

ALET Catch-up Funding Statement

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Introduction

Our Mission is “Transforming Lives through Learning”. In 2020, the government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds to make the best progress.

The Catch Up school funding will be calculated on a per pupil basis. Every mainstream school will receive £80 for each pupil from reception to year 11 inclusive.

1. Data relating to outcomes and demographics for ALET

Funding received centrally to the trust in relation to pupil catch-up:

School	Funding
The Bicester School	£85,360
The Bicester Technology Studio	£6,560
Theale Green School	£37,120
UTC Heathrow	£6,720
UTC Oxfordshire	£16,400
UTC Reading	£19,280
UTC Swindon	£8,320
ALET total	£179,760

Breakdown of demographics by school:

	Bicester School & Tech Studio		Theale Green		UTC Heathrow		UTC Oxfordshire		UTC Reading		UTC Swindon		ALET	
	Total	PP	Total	PP	Total	PP	Total	PP	Total	PP	Total	PP	Total	PP
Year 7	198	28	106	31	-	-	-	-	-	-	-	-	304	59
Year 8	273	65	130	40	-	-	-	-	-	-	-	-	403	105
Year 9	240	39	85	20	-	-	-	-	-	-	-	-	325	59
Year 10	235	65	83	13	51	8	106	16	126	18	48	7	649	127
Year 11	206	41	66	17	53	12	99	15	115	17	56	18	595	120
Year 12	78	-	66	-	106	-	76	-	121	-	39	-	486	-
Year 13	59	-	35	-	52	-	55	-	136	-	27	-	364	-
Total	1289	238	571	121	262	20	336	31	498	35	170	24	3124	470

2. Catch-up funding strategy

In September 2020, the “Transforming Lives Group” was established, composing of representatives from leadership teams in each of the schools within ALET. This group was formed to coordinate a trust-wide strategy and response to the additional funding. The group drew on the best educational research available to establish an ALET framework that would be adopted by each school.

Transforming Lives Group:

Chair - Charlotte Badarello	Deputy Headteacher	Theale Green School
Vice-chair - Jas Kallah	Assistant Principal	UTC Heathrow
Jennie Thomson	Assistant Principal	UTC Reading
Jon Oliver	Principal	UTC Swindon
Julie White-Zamler	Assistant Principal	UTC Oxfordshire
Phil Hollindale	Assistant Principal	Bicester School

Improving the Key Stage 4 (KS4) outcomes of pupils from disadvantaged backgrounds is a priority. Disadvantaged pupils, on average, achieve lower grades than their more advantaged peers and they make less progress across secondary school (Shaw et al., 2017)

Transforming Lives Group vision:

- ❖ Improve the quality of pupil experience for all whilst closing the increase in gap for our disadvantaged caused by the Covid-19 pandemic

It should be noted that this does not limit our aspiration in the long term to eliminate the gap between disadvantaged and non-disadvantaged pupils.

The pillars of success for the strategy were founded based on substantial educational research, specifically “The EEF guide to supporting school planning – A tiered approach to 2020-21”. The Education Endowment Fund – EEF – is one of the foremost organisations in terms of educational thinking for improving outcomes for disadvantaged learners. The document indicated the following framework incorporated the most effective pillars to best support disadvantaged learners with their learning curriculum which in turn would lead to improved outcomes.

- **Teaching & Learning** – *“the best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils”* - EEF guide to supporting school planning. The strong educational research evidence suggests a focus on high quality CPD for staff to engage and enthuse learners; embedding appropriate low-stakes assessment programmes alongside effective remote learning structure.
- **Targeted Academic support** – *“evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement”* - EEF guide to supporting school planning. This pillar considers a variety of means to re-engage pupils with the curriculum. This includes reading programmes to support curriculum engagement; one to one and small group tuition for individual support.
- **Wider strategies** – *“relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. These local needs and challenges will be different for every school community”* - EEF guide to supporting school planning. These consider the broader growth of the individual to ensure every pupil re-establishes routines and reconnects with pupils, so that all pupils go on to thrive. These strategies focus on the emotional side of school life, including mental health programmes and social & emotional learning.

The rationale behind focusing on three areas of activity is supported by the Department for Education as the most effective in narrowing the attainment gap for disadvantaged pupils.

20-21 goals

Disadvantaged pupils achieve improved outcomes and experiences.

This will be demonstrated through

- ✓ *Staff & pupils understanding and engaging in effective metacognition approaches*
- ✓ *Staff delivering high quality lessons through Rosenshine's principles of instruction (MARGE), leading to improved quality of teaching and learning. This includes revisiting prior learning through low stakes assessment*
- ✓ *All schools to offer a tiered approach to support pupils' reading comprehension; teachers to know their pupils' current reading ages and take this in to consideration when planning lessons*
- ✓ *Effective use of tuition to improve outcomes in English and Maths*
- ✓ *Delivering a programme of mentoring support & Mental health to allow pupils to re-establish routines*

These goals run in conjunction with adaptations schools have made to their curriculum to establish any gaps in pupils' knowledge and subsequently revisit content.

