

Rednock School Covid-19 Catch Up Premium Strategy 2020-2021

December 2020

The government COVID-19 catch up premium has been given to schools to provide funding for specific activities to catch up for lost teaching time over the past few months.

This grant will only be available for the academic year 2020-21. We have identified 3 overall strategy areas, identified specific actions and success criteria linked to these.

Overall Strategy Area	Specific Strategies	Success Criteria
A Teaching and learning whole school strategies	Supporting good teaching and learning Student assessment and feedback	<ul style="list-style-type: none"> ● Students have no relative gaps in knowledge and skills as a result of partial and full school closures: - At KS3 this is reflected by students' numeracy and literacy attainment data. - At KS4 & KS5 this is reflected by progress against the end of key stage targets.
B Targeted Academic Support	Intervention programmes with a focus on Literacy and Numeracy at KS3 Intervention Programmes with a subject specific focus at KS4 1:1 and small group tuition in English and Maths	
C Wider Strategies	Supporting students and staff well being Supporting parents and carers Access to technology	<ul style="list-style-type: none"> ● Attendance to school is 95% or above (non-covid related) ● Student, Staff and Parent surveys demonstrate that they have confidence in the school and feel well supported at this time. ● Feedback from students in googleclassroom/ from pastoral conversations/targeted interventions arising from analysis of causing concern spreadsheets

The following table lists potential barriers to student engagement, learning and achievement when they return to school in September 2020:

Issues identified from September 2020 as barriers to learning	
1	Gaps in the curriculum as identified by Heads of Department
2	Gaps in students' literacy and numeracy skills e.g. reading ages are lower than chronological ages
3	Gaps in students' subject knowledge and understanding that have appeared between March and July 2020
4	Understanding the ability of Year 7 intake without any KS2 data
5	Readying the school for further home learning needs if we go into another lockdown
6	Ensuring all students can access online learning
7	The impact of Year Group bubbles and changes to the structure of the day on the quality of T&L
8	Maintaining high levels of attendance
9	Student wellbeing as they adjust to the new school routines and structures
10	Student wellbeing with regards to anxiety and safeguarding issues following the lockdown period
11	Gaps in careers and further education advice and guidance

Covid-19 Catch-Up Plan

Summary Information			
School	Rednock School		
Academic Year	2020 - 2021		
Total number of students eligible for grant:	1033 (Years 7 to 11)	Total Catch Up grant budget	£82,640

A Teaching and learning whole school strategies					
Barrier	Approach	Actions	Cost	Staff	Review Date
1	The curriculum in each subject area will be adapted to ensure that students' knowledge and skill gap can be addressed.	1. HoDs have reviewed and altered their curriculum to ensure that essential knowledge and skills are covered. 2. A summary of these changes has been written by each HoD for KS3, KS4 and KS5. 3. The revised curricula plans will be reviewed at line management meetings and adapted as required.	£0	HoDs	Completed in Term 1 Ongoing
3	Assess students' subject knowledge and understanding upon return to school. The gaps will be identified which will prompt a series of interventions	1. Subject assessments will be used to identify cohorts of students who would benefit from additional resources or support beyond the classroom 2. Staff complete a 'request for funding form' with clear actions and success criteria. 3. The 'Catch Up' pot of money will be allocated to departments based on written proposal forms.	£15,000	SCU/HoDs	Jan 2021
7	To re-establish routines and structure in studying, one of the whole school improvement priorities focuses on 'Back to Basics' approach in the classroom.	1. Classroom teachers conduct regular low stakes testing to identify knowledge gaps and provide ongoing feedback. 2. Set and check homework in line with timetable and expectations	£0	MRM/HoDs	Ongoing
7	Minimising the impact of Year Group bubbles and changes to the structure of the day on the quality of Teaching & Learning	1. A risk assessment is continually reviewed to ensure that specialist teaching is delivered wherever possible. 2. Year group resources, staff trolleys and visualisers are purchased to remove some of the barriers presented by the Covid-19 Risk Assessment	£0 £4940	SCU/HoDs SCU/KE	Ongoing

B Targeted Academic Support					
2 & 4	Assess students' cognitive abilities, reading ages and spelling ages and implement appropriate literacy interventions.	1. Year 7 students will sit the CATs assessments at the start of Year 7 to provide an indication of cognitive ability in particular verbal and quantitative scores.	£0	STW/SCU	Completed in Term 1
		1. Reading and spelling ages will be assessed at regular intervals for all KS3 students.	£1000	NLB	Completed in Term 1 and 2
		2. KS3 Literacy interventions have been launched with identified students e.g. Lexia	£0	NLB	Ongoing
		3. Year 10 reading ages have been assessed and identified students will follow a Reading Speed literacy intervention programme.	£0	RSL	Begin at the start of Term 3
		4. Launch of the Tutor Reading programme in September 2020 to promote reading across all year groups - See Literacy planning for more details	£0	NLB	Launched in September 2020
		4. Launch Accelerated Reader, a whole school reading programme from May 2021	£20,000	NLB	Begin in Term 5
		5. National Theatre Live Digital Subscription	£1100	NLB/MJ	Begin in Term 2
2 & 4	Assess students' numeracy skills and implement appropriate interventions.	1. KS3 students will sit a baseline maths assessment to identify cohorts of students for numeracy interventions.	£0	HYP	Term 3
		2. Times tables rock stars will be used to improve students handling of the times tables	£100	LB	Term 3 during am reg
		3. Launch the Le Salle online 'Secondary Ready Maths' programme	£1000	LB	Term 3 during am reg
3	Specific Year 11 Interventions	1. Year 11 students are offered a variety of after school revision sessions. Students are encouraged to attend. Refreshments and incentives are provided	£500	SCU	Term 3
		2. Additional Maths and English mock exam programmes to be run after school for selected cohorts of students to focus on specific grades e.g. Strive for 5, Aiming for a 4, Grade 8 and 9 focus.	£2,200	SCU/SMB/HYP	Term 3
		3. Online tutorial programme e.g. My Tutor and La Salle tutoring to be used to support students	£4000	SCU	Term 3
		4. A one day 'Catch Up' Conference to be planned and delivered during February half term	£2000	SCU	Term 3
		5. A 2-day revision Easter School to be planned and delivered during Easter Holidays	£4000	SCU	Term 4
		6. Exam Paper packs and resources to be given to all Year 11 students	£2000	SCU	Term 4

		7. Mr Bruff English CPD - 2 Day conference - External speaker to work with students focusing on English Language papers	£4000	SCU/SMB	Term 4
10	Ensure that all Year 11 and Year 13 students have a progression plan for the end of this academic year	1. Identify students that do not have a plan for post-16 or post-18 2. Relevant staff to work with students on planning for August/September 2021 3. Buy in some additional Careers advice services as required 4. Futures PiXL Materials	£0 £0 £2000 £0	TJJ TJJ TJJ	Term 3 onwards
10	The Brilliant Club - Y7 & Y8	1. Encouraging identified students to aspire to the very top careers and believe that nothing is impossible	£2000	RSLs	
C Wider Strategies					
5 & 6	In preparation for a second lockdown, prepare the school for online learning and ensure that all students can access online learning	1. A survey has been conducted to identify the number of students who are unable to access online learning packages. 2. Provide laptop and wireless connection devices for students, particularly, disadvantaged students and those identified as vulnerable. Students identified across all year groups with lack of adequate equipment or connectivity issues will be prioritised.	£0 £10,000	MRM/RSL STW/ PW	Completed in Term 2 Not yet started
8, 9 & 10	Provide ongoing emotional and wellbeing support for students.	1. Pastoral support teams have been established in each Year group bubble which is supervised by a non-teaching member of staff, usually a CSO. This provides students with a consistent point of contact during this time. 2. Introduction of wellbeing and mindfulness sessions which are delivered on a carousel basis to each tutor group. 3. Whole school CPD priority in 2020/21 working towards becoming a trauma informed practice school. 4. Employ the school counsellor for an additional day in Terms 3 to 6	£0 £0 £0 £5,600	KCO MJ KCO/MRM KCO	