

## Impact of catch up funding and 16-19 tuition fund 2020 – 2021

### Context

Brighouse High School received £80,000 to provide opportunities for catch up work following the partial closure of schools in 2020 and the implications of home learning, specifically for disadvantaged pupils. The catch up funding was spent partly on strategic appointments to key areas central to pupils catching up, and partly on 3:1 remote tuition provided by an external partner.

An additional £12,062 was allocated to support Post 16 students who had not achieved a grade 4 in GCSE English and / or Mathematics by the end of Key Stage 4.

### Impact of funding spent on strategic priorities

A proportion of our catch-up funding has been spent on increasing capacity and further improving provision, so that we can support all of our school community to make good progress following the partial closure and remote learning. The funding meant that we were able to address some key strategic priorities:

<b>Strategic priority</b>	<b>Funding provided for ...</b>	<b>Examples of impact</b>
Increase strategic capacity to support pupils to catch up on lost learning	Partial funding of 2 temporary Assistant Headteacher posts	Renewed focus on literacy deficit – Bedrock support, especially with 3b classes. Pupils who used Bedrock in 2020-21 saw average increase in reading age of 30%. Extra literacy catch-up in place for Y7 and Y9 in 2021-22. Extra PP support where needed: eg PP Pupils who used Bedrock in 2020-21 saw average increase in reading age of 29%. CPD on remote provision. SEND capacity increased with AHT moving into strategic PP lead.
Further improve provision for pupils with SEND and ensure they are supported to ‘catch-up’	Lead teacher in SEND	Regular CPD for class teachers in supporting pupils with SEND. In-class support for teachers to further develop skills. Full review of IEP provision and system improved to focus support. PAPAA qualification completed. SEND pupils who used Bedrock in 2020-21 saw average increase in reading age of 27%.
Continue to engage and motivate students who struggle	Additional AP funding MHST and other social and	Extra alternative provision where needed to reengage

to access mainstream provision and who struggled with lockdown	emotional support	students. Additional staffing and resourcing of The Base. Increase in counselling sessions and agency support.
Provide support for younger pupils who fell behind during remote learning	KS3 Science tuition provided by one of Maths casual tutors Appointment of Y7 Pastoral support role and transition lead.	Effective and regular support for pupils in KS3 who had fallen behind in Science during remote learning Focused additional transition support.

### **Impact of funding spent on small group (mostly 3:1) tuition**

We can analyse the impact of the remote 3:1 tuition provided by My Tutor separately from the face-to-face tuition provided by our casual Maths tutors.

#### **1). My Tutor remote 3:1 tuition**

We used My Tutor to provide 15 one hour Maths tuition sessions at a ratio of 3:1. The sessions were made available to some Year 11, Year 10 students, and a number of Year 12 students. They ran in the late afternoon / early evening from January through to May and students were able to access the sessions from home.

##### Year 11

Students in Year 11 were invited following analysis of the mock exams and our T2 data collection in December. We prioritised PP and SEND students and targeted those who were under-achieving in Maths and those whom we felt would benefit from some extra tuition in specific topics. Out of the 40 Y11 students selected, 27 were PP and 16 were SEND. The following table shows that engagement with the sessions was mixed:

	100%	60%-100%	<30%
Year 11 (40 students)	3	22	9

If we focus on the attainment of those students who attended at least 60% of their sessions, we see the following:

- 80% of students improved on their mock grade by the end of the year (T3); the other 20% remained at the same grade. It should be noted, however, that we would normally expect students to improve on their mock grade over that period.
- Between the T2 data collection (January) and the T3 data collection (June):
  - 18% of students increased their Maths grade
  - 23% of students saw their Maths grade fall
  - 59% of students saw their Maths grade remain unchanged

- Overall, 12 of these Y11 students achieved grade 4+, 8 students achieved grade 5+ and 4 students achieved grade 7+.

### Year 10

In Year 10 we prioritised PP students, focusing both on HAPs and on those who were in need of more intensive support for various reasons. Out of the 19 students in Y10, 16 were PP. Again, engagement with the sessions was disappointing.

	100%	60%-100%	<30%
Year 10 (19 students)	2	8	9

### Year 12

In Year 12 we offered the tuition to students who had not yet achieved a grade 4 in Maths. Out of the 21 students selected, 10 were previously PP and 9 had SEND:

	100%	60%-100%	<30%
Year 12 (21 students)	3	6	9

It was disappointing that so few students in Y12 attended 60%+ of their sessions. Of the 6 who did, 5 of them achieved a grade 4+ in T3 in June, although those students were also supported by the in-house extra tuition, so it is not really possible to isolate the effect that each type of intervention had.

### Overall comments on My Tutor sessions

In terms of student voice, some students felt that the sessions had been valuable, but others did not rate them highly. It was unfortunate that the second partial lockdown started in January just as the remote sessions were starting, so it was hard to influence some of the students to attend if the parents were not supportive.

In summary, it would probably be fair to say that the My Tutor programme did not have the impact we would have hoped for in terms of engagement, although some students who did engage positively were able to improve their Maths grades.

## **2) In school face-to-face tuition**

Using the money from the 16-19 tuition fund, we were able to employ two casual Maths tutors from March through to June. They worked primarily with small groups (3:1 or 2:1) of Post 16 students who had not yet achieved grade 4+ in their GCSE Maths. Some students were on A level courses and some were on our Bridging Course (level 2). Overall they worked with 25 students, mostly for one hour a week, though some students were able to access 2 tutorials a week. Students who had

already achieved a grade 3 in Maths were re-entered for GCSE Maths; students with a grade 1 or 2 from KS4 were entered for Functional Skills.

Attendance to the tuition sessions was excellent, with only the occasional absences because of illness. In terms of attainment, 11 of the students (44%) attained grade 4 in T3.

It is obviously very hard to identify one single intervention that has had most impact, but it is fair to say that we were pleased with students' engagement with the face-to-face tuition and with the number of Post 16 students who made good progress in their level 2 Maths over the course of the year.

### **Plans for 2021 – 2022**

In 2021-2022 we intend to keep working on the strategic priorities outlined above to help students to build on the gains they have made during this year and to catch-up where necessary. In terms of tuition, we intend to build on the success of our in-house tuition programme and will look to extend elements of that to KS4 and KS3. We will look to learn from experiences locally and nationally to decide where we would wish to engage with any external tuition partners.