COVID-19 Catch-Up Premium Report

Aims and Rationale

- To plan and deliver effective intervention to support closing gaps in learning and emotional well-being
- This plan is subject to regular updates as further needs become clear. Current lockdown has impacted and full school re-opening will allow for further interventions to be identified. This is a working document.

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	557	Amount of catch-up premium received per pupil:	£83
Total catch-up premium budget:	46,079	Spring and Summer funding provisional	£35,439

STRATEGY STATEMENT
Our catch-up priorities are: • for no child to be left behind • engaging and bespoke support to close any identified gaps • income to be used creatively **The core approaches we're implementing and how these will contribute to helping pupils catch up missed learning** • 1 to 1 tutoring and 3 to 1 tutoring for year 10 pupils in order to prepare for GCSEs • extra-currular opportunities to support social and well as educational readiness

- Resources to support the curriculum and bring the outside world in including VR.

The overall aims of our catch-up premium strategy, for example:
- To reduce the attainment gap between your disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Low attainment on entry including low literacy and numeracy levels
B	Aspiration - addressed centrally through curriculum and house system

ADDITIONAL BARRIERS	
External barriers:	
C	Access to remote technology
D	Parental engagement in some homes
E	Social and emotional issues due to two national closures of schools plus family experiences of Covid 19

Planned expenditure for current academic year

Foci: *classroom pedagogy, provide targeted support and support whole-school strategies.*

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Introducing KLQs across the curriculum	All staff to receive training from JDu	This focus is already a whole school priority. The use of KLQs is intended to improve the quality of talk in classrooms and enable staff to sequence and find links in the curriculum more readily	Following the two x hour training sessions faculty leads and TLR2 subject leads will track use across both key stages and use walkthroughs and student voice to capture responses by pupils and expertise by staff	SMn	Summer Term 2021
Performance Management Target 2 focuses on key pedagogical approaches to increase engagement and challenge	All staff have chosen a foci form a designated list; challenge (teaching to the top), metacognition, feedback and literacy	This approach is a disciplined Enquiry approach to link approaches in the classroom to outcomes of students. The consistency of approach is fostered through subject leadership and each faculty area choosing an individual foci to encourage collaboration and collegiality	Through classroom walkthroughs, lesson planning, P4P sheets , Check-points in PM system (Feb and early Sep)	SMn	February mid-point review and September full PM review
				Total budgeted cost:	tbc
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

Secure NTP provider	Year 10 to be confident and engaged with their GCSE English, Maths and Science	There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catchup approaches. Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial	The NTP prider selected provides regular feedback on engagement and progress made by each student. Close channels of communication are kept open between school, tutor and child	RSh and SBu	Due to the second lockdown the choice of pupil groups has altered. The review will be in the summer term. Mid-point reflection will also be built in
Intervention - school based	To close any gaps: Year 7 IDL, social skills sessions, KS4 subject interventions after school	Targeted intervention is identified as having most impact. All interventions are based around detailed review of data and pupil need. These interventions are undertaken by HLTA and teaching staff to ensure consistency of quality and maximum impact	Liaison with leaders in charge of KS3 and KS4 interventions, interrogation through SIC and full governors	HWh and SBu	Termly
				Total budgeted cost:	8,900 (so far)

Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
VR - bringing the outside world in	To enable pupils to experience the outside world in a situation that currently prohibits movement due to the pandemic	The rationale for this choice is to build on the IT innovation strategy currently being rolled out across school. There is also a drive for this 'catch-up' to be seen as creative rather than simply closing gaps. It is about opening up experiences of the world to all. It is about building cultural capital, at the centre of our curriculum offer	Staff will be trained and then reflect on each session the VR goggles are used. Pupil reflection will also be used to measure impact and effectiveness	MKi	Summer Term 2021
Enhanced Y6 transition	To ensure that y6 pupils have a seamless transition to Risedale in challenging circumstances	This is central to our desire to see a 4-16 curriculum provided through the Catterick Collaborative. The rationale is also due to the experience of 'virtual' transition in 2020	Contacts with feeder primaries to make sure planning is advanced this academic year. Transition manager to report fortnightly to DHT i/c of transition	KPe	Feb, Mar, April, May, June, July and September
Increased access to extracurricular opportunities focusing on socialisation and mental well-being including outward bound experiences, creative writing and counselling	Outward-bound experiences for pupils most at risk of struggling with engaging in school and learning following lockdown. Creative writing and counselling for pupils who have become withdrawn and anxious	The rationale for this section is to look at the child as a whole, not limiting to academic achievement.	Courses booked and experts identified. This is the least finalised section because we want to act when we have clarity on what we CAN do. To be updated	SMn/SBu/JHl/A Hi	Summer term 2021
				Total budgeted cost:	12,000 (tbc)

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ADDITIONAL INFORMATION

- Evidence from the EEF [Historical data 2017-19](#)
- Attendance 2018/19 95.4% (a 2.74% rise) and in 2019/2020 was 94.75% (Nora Virus outbreak in winter 2019 followed by Covid school closure)
- [Ofsted Report](#)