs £1,800 for all 90 students</p>	



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	Evidence base - return to school audit		Work will be organised strategically using the PiXL Diagnostic, Therapy, Testing model.		Total cost - £12,600	
Y11	90 LPA students have gaps in their maths and English knowledge / skills. Evidence base - return to school audit	All students will be guaranteed an additional 1 hour after-school tuition in each subject (this is in addition to the above LPA intervention) 90 students X 2 hours with the maths HLTA and an English teacher	The EEF has found collaborative learning approaches are consistently positive with pupils making 5 months additional progress. Through Period 6, students will work collaboratively together on activities / learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Work will be organised strategically using the PiXL Diagnostic, Therapy, Testing model.	Assistant Head Teacher for Progress / Year 11 Progress Leader	*costing from the EEF £20 per pupil per class 1 round of intervention in a subject costs £1,800 for all 90 students Total cost - £3,600	
Yrs 7 - 11	A cohort of 24 IR students are in need of English and maths catch-up as bespoke support was not possible during lockdown. Evidence base - return to school audit	Weekly English and maths sessions delivered at lunchtime / after-school	EEF research indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.	Assistant Head Teacher for the Adapted Curriculum / Karen Greene & Amy Barker	*costing from the EEF is £700 per pupil (reduced costs if a T.A.) Total cost - £7,000	



Yr 9-10	2 students re-integration post Alternative Provision	Weekly English and maths sessions delivered at lunchtime / after-school	EEF research indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.	Assistant Head Teacher for the Adapted Curriculum / Michelle Mitchell	*costing from the EEF is £700 per pupil (reduced costs if a T.A.) Total cost - £2,500	
Y7- 10	All students have gaps in their learning. Evidence base - return to school audit	Students will be given access to the PiXL Lit app; History app; Geography app; timetables app	The EEF has found that the impact of homework, on average, is five months' additional progress. Evidence also suggests that homework that relates to learning (as the app do) during normal school time is important. Similarly, it found that homework that was an integral part of learning, as the apps do, rather than an add-on maximises impact.	Assistant Head Teacher for Teaching and Learning / Curriculum Leaders for English, History, Geograpy / class teachers	Total cost £3,000	
Yr 7 - 8	Reading tests used to audit all students reading ages in September. Audit confirms a need for raising the attainment of Y7 & 8 LPA students (160)	Weekly after-school and lunch sessions 30 mins each session once a week	The EEF peer tutoring approaches appear to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.	The Assistant Head Teacher for the Adapted Curriculum with the support of the Assistant Head Teacher for Personal Development	*EEF estimates that it costs £10 - 20 per pupil after training reading mentors Total cost £1,600	



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Yr 7 - 11	<p>15 – 20 students with SEND / EHCP to close the the gap in SLCN as bespoke support was not possible during lockdown.</p> <p>Evidence base - return to school audit</p>	<p>1 hour a week for targeted intervention to improve speech and language communication, through actives such as Lego Therapy, etc.</p>	<p>EEF studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).</p>	<p>The Assistant Head Teacher for the Adapted Curriculum / Lou Bragger</p>	<p>*EEF estimates that it costs £80 per pupil</p> <p>Total cost - £10,000</p>	
All students in the Academy	<p>1,081 students – historically maths has been a limiting factor in terms of progress</p>	<p>Hegarty maths homework license</p>	<p>The EEF has found that the impact of homework, on average, is five months' additional progress. Evidence also suggests that homework that relates to learning (as Hegarty Maths does) during normal school time is important. Similarly, it found that homework that was an integral part of learning, as Hegarty is, rather than an add-on maximises impact. Finally, evidence suggests that when students are provided with high quality feedback on their work, again as Hegarty does, it maximises impact</p>	<p>Curriculum Leader for maths / maths teachers</p>	<p>Total cost - £1,200</p>	



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Y7 - 11	Audit reveals that PP and LPA students (200), especially Year 8, are displaying significant emotional well-being behaviours.	Employ an additional Year Leader on a 3 day basis Groups of 6 x 30 mins for 6 weeks using the Steve Peters <i>Silent Guides</i> package	EEF research indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.	Assitant Head Teacher for Behaviour and attitudes / Karen Ross (YL)	Total cost - £12,000 (£500 x 39 = £19,500)	
Y7 - 11	A cohort of 20 – 30 SEND students are displaying emotional well-being behaviours.	Emotional Welfare group	EEF research indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.	Curriculum Leader for PSHE / Assistant Head Teacher for Personal Development	*costing from the EEF is £700 per pupil (reduced costs if a T.A.) Total cost - £7,000	
Yr 7 - 11	An audit reveals that homework is a barrier, especially for PP students. All will be targeted to attend	Daily 1 hour homework club run by a Cover Supervisor and HLTAs	EEF evidence shows that the impact of homework, on average, is five months' additional progress. Studies indicate that there may be an optimum amount of homework of between one and two hours per school day (slightly longer for older pupils), with effects diminishing as the time that students spend on homework increases.	Assitant Head Teacher for Teaching and Learning	Total cost - £4,000	



