



Covid Catch-Up Pupil Spend Forecast and Impact 2020-2021

Allocation: £74,280

Description of spending	Cost	Review of Impact	Impact																								
Small group Saturday tuition for Year 10 students studying History, English, Maths, MFL, Science, Geography – 13 week program comprising of staff from BCA and VFE (Vision for Education) through NTP (national tutoring program)	£16,800	Data point 2 in year 10	<p>This has been a very successful programme with on average, 75+ year 10 students in attendance over the 10 sessions</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Subject</th> <th style="width: 35%;">No. of student who attended at least 6</th> <th style="width: 35%;">No. of students predicted grade 4+</th> </tr> </thead> <tbody> <tr> <td>English</td> <td style="text-align: center;">17</td> <td style="text-align: center;">14</td> </tr> <tr> <td>Maths</td> <td style="text-align: center;">33</td> <td style="text-align: center;">26</td> </tr> <tr> <td>Science</td> <td style="text-align: center;">33</td> <td style="text-align: center;">27</td> </tr> <tr> <td>Geography</td> <td style="text-align: center;">11</td> <td style="text-align: center;">8</td> </tr> <tr> <td>History</td> <td style="text-align: center;">11</td> <td style="text-align: center;">8</td> </tr> <tr> <td>French</td> <td style="text-align: center;">10</td> <td style="text-align: center;">8</td> </tr> <tr> <td>Spanish</td> <td style="text-align: center;">11</td> <td style="text-align: center;">11</td> </tr> </tbody> </table> <p>The feedback from subject teachers has been positive. Those who engaged with the tuition were more confident going into the series of PPES and the focus areas for tuition (that had been taught remotely during lockdown) in all subject areas saw strong performances. All HODS are in agreement that the tuition did directly influence outcomes in the PPEs but also improved engagement and confidence.</p>	Subject	No. of student who attended at least 6	No. of students predicted grade 4+	English	17	14	Maths	33	26	Science	33	27	Geography	11	8	History	11	8	French	10	8	Spanish	11	11
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Online E/M/S tuition for key students to support the evidence gathering for awarding teacher assessed grades for key grade 4 students	5,510	Summer results 2021	<p>Online/remote tuition ran during the Spring term as a response to the lockdown and to ensure the progress made by students during the face to face tuition in Autumn was sustained.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Subject/online</th> <th style="width: 35%;">No. of students</th> <th style="width: 35%;">Tag Outcomes</th> </tr> </thead> <tbody> <tr> <td>English</td> <td style="text-align: center;">15</td> <td style="text-align: center;">15 secured grade 4+</td> </tr> <tr> <td>Maths</td> <td style="text-align: center;">25</td> <td style="text-align: center;">23 secured grade 4+</td> </tr> <tr> <td>Science</td> <td style="text-align: center;">29</td> <td style="text-align: center;">22 secured grade 4+</td> </tr> <tr> <td>History</td> <td style="text-align: center;">6</td> <td style="text-align: center;">5 scored grade 4+</td> </tr> </tbody> </table>	Subject/online	No. of students	Tag Outcomes	English	15	15 secured grade 4+	Maths	25	23 secured grade 4+	Science	29	22 secured grade 4+	History	6	5 scored grade 4+									
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Catch up reading tuition program for identified students across KS3 with SAS (standard aged score below 100)

2 x tutors SAT x 10 sessions
1 x tutor 12 hours x 12 weeks

£8,160

NGRT scores
July 21

As a result of the lockdown and the catch up funding received from the DFE, we implemented a 10 week tuition programme for identified students in Year 7 (and 6 weeks for 8) where they were in receipt of small group tuition for improving reading skills. These students had been identified as being significantly below their chronological age when undertaking the first reading screening programme in October 2020. The programme ran during the summer term and was designed and delivered by two experienced year 6 teachers. At the end of the programme, the students were retested with a different reading assessment to measure the impact the tuition and, their curriculum teaching has had this year.

Year 7

Name	Gender	SEN Status	EAL	Pupil Premium Indicator	Reading Age 1 Test A	Reading Age 3 Test C	Total tuition sessions attended:
A	M	E	Y		6/3	6/5	5
B	F	K		Y	7/7	7/2	8
C	M	K			6/11	9/0	8
D	M	K		Y	6/0	5/0	5
E	F	K		Y	5/8		9
F	F			Y	7/5		2
G	M				8/4	10/8	3
H	M			Y	7/7	9/0	5
I	M			Y	7/2	10/5	6
J	M	K		Y	5/0		9
K	M				7/2		8
L	F	K			6/10	10/8	8
M	F				7/2	15/2	6
N	F	K		Y	7/9	10/3	10
O	M	K			9/0	11/2	7
P	M	K		Y	5/0	5/3	2
Q	M			Y	7/10	13/2	7
R	M		Y		8/8	11/4	9

