

Redmoor Academy Catch-up Premium Report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	916	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£73,280		

STRATEGY STATEMENT

At Redmoor Academy the Catch-up Premium has been allocated to a range of strategies including individual and small group academic tutoring and pastoral strategies to support students' health and wellbeing. The purpose is to mitigate the negative impact of the disruption caused to education by the coronavirus outbreak.

The following priorities have been identified as being crucial areas for additional funding and focus:

1. Literacy - to support students with weaker literacy skills to improve their reading and writing
2. Numeracy - to support students with weaker numeracy skills to improve their functional maths
3. Independent Study Habits - to support students to develop and practise effective learning habits such as organising homework and revising effectively
4. Pastoral Support -
 - a. Attendance and positive behaviour for learning - to ensure no further learning time is lost or disrupted
 - b. Physical and mental wellbeing - to ensure students are better able to cope with the added education, social and family pressures encompassed in a global pandemic
5. Access to ICT - to broaden students' access to the technology required to work independently and easily on their homework and revision

The aim of all strategies is to reduce the achievement gap caused to students whose academic progress or ability to cope with regular school life have been negatively affected by the Covid19 pandemic.

Planned expenditure for current academic year

All provision has been designed in consultation with two key documents: [DfE's Catch-up Premium Guidance](#) and [EEF's COVID-19 Support Guide for Schools](#)

Quality of teaching for all				
Area for Focus	Intended outcome and success criteria	How will you make sure it's implemented well?	Staff lead	When will you review this?
1. Literacy	All students develop effective oracy, reading and writing skills through the broad Redmoor curriculum	<ul style="list-style-type: none"> • QA system includes a literacy focus in each cycle and resulting developmental actions are monitored by SLT • Oracy, vocabulary and reading skills are developed with Y7 and Y8 through literacy lessons and monitored for impact • All staff receive oracy training in January INSET day to share in good practice developed through PK collaboration on Talking Points 	AT & KG	
2. Numeracy	Year 7 students' functional numeracy is improved and embedded through the Numeracy Ninja programme	<ul style="list-style-type: none"> • Numeracy Ninja programme is quality assured as part of QA cycle • Progress from baseline tests conducted in September is reviewed through repeated assessments to measure improvement in basic mathematical skills 	LR (AG, MN)	
3. Independent Study Habits	All students, in all year groups develop more effective study and revision habits through the How We Learn induction sessions and subsequent follow ups	<ul style="list-style-type: none"> • How We Learn sessions are delivered through video lessons to all year groups in their induction days in August 2020 • These are supported with a programme of linked classwork and homework across departments • Effective revision strategies (such as dual coding, Cornell note taking, mind maps, flash cards and self-quizzing) are seen in student work, reported by class teachers and monitored through the QA work scrutiny cycle 	HJ, KN	

4a. Attendance and positive behaviour for learning	Attendance continues to remain strong (dependent on local Covid levels) and student conduct allows uninterrupted learning for all	<ul style="list-style-type: none"> • non-attenders are rigorously followed up with support to return to school (see Attendance policy) • Attendance tracking pinpoints reason for absence to allow targeted approach • In-school Covid track & trace procedures keep absence to a minimum whilst also minimising the possibility of cross-infection • Effective communication to parents highlights the safety measures and importance of students continuing to attend • Redmoor DNA initiative continues to promote positive behaviour for learning • Improved equipment for SLT and pastoral team help improve systems for swift identification and early action to minimise the impact of poor attendance or behaviour: ClassCharts, Robins, radio comms, staffing levels 	PK	
4b. Physical and mental wellbeing	Students present as happy, well-rested and enthusiastic about their studies and other opportunities in school	<ul style="list-style-type: none"> • Academic progress in itself supports good mental health through feelings of achievement and confidence • Student rewards are promoted, including specialist rewards for students coping well with periods of remote learning due to self-isolating or lockdown • Within the Covid restrictions, there are opportunities beyond the classroom for students to get involved with wider school life, eg team building, charity events, Christmas events and competitions 	PK, LOK	
5. Access to ICT	Students are able to complete homework, coursework and revision using ICT equipment in school	<ul style="list-style-type: none"> • ICT rooms made available to Computing and IT classes at the earliest opportunity with Covid safety rules in place • Study Space provision is expanded to ensure more students have access to ICT for an hour after school 	RW?	
Total budgeted cost:				approx £18,280
Targeted support				
Area for Focus	Intended outcome and success criteria	Nature of Provision	Staff lead	When will you review this?

1. Literacy	Students identified through KS2 data, standardised tests or subject assessments as having weak literacy skills are supported to improve their reading and writing to be more in line with their peers	<p>Year 7: a programme of support for reading, writing, spelling and grammar designed to raise skills to expected standard for students entering secondary school. Individual / small group tuition.</p> <p>Year 8 & 9: a programme of functional skills support for reading and writing. Small group tuition.</p> <p>Year 10 & 11: one-to-one and small group support within GCSE English Language and Literature focused on ensuring underachieving students make improved progress towards their target grades, especially those at the grade 4 and 5 thresholds.</p>	KG, KN	
2. Numeracy	Students identified through KS2 data, standardised tests or subject assessments as having weak numeracy skills are supported to improve their functional maths to be more in line with their peers	<p>Year 7: a programme of support in functional maths designed to raise skills to expected standard for students entering secondary school. Individual / small group tuition.</p> <p>Year 10 & 11: small group work once a week to micro-focus on specific students aiming for GCSE grade 4/5 borderline. Work to mirror classwork covered by the whole group.</p>	LR	
3. Independent Study Habits	Students identified as having poor homework organisation / revision are supported to improve their ability to complete quality work to deadlines	<ul style="list-style-type: none"> Members of the SLT team conduct mentoring conversations with students identified as underachieving, but without poor behaviour or motivation. Focus is on post-16 and future plans. Follow up mentoring takes place as required. Selected students are directed to Study Space for support with organisation, meeting deadlines and accessing study platforms A programme of coursework and revision sessions takes place in P6 and during February and Easter holidays 	SLT	
4a. Attendance and positive behaviour for learning	Absence of students with poor attendance is reduced. The behaviour of students with poor	<ul style="list-style-type: none"> Attendance support programme for small number of students in each year group with rewards for improvement Progress reports track the commitment to learning with SLT or HoY mentors for each student. Consistency of expectation, standards and sanctions leads to improved attitude 	PK	

	attitude to learning improves to meet the school's expectations			
4b. Physical and mental wellbeing	Students identified as vulnerable are supported to maintain attendance at school, attendance in lessons and to develop a resilient and positive approach	<ul style="list-style-type: none"> • A programme of coaching for targeted students in Year 8 and 9 involving non-teaching staff supports students in order to promote a positive mindset, enable more constructive and positive relationships (particularly with adults), plan for the future and reduce the impact of negative influences outside of school • member of the pastoral team is trained in Emotion Coaching with a view to providing this support in school • A programme of counselling with Relate supports students not receiving other interventions to enable them to be mentally ready for their studies. 	KG PK LOK	
5. Access to ICT	Students for whom lack of adequate ICT facilities is preventing independent study are able to borrow school equipment	<ul style="list-style-type: none"> • A library of 10 laptops is available for loan to disadvantaged students for short periods of self-isolation to allow them to work effectively remotely. these may also be loaned for use by the staff supporting these students remotely • Dongles provide stable internet connection for students identified as in need. 	KG RW	
Total budgeted cost:				approx £55,000