4. Key areas of spending

Group	What	Why	How	Quality Assurance measures	Resources	Impact
Teaching & Learning	Metacognition	Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.	Teaching & Learning lead training; whole staff CPD; use of PSHE to train pupils. UTCR early trial.	Lesson drop-ins; pupil interviews	Approximately 10 weeks of CPD. Staff resource – planning and time to complete training	Measured at spaced intervals through staff and pupil survey. Initial survey to serve as baseline data to measure progress against.
Teaching & Learning	Cognitive science (Rosenshine's principles)	Rosenshine's principles (MARGE) credited with high quality teaching & learning and subsequent outcomes particularly for disadvantaged.	Teaching & Learning lead training; whole staff CPD; cascaded approach through schools. TGS early trial	Lesson drop-ins; pupil interviews	£900 including workbook, personalised ALET staff CPD Staff time to deliver and complete the training	Measured through staff and pupil survey. Initial survey to serve as baseline data to measure progress against.
Targeted Academic Support	Tuition – one to one, small group	CV-19 has widened gap for disadvantaged.	English & Maths year 10 & 11 focus through NTP (Pet XI). UTCox early trial	Senior leader quality assurance through student voice	£11,000 to be shared between schools based on pupil numbers	Measured through staff and pupil survey, progress data. Initial survey to serve as baseline data to measure progress against.

Targeted Academic Support	Reading Fluency programme	Reading is a facilitating skill that affects performance in all subjects. Screen time culture affects reading. High percentage of our pupils have below average reading ages.	Literacy lead training; English team	Senior leader quality assurance through student voice	£25,000 to be shared between schools based on pupil numbers	Measured through reading ages; pupil survey, progress data. Initial survey to serve as baseline data to measure progress against.
Wider Strategies	Mentoring support	Equip and empower pupils to move forward independently post Covid; to support pupils by improving their resilience & motivation.	Personal Development lead	Senior leader quality assurance through student voice	Resources to be shared centrally Resources purchased and deployed	Pupil & staff survey. Initial survey to serve as baseline data to measure progress against.
Wider Strategies	Mental health & mindfulness	Pupils are able to function well when they are able to deal with challenges of everyday life. Pupils being in control of their emotions	Personal Development lead	Senior leader quality assurance through student voice	Resources to be shared centrally Resources purchased and deployed	Pupil & staff survey. Initial survey to serve as baseline data to measure progress against.
Wider Strategies	Individual support for the most vulnerable	Some pupils have circumstances that require further targeted and individualised support	Individual programmes	Senior leader quality assurance through student, staff and parents voice	£10,000	Measured through student engagement and progress

Leadership of ALET Catch up Funding strategy	Effective leadership of the strategy is pivotal to its' success. Key decisions have been made as a group that have important implications for each schools, it's staff and pupils. Significant time is needed in terms of initial research, sourcing of resources, training and subsequent implementation within all schools,	Each school has a representative on the Transforming Lives Group (Covid Catch-Up funding) which was formed to establish the ALET strategy. Each member will lead on the implementation of their pillar across ALET, supported by the group.	Senior leader quality assurance through student & staff voice	Calendared meetings ALET trust inset days Research School-based CPD Leadership time	Measured through coordinated impact programme detailed above, across all ALET schools, 2021-2023
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5. Research which has been considered

- <https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium>
- DfE document published November 2020 explaining the Catch Up Funding; who the funding is for and how to use it effectively
- [https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/The EEF guide to supporting school planning - A tiered approach to 2020-21.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/The%20EEF%20guide%20to%20supporting%20school%20planning%20-%20A%20tiered%20approach%20to%202020-21.pdf) - The cornerstone of the work of the Transforming Lives Group detailing the three pillars of Teaching & Learning, Wider Strategies and Targeted Academic Support. This document is fully endorsed by the DfE in their use of catch up funding document that was issued to all schools.
- <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>
- DfE document published November 2019 explaining the Pupil Premium funding; who the funding is for and how to use it effectively. A useful document that highlights the best evidence informed strategies to support the disadvantaged.
- <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>
- Education Endowment Foundation toolkit based on research on which methods are most effective to raise the outcomes of disadvantaged students. The toolkit is based on seminal research, and is used by the majority of schools. This document informed the group in terms of the most appropriate areas to focus on in each pillar.
- <https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/>

- published by the EEF, this provides guidance on why improving literacy is so significant for disadvantaged students, and offers strategy for implementation
- https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf
 - National Foundation for Educational Research document evidencing why improving disadvantaged pupils' social mobility through high quality education is a priority.
- <https://educationendowmentfoundation.org.uk/tools/guidance-reports/a-schools-guide-to-implementation/>
 - EEF document supporting methodology behind implementing strategies to improve outcomes for disadvantaged students.
- https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf
 - EEF document supporting methodology behind implementing strategies to improve outcomes for disadvantaged students.
- <https://cfey.org/wp-content/uploads/2017/02/SMC-Progress-at-Secondary-School-Shaw-et-al.-LKMco-Datalab.pdf>
 - Shaw et al., 2017 – Social Mobility Commission report on low income pupils' progress at secondary school. An evidence-informed report detailing factors affecting disadvantaged students' outcomes.