



ST EDWARD'S
COLLEGE
LIVERPOOL

Covid Catch Up Funding Report

Summer 2021

The Catch-Up Premium has been deployed according to these principles;

The spend must be

- Related to addressing Covid catch up (any year group)
- Targeted with particular (but not exclusive) consideration to Disadvantaged Pupils & SEND
- Have evidenced impact which governors will monitor

Allocation of catch-up money;

Faculty Resources £29k

- English/Maths/Humanities/Science = £5k each
- Modern Languages = £3k, PE/Art & Design/Music = £2k each

Tutoring £29k (one-to-one or, more efficiently, small group: in person or online)

- English/Maths/Humanities/Science = £5k each
- Modern Languages = £3k, PE/Art & Design/Music = £2k each

+ Y7/8 catch-up Maths + English 3k

Impact is highlighted within the report.

English

KS5	KS4	KS3
<p>Amount Spent: £2330 (including £1440 for Digital Theatre, used throughout KS3, 4 and 5)</p> <p>Money was used to purchase revision resources for key Literature texts, an online revision session and online coursework ‘Screenwriting’ lecture and access to online resources such as Litcharts. Digital Theatre provided access to high-quality stage versions of set plays.</p> <p>Impact: Coursework in Film Studies was confidently completed (all pupils had to opt for screenwriting this year – ordinarily, few do, most chose the option to make a short film but Covid meant that this was not really viable). The stage versions of key texts have helped in the teaching of these texts and have ensured that students isolating or in lockdown could still access the texts. Likewise, revision notes have ensured that access to good quality notes was possible, even if students had missed sequences of lessons. All resources can be reused for future years.</p>	<p>Amount Spent: £3000 (including Bedrock, used in KS3 and KS4)</p> <p>Money was used to purchase Bedrock Vocabulary (and Lexonik Vocabulary for the coming year), intended to help tackle some of the ‘gaps’ in vocabulary that exist anyway and were worsened by lockdown. Revision resources were also purchased. The biggest outgoing was on twelve sets of texts to read with Year 10 and Year 11 in class, together as a class, in the coming year. These pupils have missed so much school since the start of Covid and many read very little. Reading for pleasure at KS4 is something we have wanted to introduce for a while to avoid the ‘narrowing’ of the curriculum that arises as a result of impending GCSE examinations and exam specifications. We want to read more than the GCSE set texts with Year 10 and 11 pupils and to expose them to authors, texts, genres etc. that they may not otherwise read and after two years of lockdown, with the consequent reduction in class reading for all pupils, we felt this was the right time to introduce this. Alongside the Form readers, this new initiative means that in KS4, pupils will read at least 12 prose texts that they would not/may not otherwise have picked up—around one million words! We understand that the current GCSE curriculum is crowded, however, we believe that taking the time to read together as a class will:</p> <ul style="list-style-type: none"> · Expose pupils to story and narrative (prep for original writing exam, for the unseen element of Lang and Lit...). · Increase cultural capital. · Create opportunities for debate and discussion. · Improve vocabulary—one million extra words! Some are bound to be new! <p>Minimising the impact of Covid, improving reading and helping to close the vocabulary gap.</p> <p>Impact: The stage versions of key texts have helped in the teaching of these texts and have ensured that students isolating or in lockdown could still access the texts.</p>	<p>Amount Spent: £1200 (Bedrock and Digital Theatre as above)</p> <p>Money was used to purchase Bedrock Vocabulary (and Lexonik Vocabulary for the coming year), intended to help tackle some of the ‘gaps’ in vocabulary that exist anyway and were worsened by lockdown. The stage versions of key texts, especially Shakespeare, have helped in the teaching of these texts and have ensured that pupils isolating or in lockdown could still access the texts.</p> <p>Impact: One of the most effective aspects of this was that pupils and teachers could watch stage versions of Shakespeare’s plays together (rather than just the film versions, which are the most readily available without subscriptions to sites like Digital Theatre). Bedrock Vocabulary was somewhat beneficial; for those pupils that engaged, it helped to boost their vocabulary and led to improvements in writing. However, there were issues with time and with teachers perhaps not feeling involved (a danger with exclusively online programmes). Lexonik Vocabulary, which is a much more cost effective programme that we have purchased to be used whole-school in 2021-2022, will allow for teachers to ‘own’ how they teach vocabulary.</p>

	<p>Likewise, revision notes have ensured that access to good quality notes was possible, even if students had missed sequences of lessons. All resources can be reused for future years. Bedrock Vocabulary was somewhat beneficial; for those pupils that engaged, it helped to boost their vocabulary and led to improvements in writing. However, there were issues with time and with teachers perhaps not feeling involved (a danger with exclusively online programmes). Lexonik Vocabulary, which is a much more cost effective programme that we have purchased to be used whole-school in 2021-2022, will allow for teachers to 'own' how they teach vocabulary.</p> <p>Impact: All of these resources will continue to benefit pupils in the coming years.</p>	
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Maths

