



## **Catch Up Premium & Tutoring Statement 2020-2023**

*As a selective school, admitting pupils on the basis of their academic ability, there is a narrow ability range within each year group. Remote education provision was designed to maintain strong progress for all year groups.*

*We were aware that the challenges of working from home, particularly for those from backgrounds of relative disadvantage, posed a variety of risks. Additional funding was therefore utilised to facilitate:*

- *wider support for pupils to aid wellbeing and engagement*
- *high quality teaching and learning*
- *strategic academic intervention and support*

*The Catch-Up Premium was used across 2020-1 to support this, but was supplemented by carefully targeted small group tutoring financed by the Recovery Premium, 16-19 Tuition Fund and the National School Led Tutoring programme in 2021-2. Bespoke and targeted use of tutoring for Disadvantaged students will continue in 2022-3, alongside the 16-19 Tuition Fund where appropriate.*

*All actions that we have taken have been informed by Education Endowment Foundation (EEF).*

### **Pupil Wellbeing**

- Strong pastoral provision supports pupil wellbeing and academic progress. Our two tutor system continued to be essential in helping us to gather qualitative information (via telephone and Zoom calls during periods of remote learning and during form time at all other times) to increase and tailor support at what was a very challenging time. The pastoral team and Key Stage Directors reviewed the provision for pupils at their key stage meetings, with (for example) additional counselling resource provided as necessary.
- Within the evolving COVID-19 guidance, we made it a priority to ensure that the co-curricular programme was as rich and diverse as possible. It was essential to pupil wellbeing for them to be involved in activities outside of the academic provision and the Pupil Wellbeing Lead ensured that the offer was as broad as possible; a full programme has been run since September 2021.

### **High quality teaching and learning**

- Very significant capital investment was made in additional educational tools to facilitate remote education in response to periods of remote learning (whether for individuals, groups or the whole school). Expenditure was targeted at the roll-out of GoogleClassroom across all departments and year groups to enable a fully live online offer. This included additional IT hardware (e.g. webcams in all classrooms; laptops for staff) and training and support. The use of live teaching from September 2020 facilitated progress which (when combined with 99%

attendance) is comparable to that offered in the classroom, with the school's curriculum intentions fully implemented and impact almost universally strong. The use of GoogleClassroom also enabled form tutor sessions and contact between staff and pupils to continue during periods of isolation, supporting the highest possible levels of attendance and pastoral care.

- Targeted support beyond that offered by the Government's laptop scheme enabled the purchase of IT hardware (laptop devices; webcams; dongles), for delivery to the homes of pupils. This enabled full access to the remote education offer for pupils identified by us as disadvantaged and or without the necessary equipment at home. This was significant in ensuring that the most vulnerable students continued to make the same progress as their peers even during periods of remote learning. Where vulnerable students were best suited to working at school under supervision during the national lockdown, we were able to use experienced cover supervisors, alongside senior leaders, to oversee their access to the live curriculum, but within the school building.

### **Strategic Academic Intervention**

- Progress of pupils is monitored through submitted work and routine assessment tasks for each subject, with tracking for all pupils. Assessment tasks were tailored for the remote environment up until March 8<sup>th</sup> 2021 and enabled Heads of Year and Heads of Department to identify those who were not making the progress that might be expected of them. The school completely reorganised its internal examination schedule (which complements departmental tasks and low stakes assessment) in order to provide further information about the progress of all students to inform in-lesson intervention and additional support. This information was used to inform in-class teaching and to determine use of the 16-19 Tuition Fund, Recovery Premium and access to School Led Tutoring.
- Additional teaching staff capacity was used across 2020-1 to enable additional support for pupils who needed it, focusing particularly on Key Stages 4 (English, Mathematics and Science) and 5 in the first instance. This support was in addition to their full timetable e.g. sessions with experienced teachers during October half term 2020 and 2021. In 2020 and 2021 all GCSE and A level students were entered for the full suite of examinations (prior to the Government's decision to revert to teacher grading), as we were confident that the curriculum and tailored support had closed gaps in learning. In 2022 all students in Years 10, 11,12 and 13 were entered for the same range of examinations as their peers in 2019 (pre-pandemic).
- Pupil Support Managers in each Key Stage will continue to work closely with the Directors of Key Stage, to identify students who may need support beyond that offered within the classroom. Year 11 students in need experienced additional tutoring via our own experienced staff during October half term 2021 and our highly successful peer mentoring scheme in Year 13 (last implemented in 2019), returned to support those whose Year 12 data suggested that they may need additional support.
- The KS4 and KS5 Pupil Support Managers identified students who needed additional tutoring as part of the School Led Tutoring programme / 16-19 tuition fund, prioritising the Disadvantaged and those with SEND. The numbers are small as a result of the success of our approach to the delivery of the curriculum during COVID-19, but 15-hour packages were delivered in the Spring and Summer terms of 2022, prioritising the subjects highlighted in the guidance.

- We have continued to offer strong advice and guidance to parents to enable them to support their sons, including during periods of remote learning. Information evenings and briefings continued via Zoom where necessary and Parents' Evenings have all taken place online. This necessitated investment to improve our software and IT infrastructure.

### **Evaluation**

Qualitative and quantitative data are used to evaluate the impact of this strategy on the core areas set out above. Ongoing internal evaluation suggests that the impact of the curriculum continues to be outstanding, including for the Disadvantaged across KS3, 4 and 5. There is evidence that the targeted use of tutoring in Years 10,11 and 13 had a very positive impact on pupil progress. Examination outcomes in 2022 (both attainment and our estimate of progress) were exceptional in Years 10,11,12 and 13, with the Disadvantaged performing in line with their peers.