



Upper Wharfedale School

“Catch Up” Tuition Programme and Premium funding

In 2022-23, we expect to receive £18256 of “Catch up Premium” tuition funding in order to support students with addressing gaps in learning as a result of the pandemic.

We are proud of the continued provision we made for UWS students during school closure and through remote learning. As a consequence of this we believe our students were somewhat less academically impacted than may have been the case in some schools. However, our students’ social, emotional and mental health was impacted, as was the case for young people across the UK. The rural location of the school means that for many students our school is at the very centre of their lives and facilitates a large part of their enrichment, development, activity and support. When schools closed for the majority of students this added to their geographical and social isolation. We have considered this when looking at the use of the tuition funding.

We have not used a tuition partner but have chosen instead to commission our own support and intervention.

We have also directed this funding to support the academic and linguistic development of a range of groups of students- those with English as an Additional Language (EAL), those with SEND and those eligible for the Pupil Premium.

Below is an outline of how this is being used to benefit these students:

Initiative	Intended outcome	What is the evidence and rationale for this choice?	Monitoring arrangements	Staff lead	When will you review implementation?
Additional Mathematics targeted tuition for students who are currently under-achieving at GCSE level	For all targeted students to attend all sessions For all targeted students to meet or exceed their target grade in Mathematics GCSE (Summer 2023)	Homework, ongoing assessment and classwork grades and Mock examination performance evidence underachievement Attitude to learning grade	Intervention teacher: weekly monitoring Attendance tracking Monitoring of assessment grades and progress: DoL Student voice feedback Summer 2023 results	BE	See left: ongoing Final: Summer 2023 results analysis
Additional Science tuition for GCSE students at risk of underachievement	For all targeted students to attend all sessions For all targeted students to meet or exceed their target grade(s) in Combined or Triple Science GCSE (Summer	Homework, ongoing assessment and classwork grades and Mock examination performance evidence underachievement Attitude to learning grades	Intervention teacher: weekly monitoring Attendance tracking Monitoring of assessment grades and progress: DoL Student voice feedback Summer 2023 results	GF	See left: ongoing Final: Summer 2023 results analysis

Specialist tuition and provision of IT tablets for EAL students to enable them to secure an additional GCSE qualification	For all Ukrainian students who are competent Russian speakers to be able to achieve a GCSE Russian qualification in Summer or Autumn	Confidence-building for the students Experience of the UK formal examination system in a more low stakes context Students to practise all core skills and ensure all are at required standard Opportunity to communicate with	Attendance at sessions (remote) Engagement with written tasks Examination practice and assessment grading	AB/VC/SW	See left: ongoing Final: Summer or Autumn 2023 results analysis
Specialist, intensive reading tuition for SEND students with the greatest need and those significantly below age related expectations.	Highly targeted and specialist teaching (1:3) for students in KS3 reading below 8 years. Goal is to develop all aspects of reading skill; fluency, competency, vocabulary, interpreting and responding to texts. This will enable students to access the core curriculum with greater independence and competence.	Confidence-building To develop reading competence (decoding and comprehension) Goal: to add a chronological year to current RA prior to Summer 2023 (from baseline) Diagnostic assessment means that intervention is highly tailored. Enable students to access the curriculum more widely. Improve students' enjoyment, love of reading and wellbeing in school (student voice). Reading is known to reduce stress whilst reading for enjoyment helps with comprehension.	Attendance at sessions Engagement with home reading activities RA scores monitored by teacher assessment. Accelerated Reader diagnostic: baseline and after intervention comparison. Student voice feedback Parent voice feedback Progress goal: 1 year on RA by Summer 2023 from baseline Staff feedback: confidence reading in class	JLS	Ongoing liaison with specialist teacher following the Assess, Plan, Do and Review process. UWS cycle of assessment.
Access to SEND therapeutic support for targeted students whose SEMH has been even more impacted by the C19 pandemic.	Play and Art Therapy, Speech and Communication intervention to help individuals work towards positive change, develop resilience, find solutions.	Personalised approach dependent on individual and their specific needs. Therapeutic approaches have proven to reduce symptoms and have positive effect on individuals by developing awareness and addressing unresolved difficulties. Influences wellbeing.	Varies according to individual intervention; will be recorded on students' SEND files and logs. Liaison with external professionals as appropriate.	JLS (HM)	SENDCO and Inclusion Manager Relevant impact data, depending on student and personal circumstances.
Total budgeted cost					£18256