KS5	KS4	KS3
<p>Amount spent £1404 Practice books and past papers purchased for every A-level student.</p> <p>Impact: 54% students achieved A*-A for this cohort and 80% A*- C. This is in line with the last cohort, even though they spent more time during their course working remotely.</p>	<p>Amount spent £973 Target books x2 purchased for each student in year 11.</p> <p>Impact: Grade improvement average of 0.7 after target books purchased.</p> <p>Amount spent £2475 One to three tutoring in either English/Maths specifically for PP students. This was provided by Pearson. This was for year 10 only.</p> <p>Impact: Average grade for this cohort has improved for both English (0.9) and maths (0.3) since last data point.</p> <p>Amount spent £250 Nicolawilkin website. Students used this website to get themselves prepared for assessments in Computing.</p> <p>Impact: Grade improvement of 0.95 between data point in Advent term and TAGs.</p>	<p>Amount spent £250 Numeracy Ninja and Numbot software package purchased</p> <p>Impact: Weakest students in year 7 engaged with software. It was used during lockdown so students could practice maths skills every day.</p>

Humanities

KS5	KS4	KS3
<p>Amount spent £3500</p> <ul style="list-style-type: none"> -Wider reading and NEA literature purchased to support students in the coursework elements of Business, Geography and R.E. -Tutoring and Geography for 100% of the Y12 cohort. -Politics teacher training and Annual Review subscriptions purchased. -Revision guides purchased for all those identified as bursary or struggling with online learning. -History and Politics purchased Massolitt subscription to support independent study. <p>Impact:</p> <ul style="list-style-type: none"> -Those involved in tutoring maintained or increased their End of Year result, compared to their last internal assessment score. -100% of A-Level Humanities students had access to wider revision and digital platform support in at least one of their subjects. -Both Geography and History saw improvements in the NEA component of their courses- these elements were completed and moderated as in normal times. 	<p>Amount spent £3000</p> <ul style="list-style-type: none"> -All GCSE Geography, Business and R.E students were provided with a revision textbook. -All History GCSE students in Year 11 were provided with digital revision support. -Tutoring took place with R.E and Geography cohort. -History, Business and Geography purchased annual subscriptions to support wider reading and cultural capital beyond wider revision. <p>Impact:</p> <ul style="list-style-type: none"> -Results in Year 11 were higher than Year 10 End of Year results in all humanities subjects, suggesting students continued to make progress throughout lockdown 2. -Resources can continue to be used with Year 10 students to support those identified as needing further intervention in September 2021. 	<p>Amount spent £1500</p> <p>Humanities spent catch up money on purchasing new updated curriculum textbooks for Geography and History for Year 7-9. These provided core knowledge and a range of activities to support learning. All came with a digital copy for all students to access outside the classroom.</p> <p>Impact:</p> <p>In the short term these resources allowed the new KS3 curriculum maps to be resourced effectively. Gaps in knowledge identified after lockdown could also be targeted. This was clearly successful in the End of Year Exams. In the long term, these resources will also support KS3 students in 2021-22 with their topic revision and allow teachers to support those students identified as needing further support in the summer 2021 assessments. It will also allow standardised and meaningful homework to be set.</p>

Languages

KS5	KS4	KS3
<p>Amount spent £1760</p> <p>Online resources, revision website licence, small group tuition (Sp) and holiday revision days</p> <p>All students attended holiday revision days and designated tuition sessions.</p> <p>Impact:</p> <p>Y13 all students achieved at least ALPS target grade with 38% improving from December mock grade.</p>	<p>Amount spent £2750</p> <p>Online resources, additional exam skills practice resources, website subscription licences, Y10 holiday revision day, staff resources</p> <p>Impact:</p> <p>High levels of engagement with practice reading and listening tasks.</p> <p>34% of grades improved between mock and final grading.</p> <p>41% of pupils gained Distinctions in speaking endorsements.</p>	<p>Amount spent £550</p> <p>Online resources for use in the classroom and at home, staff resources, Easter holiday challenge day</p> <p>Impact:</p> <p>Positive feedback from pupils who attended holiday tuition. Resources ordered towards the end of the year will have a measurable impact next academic year.</p>

Y12 – 72% of students have improved grades in summer exams compared with December	100% of PP pupils achieved grade 5 or better. 80% of SEN pupils achieved a grade 4 or better. 50% of Year 10 pupils attended holiday revision sessions.	
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Design

