

Review of Catch-Up Funding 2023-2024

The implementation of catch-up funding at Trinity Church of England School had a significant impact on our pupils, staff, and parents. This year, we focused on addressing learning gaps, supporting mental health, embedding our behaviour policy, and enhancing parental engagement. Our total coronavirus recovery premium for that academic year was £78,097.

Impact on Learning

Our catch-up funding was instrumental in supporting targeted interventions to help pupils bridge learning gaps. We implemented a robust programme of before and after-school interventions for key pupils, within our Year 11 cohort. The impact of these interventions was positive, with our results showing a slight improvement compared to the previous year.

Academic Year	Series	Subject	No. Students	Progress					% □	Ave. School Attendance	Ave. Effort	Ave. BFL	Ave. Homework	Ave. A8	Ave. P8
				Red	Orange	Yellow	Green	Blue							
2023/24	Yr11 Actual Results	Overall	121	11	34	43	28	5	96.3%				4.94	0.56	
2022/23	Yr11 Actual Results	Overall	109	11	23	38	36	1	97.4%				5.06	0.52	

This upward trend was particularly encouraging given the ongoing challenges faced by our pupils in the wake of the pandemic. Our focused approach allowed us to provide tailored support where it was most needed. Key initiatives included:

- Before-school interventions for core subjects
- An increased number of subject specific interventions during Family Group time
- After-school targeted support sessions
- Provision of revision materials and online resources
- Individual music lessons to support pupils' holistic development

Support for Mental Health

Recognising the continued impact of the pandemic on our pupils' mental health, we maintained a strong focus on wellbeing support that year.

Learning Mentor Programme

We continued to fund a dedicated learning mentor who worked almost exclusively with our Key Stage 4 pupils. This personalised support was crucial in addressing individual needs and providing a safety net for our most vulnerable pupils.

Attendance Improvement

Our focus on mental health support had a positive impact on attendance. We saw a further improvement in our Year 11 attendance, which stood at 96.3%, up from 95.8% the previous year. This was a significant achievement and reflected the holistic approach we took to supporting our pupils.

Consistent Behaviour Policy Implementation

A key factor in maximising the impact of our catch-up strategies was the robust and consistent implementation of our behaviour policy across the school. This approach significantly contributed to ensuring that pupils spent maximum time in the classroom, thereby optimising their learning opportunities.

Clear Expectations

We reinforced our behaviour expectations, ensuring that all staff, pupils, and parents were fully aware of our standards. This clarity led to a more cohesive approach to behaviour management throughout the school.

Staff Training and Support

Extensive training was provided to all staff members, equipping them with the skills to implement the behaviour policy consistently. This resulted in a unified approach across all classrooms and areas of the school.

Positive Reinforcement

We placed a strong emphasis on recognising and rewarding positive behaviour. This approach fostered a more conducive learning environment and encouraged pupils to take responsibility for their actions.

Swift and Fair Consequences

When necessary, consequences for misbehaviour were applied swiftly and fairly. This consistent approach led to a reduction in disruptive behaviour and increased time spent on learning.

Restorative Practices

We continued to incorporate restorative practices into our behaviour management strategy. This helped pupils understand the impact of their actions and develop better relationships with peers and staff.

The consistent implementation of our behaviour policy had a significant positive impact:

- Reduced classroom disruptions, allowing for more focused learning time
- Improved overall school atmosphere, contributing to better mental health and wellbeing
- Increased pupil engagement in lessons, supporting our catch-up efforts
- Enhanced staff confidence in managing behaviour, leading to more effective teaching

By ensuring that our behaviour policy was robustly and consistently implemented, we created an environment where pupils could maximise their time in the classroom. This was crucial in supporting our catch-up efforts and helping pupils make the most of the interventions and support provided through our catch-up funding.

Parental Engagement

Building on the previous year's success, we continued to prioritise parental engagement as a key element of our catch-up strategy.

One-to-One Meetings

We maintained our commitment to meeting all Year 11 parents, either during Parents' Evening or through follow-up one-to-one meetings. This personalised approach allowed us to address individual concerns and provide tailored support.

Subject-Specific Parent Workshops

We expanded our programme of targeted intervention parent meetings for core subjects. These workshops equipped parents with strategies to support their children's learning at home, particularly in areas identified as challenging.

Enhanced Communication

We further developed our communication channels with parents, providing regular updates on their children's progress and our ongoing support strategies. This strengthened the partnership between school and home, creating a more cohesive support network for our pupils.

The catch-up funding once again proved to be an invaluable resource in addressing the ongoing challenges posed by the pandemic. Our targeted interventions, mental health support, and enhanced parental engagement contributed to improved academic outcomes and overall pupil wellbeing. As we moved forward, we continued to monitor the impact of these initiatives and adapt our strategies to ensure the best possible outcomes for all our pupils at Trinity Church of England School.