

16 – 19 Catch Up Fund

1. Summary information			
School	The Grove School	Total number of students	37
Academic Year	2020-21	Number of eligible pupils	6

2. Current attainment	Data used to identify eligible pupils
<p>Colleagues have been asked to identify:</p> <ul style="list-style-type: none"> • Students who did not (completely) engage with online learning during lockdown • Students who have not retained information taught during lockdown <p>The catch-up funding will be used at three distinct points throughout the year:</p> <ul style="list-style-type: none"> • Wave 1 – Data that was collected in March 2020 (Pillar 2), alongside the colleague information relating to lockdown, to identify students who would benefit from additional support in any of their subjects within VI form to reduce gaps in knowledge. • Wave 2 – Working towards the cohort’s mock exam series in February 2021 • Wave 3 – Identify student under-performance across a range of subjects from their mock exams <p>After each wave students will be targeted according to need and receive one on one tuition (online).</p> <p>In addition to the intervention strategies students who cannot access online learning due to a not owning a computer will have one loaned to them for the length of time they are at the school.</p>	

3. Barriers to future attainment	
Academic barriers (issues to be addressed in school, such as poor literacy skills)	
A	Some students do not have access to online learning outside of school
B	Some students did not access or did not benefit from the online learning provision given during lockdown

Additional barriers (including issues which also require action outside school, such as low attendance rates)	
C	Throughout the year we anticipate some students will have to self isolate

4.	Intended outcomes	Success criteria
A	<ul style="list-style-type: none"> All students who do not have access to a computer outside of school will be loaned one. Where an internet connection is not available at home students will have the opportunity to use the school library or computer suites throughout the day 	<ul style="list-style-type: none"> All students have access to online learning at home or through school provided additional opportunities
B	<ul style="list-style-type: none"> Gaps in students' knowledge are identified Bespoke plans are put in place to bring about sustained and rapid improvement One on one tuition and Saturday school opportunities are embedded within the school life 	<ul style="list-style-type: none"> Pillar Point data shows students are improving across a range of subjects Evaluative data shows that those engaging with one to one tuition or Saturday school are closing gaps at a fast rate
C	<ul style="list-style-type: none"> All students have access to and engage with online learning (where necessary) 	<ul style="list-style-type: none"> A student's attendance is not a limiting factor to receiving an education.

5. Planned expenditure					
Academic year	2020-21				
The three headings enable you to demonstrate how you are using the funds to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

All students who do not have access to a computer outside of school will be loaned one.	Students to be provided with a Chrome book where necessary	Without a computer at home students would be disadvantaged when accessing online learning.	Students will be surveyed highlighting who needs what. Subsequent engagement levels will be monitored by DOS.	C Watson	This will be reviewed continually throughout the year to check engagement levels. New starters will so be surveyed to identify any needs they have.
Where an internet connection is not available at home students will have the opportunity to use the school library or computer suites throughout the day	The library will be available to different year groups on different days: mornings (from 8:00, break and lunch times and evenings (until 4:00)	Students without internet access at home will not be able to complete online learning without alternative provision put in place.	HOY and librarian will liaise with one another to assign a day to each year group. DOS will identify students who are not completing online learning and insist they attend the library on their day.	J Pledger	Students identified as needing to attend (through whether the initial survey or DOS involvement) will have their attendance monitored.
Total budget cost					£647
ii. Targeted support					
Intended outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Gaps in students' knowledge are identified. Bespoke plans are put in place to bring	Colleagues identify gaps in knowledge for all students and implement strategies to close them.	Knowledge that was not embedded or learnt during the lockdown months	DOS will oversee the implementation of a variety of strategies and feedback the	G Thorley	Review 1 will take place after Pillar Point 1.

about sustained and rapid improvement		will need to be addressed.	success thereof with their Line Manager		Review 2 will take place after Pillar Point 2. Review 3 will take place after Pillar Point 3.
Students to have access to a host of online learning platforms as directed by their subject teacher (For example, UpLearn)	Learning support to fill in gaps in students' knowledge.	Bespoke targeted tuition has been identified by the EEF as adding significant value onto as student's knowledge	DOS and subject teacher will identify the students they would like to receive this intervention and identify areas of development top focus on.	DOS	Reviews will be ongoing throughout the year.
Total budget cost					£900

6. Review of expenditure				
At the end of the year				
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost