Catch-up Premium Strategy – Final impact review/next steps

THE GARIBALDI SCHOOL
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This document sets out the final analysis of the impact of the Catch-up Premium Strategy for 2020-21. The separate elements of the strategy are set out below and for each one there is a RAG rated analysis based on the statements below along with a summary of the evidence of impact and an indication of whether this element will form a part of planning in 2021-22. Impact on student progress is based on figures from M1 (September 20) to Final TAG Grades for Year 11 students (June 21), and from M1 (September 20) to M3 (July 21) for Year 10 and 9 students.

Green	Strong evidence of impact across the groups that were targeted
Amber	Some evidence of impact but a) not consistent for groups targeted and/or b) cost effectiveness not clearly demonstrated
Red	Little evidence of impact across the targeted groups and/or limited cost effectiveness.

Element	RAG	Evidence of Impact	Use in 2021-22?
GCSEPod	Green	- Average use figure for Year 11 this year is 308 this is more than double the 'high level use' figure identified by GCSEPod - Average use for Year 11 PP students was 198 – nearly double the 'high level use' figure. 45% of the PP cohort were 'high level users' – 122 uses or more in the year. - 44% of all Year 11s were 'high level users'. This group saw a 0.40 improvement in P8 from M2 (November Mocks) to Final TAG grades. Those with fewer than 10 uses saw a -0.24 fall in P8. - PP High level users saw a +0.25 improvement in P8 from M1 to final TAGs, those with fewer than 10 uses saw a decline of -0.62. - TGS is set to finish second in the national rankings of average student use - 10 subjects saw 1000 or more uses by Year 11 students this year - Year 10 students average 62 uses with 32 high level users (19%), Year averaged 30 uses with 8 high level users (5%) *A use is classified a stream of a revision Pod video or a download of a Pod video.	Yes, will form part of the developing Independent Learning Strategy. Opportunity for greater use as an assessment tool.
Yipiyap in school tuition	Amber	- Students who accessed Yipiyap provision for English saw a 0.1 improvement in English Progress from M2 to the Final TAGs - Students who accessed Yipiyap provision for Maths saw a 0.55 improvement in Maths Progress from M2 to the Final TAGs - Students who accessed Yipiyap provision for Science saw a -0.76 decline in EBacc Progress from M2 to the Final TAGs. This figure was heavily skewed by three non-attenders from Easter who account for 0.5 of this decline. - Yipiyap provision took a while to set up as the initial tutor left the organisation after the first week. It was a number of weeks until a replacement was found and the Maths provision was only ever online. - LW and SS did however engage with students well and sessions were usually well attended. - More effective use could have been made of their support within departments.	Possible. If used more limited in terms of days and with longer term focus on MA and LA PP students

Period 7 Provision – Monday to Thursday		- The impact of Period 7 provision is difficult to quantify in terms of an impact on student progress as there is no direct comparator. Also, it had no impact during the period of lockdown in HT3 and 4. - However, given Period 7 was an integral lesson within the day attendance was high with few students absconding – on three snap shot dates selected (10/11/20, 23/03/21 and 29/04/21) - it was over 90%. - Anecdotally student engagement and work rate in the Period 7 lesson this year was higher than in after school revision sessions delivered previously. - All GCSE based subjects had completed coverage of the necessary elements of course specifications by the point the TAG process was rolled out. This was significantly supported by the additional time Period 7 afforded.	No. Although effective this year this would have limited opportunities for CPL. More effective Curriculum and Pedagogy will have greater impact than additional time (see FEC report[i])
Head of Virtual Learning		- KC has spearheaded the integration of GCSEPod in school and championed its development – see above. - KC has supported wider staff development in terms of remote learning provision including – pre-recorded lessons and use of OBS/YouTube, the use of Teams for 'live lesson' provision and the integration of remote learning tools use as spiral.ac, whiteboard.fi and MS Forms to maximise the impact of remote provision. - Evidence of this impact was seen in the much-improved figures for remote learning engagement in lockdown 2. For example, in Year 11 67% of students attended 50% or more of the live lessons, whereas in English this figure was 71% and in Science 66%.[ii]	Yes. KC will retain this role into 2021-22. He has effectively supported the roll out and further development of GCSEPod. He has also supported staff development on Remote Learning and is working with MST/BAW on the Independent Learning Strategy.
RH Tuition (Maths and Phys)		- Y11 Students who accessed RH's small group Maths Tuition provision saw a 0.38 improvement in Maths Progress from M2 to the Final TAGs. Y10 students saw a 0.2 improvement in Maths Progress from M1 to M3 - RH has operated flexibly this year running sessions through Teams during lockdown, and working in school once restrictions were lifted. - He has a close working relationship with JW and CH which has ensured tuition provision is tied closely to in class learning.	Yes. RH's tuition sessions have the highest attendance rates of any of the tuition on offer this year at over 80%.
MyTutor 1 to 1 online tuition (at home – HA PP and engaged MA students)		- Y11 Students who accessed MyTutor 1 to 1 provision for English saw a 0.62 improvement in English Progress from M1 to the Final TAGs - Y11 Students who accessed MyTutor 1 to 1 provision for Maths saw a 0.20 improvement in Maths Progress from M1 to the Final TAGs - Y11 Students who accessed MyTutor 1 to 1 provision for Science saw a 0.31 improvement in EBacc Progress from M1 to the Final TAGs. - Attendance rates for the first tranche of provision where students were accessing at home was around 70% which was high in relation to other schools nationally.	Yes, but significantly reduced in scope and targeted on those students who are already engaged with remote/independent learning and where parents are responsive and engaged.
MyTutor 1 to 1 online tuition (in school MA PP and less engaged students)		- Attendance rates for the second tranche of provision where students were due to access in school was lower at around 45%. However, these sessions ultimately took place at home because of the second lockdown and so the chosen students were probably not appropriate. Changes to student allocations had to be made but this was time consuming and involved email/phone call contact with parents to get messages to students.	No. Will look to use subsidised 3 to 1 NTP provision instead as this is more cost effective and sessions can still run even with some student absence.