Year 8

Student	Gender	SEN Status	EAL	Pupil Premium Indicator	Reading Age 1 Test A	Reading Age 3 Test C - July 2021	Total sessions attended:
A	F	K	Y	Y	5/0	6/1	6
B	F	K	Y		5/0	9/5	6
C	M	K	N		9/0	9/3	6
D	M	K	N		10/5	12/1	6
E	F	E	N	Y	7/1	10/5	6

It is clear to see from the students highlighted in green that progress has been made for nearly all students who participated in this programme. Notable gains of 3+ years (yellow) have been made by 6 students where attendance was consistent and this provides us with a good foundation to build on into the subsequent academic year. Where students appear to have regressed (red), these will be retested at the start of the next academic year to determine whether this is an anomalous result or we need to look more closely at their academic profile to see whether participation on the Lexonik Advance or Leap. Where gains have been slight, this would point to the need for a more forensic look at their profile across the tests this year and ensure they are on either Lexonik Advance or Leap as an intervention strategy going forward. In Year 9, we used our primary tutor to deliver the Lexonik Advance programme to 27 Year 9 students who had been identified from our initial NGRT screening (SAS <100). This was a 6 x 1 hour programme of direct reading instruction. Results below

Name	pp	Reading Age Test B	Reading Age Test C
A		11/4	15:10
B		11/7	13:02
C		11/4	8:10
D		12/7	15:10

			<table border="1"> <tr><td>E</td><td></td><td>11/10</td><td>13:05</td></tr> <tr><td>F</td><td>Y</td><td>12/7</td><td>8:08</td></tr> <tr><td>G</td><td>Y</td><td>12/11</td><td>16:01</td></tr> <tr><td>H</td><td>Y</td><td>10/11</td><td>14:10</td></tr> <tr><td>I</td><td>Y</td><td>10/5</td><td>12:01</td></tr> <tr><td>J</td><td></td><td>10/8</td><td>14:03</td></tr> <tr><td>K</td><td></td><td>11/10</td><td>13:08</td></tr> <tr><td>L</td><td></td><td>10/8</td><td>12:11</td></tr> <tr><td>M</td><td></td><td>12/4</td><td>15:06</td></tr> <tr><td>N</td><td>Y</td><td>12/4</td><td>15:06</td></tr> <tr><td>O</td><td>Y</td><td>12/1</td><td>16:09</td></tr> <tr><td>P</td><td>Y</td><td>10/8</td><td>11:07</td></tr> <tr><td>Q</td><td>Y</td><td>13/5</td><td>13:02</td></tr> <tr><td>R</td><td></td><td>11/7</td><td>11:02</td></tr> <tr><td>S</td><td></td><td>12/4</td><td>13:05</td></tr> <tr><td>T</td><td></td><td>10/5</td><td>11:04</td></tr> <tr><td>U</td><td>Y</td><td>12/4</td><td>14:07</td></tr> <tr><td>V</td><td>Y</td><td>12/1</td><td>11:07</td></tr> <tr><td>W</td><td>Y</td><td>12/11</td><td>14:07</td></tr> <tr><td>X</td><td>Y</td><td>11/4</td><td>11:02</td></tr> <tr><td>Y</td><td></td><td>12/4</td><td>14:03</td></tr> </table> <p>As you can see, nearly all students improved when retested with some significant gains (time in school between each test approximately 6 months).</p>	E		11/10	13:05	F	Y	12/7	8:08	G	Y	12/11	16:01	H	Y	10/11	14:10	I	Y	10/5	12:01	J		10/8	14:03	K		11/10	13:08	L		10/8	12:11	M		12/4	15:06	N	Y	12/4	15:06	O	Y	12/1	16:09	P	Y	10/8	11:07	Q	Y	13/5	13:02	R		11/7	11:02	S		12/4	13:05	T		10/5	11:04	U	Y	12/4	14:07	V	Y	12/1	11:07	W	Y	12/11	14:07	X	Y	11/4	11:02	Y		12/4	14:03
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Additional staffing capacity to support attendance/delivery of FSM provisions for families self-isolating	£3000	Attendance figures (termly)	<p>The trust supported families by giving £15 food vouchers to any pupil eligible for free school meals (FSM). To support families in need, we provided over 36 food parcels to families.</p> <p>The pastoral team identified around 30-40 students in each year group who were assigned a colleague to call home. They called and offered support, reassurance, and some cases to come into the building to see ease fears. 2 x staff were designated to do home visits for those considered vulnerable for historic attendance issues.</p> <p>Figures to date:</p> <p>DFE Autumn Term 2020/21 Pupil absence in schools in England: autumn term Autumn term absence from Sept-Dec 2020 nationally = 5.7%</p>																																																																																				