KS5	KS4	KS3
<p>Amount spent £244</p> <p>Drawing media to enable pupils and students to work from home when required plus kit they needed.</p> <p>Impact: Pupils were able to engage fully at home with their NEA work</p>	<p>Amount spent £372</p> <p>Smart material resources and material handling packs to enhance revision for the theoretical aspect of the course. Drawing media to enable pupils and students to work from home when required plus kit they needed.</p> <p>Impact: Pupils were able to use smart materials in a practical sense rather than be taught theoretically. Pupils were able to engage fully at home with their NEA work Addendum: Electronic Recourses not purchased as syllabus changed due a reduction in due to Covid 19.</p>	<p>Amount spent £751</p> <p>Drawing kits for SEND/PP pupils. Electronic kits for KS3 DT.</p> <p>Impact: Better outcomes and increased confidence for pupils who may not have access to the same range of equipment as their peers. The electronic kits enable the delivery and inclusion of electronics at KS3 which we have identified through a KS3 audit, as a gap in our offer. Pupil engagement is improved and the promotion of DT as a STEM subject is enhanced.</p>

Sport

KS5	KS4	KS3
<p>Amount spend -£900</p> <p>“EverLearner” - Cambridge Technical in Sport and Physical Activity Online learning Platform and assessment package for all KS5 and 4 examination cohorts.</p> <p>Impact: Students were supported online, both independently and in school with theoretical exam and coursework content. Teachers able use the system to analyse individual and whole class weaknesses.</p> <p>All Year 13 pupils exceeded or achieved target grades in first year of a new course. Excellent feedback from pupils.</p>	<p>Amount spend - £550</p> <p>“Everleaner” as opposite plus -</p> <p>Yr10/11 OCR- Cambridge National textbooks and e-textbook</p> <p>AQA GCSE 9-1 online e textbook</p> <p>Impact: 10/11GCSE examination cohort - Remote access during lockdown. All pupils who engaged were able to effectively learn and revise examination content and prepare quality NEA coursework.</p>	<p>Amount spend -£600</p> <p>Table-Tennis tables</p> <p>Impact: Enhanced well-being and health of all year groups during PE lesson and extra-curricular sessions. Engagement from a wider cohort of pupils.</p>

<p>85% of Year 12 achieved ALPs grades in Mock examinations and the product will be used to support pupils further in Yr 13 and the new Yr 12 cohort in Sept 2021.</p>	<p>Year 11 GCSE results were excellent with 70% of pupils improving on Yr10 TAGs and number of Grade 8 and 9 increasing significantly (20%) on previous year.</p> <p>The resources will continue to be used to support the year 11 cohort from Sept 2021.</p>	
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Music

KS5	KS4	KS3
<p>Amount spent... £2000 in total Purchase of portable keyboards used by individual students in harmony/composition lessons (in non-music rooms) Impact: On-going improvement of coursework composition standard (and exam preparation; shown in improved mock grades for most)</p>	<p>Amount spent... £2000 in total Purchase of new classroom percussion (especially Samba) used in exam prep lessons on World Musics (and exam preparation; shown in improved mock grades for most) Impact: On-going improvement of World Music Area of Study exam preparation (shown in improved mock grades for most)</p>	<p>Amount spent... £2000 in total Purchase of portable keyboards and various classroom percussion greatly enhanced the provision of practical music lessons throughout KS3 Music (delivered in non-music rooms) Impact: On-going development of key/core practical music skills and fine motor skills (including generic 'soft skills') for all pupils at KS3, leading to increased attainment in Music at KS3. Otherwise, this crucial component would have been largely absent from this year's SEC KS3 Music Curriculum due to teaching in various non-music specialist classrooms (year group bubbles), absent of musical equipment.</p>

Science

KS5	KS4	KS3
<p>Amount Spent £4000 A tutor has been used to work with small groups of students in year 13 and 12. Impact: Students who were supported in year 13 all successfully achieved grades required or university courses. More work is required with some of the students in year 12 and this will work continue next year. There is a concern that some of the external students GCSE grades would not have met our entry requirement in a normal year and these students do not have the necessary skills to cope with Science A levels.</p>	<p>Amount Spent £4000 Tassomai was bought for all students in year 11 and PP students in year 10. The analysis of this helped us to streamline the catch-up sessions after school to focus on gaps in knowledge. Impact: Outcomes of year 11 exams were on par with the very positive outcomes from 2019. Current end of year exams in year 10 show that students outcomes are already on par with 2019 outcomes despite the challenges faced.</p>	<p>Amount spent £1000 PP students have been having small group tutoring with topics identified by the KS3 co-ordinator based on end of unit assessments. Impact: Analysis of KS3 end of year exams suggests that those that engaged with the programme are not falling behind in science relative to their other subjects (this is only comparison we can make as we do not have starting data pre covid and our KS3 assessment policy is not linked to grades)</p>