MyTutor NTP 3 to 1 online tuition in school		- Extremely slow to get off the ground because of the timing of the roll out - Quality of tutor provision was poor and not constant – this meant students felt they were 'starting again' each week with a different tutor. - Platform was not well suited for 3 to 1 session, there was a lot of feedback as students were accessing the session in the same space. - BH and KM had to invest time in follow up contact with parents to boost attendance. - Attendance rates at around 40% overall although some students are 80%+ - Year 10 English cohort saw a +0.16 improvement in average grade from M1 to M3 - Year 10 Maths cohort saw a +1.00 improvement in average grade from M1 to M3 - Year 10 Science cohort saw a +0.23 improvement in average grade from M1 to M3	Possible with reassurances about improvements to the platform and quality of tutors. Cost effectiveness. Cost effectiveness is greater because of subsidy (70-75% of cost covered by government). Greater efforts required to engage parents in the offer prior to roll out.
Brilliant Club NTP 3 to 1 online tuition in school		- High levels of engagement from initial Y11 cohort in Spring Term – unfortunately impacted negatively by the cyber attack and bringing forward of the TAG process. - Shift to Year 10 and Year 9 focus of programme was well received. Attendance for Year 9's in particular has been positive. - Tuition input is of a high academic level as this comes from post graduate and PHD students currently working in UK universities. - However, observations of sessions indicate low levels of student dialogue and discussion – often tutors are giving examples and information but students are - Attendance rates around 60% overall - Year 10 Maths groups saw a -0.15 decline in average predicted grade – though one student saw a decline of 2 full grades between M1 and M3 which was a wider issue. - Year 9 English group saw a 0.38 improvement in average grade from M1 to M3, Year 9 Science saw a +0.11 improvement in average grade from M1 to M3.	Possible. Cost effectiveness is greater because of subsidy (70-75% of cost covered by government). Tutors were university post graduates/ lecturers quality of provision was positive, Zoom platform was a limitation however.
Accelerated Reader Programme Year 7+8		- Funding supported expansion of range of reading material available in the library. KM responsive to student and staff requests for specific genres/authors etc. - High levels of student engagement with the AR programme and testing process - AR provision continued over lockdown with materials posted on line and access to online texts provided for those with no access to books in the family home – uptake and engagement was limited however in spite of parental contact. - Star reading test outcomes from HT6 suggest that year 7 pupils made an additional 3 months progress during the year, for Years 8's this was an additional 2 months. Disadvantaged students with below average reading scores from KS2 (or below ARE from teacher assessment) made greater additional progress than the wider cohort.	Yes. Accelerated Reader supported closing gaps in reading age development which were impacted by lockdown. Investment in the library resource means the programme can be extended to other year groups.
Extension of Casy Counselling provision		- Increased demand from student referrals and referrals stemming from parental contact/non-attendance. - Counselling has supported continued attendance from ARNA learners and possible school refusers – difficult to make comparison to 2019-20 attendance due to Covid. - 31 students have accessed the counselling service this year	Yes. Concerns around school-based anxiety coupled with wider levels of anxiety in general mean that extended provision will continue to be needed.

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[i] https://www.educ.cam.ac.uk/facultyweb_content/news/more-classroom-time-after-covid

[ii] Taken from Lockdown 2 attendance data – further details available for other year groups to support improvement in remote learning engagement as compared to Lockdown 1.