			BCA autumn term absence from Sept-Dec 2020 = 4.7% BCA student average attendance Sept-May 2021 = 94.7% National student average attendance Sept-May 2021 = 91%												
CBT/counselling sessions for vulnerable students identified through pastoral team	£3000	Attendance figures (termly)	Supporting attendance and in particular, those students who have suffered with bereavements, anxiety and mental health issues has been an important part of the work done by the pastoral team this year. A breakdown of the sessions students have been received is provided below <table border="1"> <tr> <td>year 7</td> <td>17</td> </tr> <tr> <td>year 8</td> <td>16</td> </tr> <tr> <td>year 9</td> <td>17</td> </tr> <tr> <td>year 10</td> <td>24</td> </tr> <tr> <td>year 11</td> <td>16</td> </tr> <tr> <td>Total students seen</td> <td>91</td> </tr> </table> <p>These sessions have supported students with regular attendance to school keeping the overall attendance at 94.7% this academic year.</p>	year 7	17	year 8	16	year 9	17	year 10	24	year 11	16	Total students seen	91
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Commission staff to produce GCSE revision Sway presentations to support GCSE revision for KS4 students and those students who are self-isolating	£1000	Data point 1 (year 10) summer 2021 Year 11 results 2021	Key departments such as MFL and History produced specific GCSE presentations to support Year 11 students with preparation for their assessments that contributed towards the TAG process. Both departments secured The feedback from the students was very positive with once citing that 'they were far easier to use as all the revision is in one central area'.												
Train 3 x staff and introduce Lexonik Advance to support improved reading ages for students across year 7-9	£7700	NGRT SAS scores July 21	3 staff fully trained to deliver Lexonik Advance and Lexonik Leap. 15 sessions are delivered each week on a model of 1-4 for LA and 1-2 on LL. First cohort of students who took part in the 6 week x 1 hour programme have made RA gains on average of 40 months (Pre and post WRAT testing). This is based on 46 students across year 8 and 9. Further cohorts in year 7 identified for 2021-2022												

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Purchase sets of chrome books to support students who don't have adequate IT at home when having to self- isolate/enforced periods of self-isolate	£22560	Data point 1 + 2 and summer results 2021 (11)	300 students provided with a chrome book during remote learning to ensure no student was disadvantaged when live lessons were being delivered. Of these, 51% were PP. Attendance to online lessons and engagement were high throughout the lockdown period and no significant gaps have emerged as a result of being able to offer a high quality online teaching and learning provision between January and March.																																																
Purchase 3 x sets of year group novels to support the English 'Elevate' lessons (2 hours per fortnight) to have a sole focus on guided reading	£3000	NGRT SAS scores July 2021	This will carry over to September 2021 due to the second lockdown period in 2021 and be replaced with the reading curriculum																																																
Train staff/CPD and necessary reading resources to support with the BCA Reading Curriculum for 2021-2022	£2000	NGRT baseline and retesting data year 2021-2022	<p>A CPD programme to launch the reading curriculum for 2021-2022 has been implemented in the summer term with time given to two staff in order to produce the KS3 reading curriculum program of study. The CPD has focused on the following:</p> <ul style="list-style-type: none"> • Friday CPD Session – Reading @ BCA Launch - an overview of what is planned for the year ahead & Alex Quigley Feedback • INSET (1 hour session) Reading Matters @ BCA • Friday CPD Session - How to deliver the Reading Curriculum (lesson 1 of 2). Clear guidance on the aims of the curriculum outlined. • Friday CPD Session - How to deliver the Reading Curriculum (lesson 2 of 2) • The Principles of the Reading Curriculum at BCA 																																																

Purchase of the XP-Pen Tablets to support the remote teaching at home	£550	Teacher feedback July 2021	<p>The purchase of the XP tablets to support staff with delivering their explicit instruction in the most effective ways.</p> <p><u>Testimonies:</u></p> <p><u>English</u> We found the XP pen really useful in English. We used it in a variety of ways: To complete live modelled responses (our department Rosenshine target was modelling so this helped us continue to work towards developing in this area). Annotation – we were studying poetry with Y10 and this was a great way to model what they should be doing in their anthologies. Marking work using the slides facility of GC which allowed us to mark work live.</p> <p><u>Science</u> The XP Pen tablet allowed for easy pre-recording, and live lessons – sharing the screen on zoom. They allowed for instant annotation of resources and student work. It helped greatly with being able to write worked examples and scaffold lessons. In science, they enabled us to more easily write equations/ calculations and save time in preparation of material. It in effect acted as a whiteboard and allowed the lesson to flow better.</p>
Purchase the subject specific 'stories' texts across KS3 science, history and geography to enhance the teaching of knowledge whilst also developing reading skills of comprehension and inference	£1000	NGRT SATS scores July 2021/end of year exams	Due to lockdown, this will be a focus for the next academic year through the reading curriculum and impact of increased reading focused lesson measured through the NGRT x 3 a year.