Yr 7 -9	An audit has revealed students need for extra-curricular opportunities	Weekly Art Club; Science Club; PE Clubs; Cooking classes	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. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.	Assistant Head Teacher for Personal Development	*EEF costing states - Overall costs are estimated as very low. Total cost - £5,000	
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5. Planning for additional disadvantaged funding					
What do we want to achieve?		How?	How will it be monitored	Cost?	Progress/Impact
<i>Year Group</i>	<i>Identified evaluation or assessment as a baseline</i>	<i>How will the intervention or provision be delivered? Refer to research from EEF or other research to justify the choice of strategy.</i>	<i>Be clear about what outcomes will be monitored</i>	<i>Provide simple breakdown of proportionate or full costs.</i>	<i>Evaluate the success against the identified gaps in knowledge</i>



Y11	<p>58 disadvantaged pupils have not accessed home learning through the lock down period. Their learning in mathematics has fallen behind with content identified that needs to be covered. Tutoring to support work habits, re-build confidence and re-visit summer work in mathematics learning.</p>	<p>EEF research indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p>1 x 1 hour tutoring session after school using Maths HLTA for 6 weeks</p>	<p>Assistant Head Teacher for Progress</p>	<p>*costing from the EEF is £700 per pupil (reduced costs if a T.A.)</p> <p>Total cost - £7,000</p> <p>Part of this funding will also come from the other school budgets</p>	
Y11	<p>58 disadvantaged pupils have not accessed home learning through the lock down period. Their learning in English Language has fallen behind with content identified that needs to be covered. Tutoring to support work habits, re-build confidence and re-visit summer work in English learning.</p>	<p>EEF research indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p>1 x 1 hour tutoring session after school using English teacher for 6 weeks</p>	<p>Assistant Head Teacher for Progress</p>	<p>*costing from the EEF is £700 per pupil (reduced costs if a T.A.)</p> <p>Total cost - £7,000</p> <p>Part of this funding will also come from the other school budgets</p>	



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<p>Years 7 - 10</p>	<p>24 disadvantaged HPA students are displaying a lack of engagement in their learning.</p> <p>Evidence base - return to school audit and teacher voice</p>	<p>The EEF has found collaborative learning approaches are consistently positive with pupils making 5 months additional progress. Through additional intervention sessions, students will work collaboratively together on activities / learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned.</p> <p>Work will be organised by the Brilliant Club. 6 x 1 hour tutoring session after school using university tutor for 6 weeks. 2 cohorts of 12 students over the school year</p>	<p>Assistant Head Teacher for Teaching and Learning</p>	<p>Brilliant Club cost per 12 students = £1,920</p> <p>Total cost = £3,840</p>	
<p>Year 10</p>	<p>33 disadvantaged MPA students have gaps in their science learning. Previously we have used this strategy to increase grades 4 / 5</p> <p>Evidence base - return to school audit</p>	<p>The EEF indicates that, on average, mastery learning approaches are effective, leading to an additional five months' progress. Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework, so that they can reach the expected level. This will be partially achieved by the use of Tassomai Science.</p>	<p>Curriculum Leader and Assistant Curriculum Leaders for Science / class teachers</p>	<p>1 license costs £15</p> <p>Total cost = £495</p>	



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<p>Year 8 and 9</p>	<p>Reading tests used to audit all students reading ages in September.</p> <p>Audit confirms a need for raising the attainment of Y9 (29 students) & Y8 disadvantaged LPA students (22)</p>	<p>The EEF peer tutoring approaches appear to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.</p> <p>Weekly after-school and lunch reading recovery sessions.</p> <p>30 mins each session once a week.</p>	<p>The Assistant Head Teacher for the Adapted Curriculum with the support of the Assistant Head Teacher for Personal Development</p>	<p>*EEF estimates that it costs £10 - 20 per pupil after training reading mentors</p> <p>Total cost £510</p>	
<p>Years 7 - and 11</p>	<p>Reading tests used to audit all students reading ages in September.</p> <p>Audit confirms a need for raising the attainment of 100 LPA disadvantaged students</p>	<p>The EEF estimates that on average reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Reading recovery sessions aimed at students with the lowest reading levels through the Ruth Miskin Programme.</p>	<p>The Assistant Head Teacher for the Adapted Curriculum</p>	<p>*EEF estimates that it costs £48</p> <p>Total cost £4,800</p>	



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Years 7 - 11	Progress Leaders to track the progress of vulnerable disadvantaged cohorts and to co-ordinate after-school intervention in core subjects at KS3; core and ebacc subjects in KS4	The EEF has found collaborative learning approaches are consistently positive with pupils making 5 months additional progress. Through additional intervention sessions, students will work collaboratively together on activities / learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Work will be organised strategically using the PiXL Diagnostic, Therapy, Testing model.	Assistant Head Teacher for Progress / Progress Leaders	*costing from the EEF £20 per pupil per class Total cost - £10,000 Part of this funding will also come from the other school budgets	
Years 7 - 11	ICT audit reveals that disadvantaged students proportionately do not have access to effective IT to engage with our remote curriculum. Priority will be given to the 58 Y11 students.	The EEF has found that on average, an additional four months' progress. Research found that IT can support teachers to provide more effective feedback or use more helpful representations, or they can motivate students to practise more.	Deputy Head Teacher for Quality of Education	*costing from the EEF £300 per pupil Total cost - £36,000 Part of this funding will also come from the other school budgets	