

Coronavirus (COVID-19) catch-up premium at Ricards Lodge high School 2020/21

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant will only be available for the 2020-2021 academic year. Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months. To support schools to make the best use of the funding, the EEF has published a [support guide](#) on examples of best practice.

As with all government funding, school leaders and governors must be able to account for how the money is being used. Therefore the impact and spending strategy for this catch-up premium will be reviewed each term by the SLT and the governing body throughout the 2020-2021 academic year. When Ofsted re-commence routine inspections, they will make judgements about the quality of education being provided which will include how you are using the funding to ensure the curriculum has a positive impact on all students

School information					
School	Ricards Lodge High School				
Academic Year	2020/21	Total catch up budget	£93,120	Pupil Premium Champion	Henrike Wilford
Total number of pupils	1164	Number of pupils eligible for PP	302	Date for next internal review of this strategy	January 2021

Our overarching catch up strategy aims are in line with those set out by the DFE which has sets out clear **Curriculum Expectations**, to ensure that all students – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year - regardless of remote or in school learning **high quality Education is not optional**.

Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)	
1	Understanding the ability of our new Year 7 intake without SATS scores
2	Supporting Year 7 with transition into secondary school following virtual inductions
3.	Gaps in curriculum as identified by each Head of Department following analysis of Term 1 Assessments
4.	Readying the school for further home learning needs (E.g. a second lockdown)
5,	Understanding T&L strategies within the 'new normal' way of teaching
6.	Students ability to organise remote/blended learning, homework and revision and staffs ability to support students with this
7.	Ensuring our SEND students are making social, emotional and academic progress following the lockdown period

8.	Gaps in 'careers and further education' advice and guidance especially for Yr11 and Year 13
9	Many students will return to school with additional emotional and well being needs that hinder their ability to be resilient in their learning, future aspirations and academic outcome.
10.	Supporting students to adjust to the new school routines and structures
11.	The new plans for the school day create a number of logistical difficulties which could hamper high quality teaching and learning and students safety and well being.

Action	Intended Outcome	How and when will it be implemented and by whom	Estimated impact
1. Quality First Teaching and Learning for all			
The timetable is structured to ensure the bubbles are maintained and that students continue to be taught a wide range of subjects, maintaining their choices for further study and employment.	The curriculum remains broad and ambitious	Additional time needed by the Deputy Head to write a timetable that ensures all subjects can be taught whilst maintaining social distancing for students, teachers and support staff and that ensures students stay in their year bubbles. remain in their year group bubbles. Support the staffing and rooming needs that the new timetable will require. Plan and implement the recovery curriculum with all subject leads and HOD	There has been minimal disruption to the curriculum we are able to offer despite evolving guidelines. Staff and students feel their well being is at the forefront of school leaders planning and implementation.
Students complete early diagnostic tests in lessons with the outcomes being recorded in central markbooks/ SIMS	Implement a robust identification process through the use of diagnostic testing early in the Autumn term for Yr11 and Yr7 and	Early in the Autumn term for Yr11 and Yr7 and Later in the term for Yr 10, 9, 8. HOD Year 7 taught in tutor groups until late september - Learning groups set based on English and Maths Assessments AH/KH	Year 7 Learning groups agreed later than usual to allow time to get to know the students. Early diagnostic testing ensures all students in need of catch up are identified early and supported accordingly

<p>Heads of department nominate KS4 students for catch up following assessment analysis meetings with the headteacher - meeting to take into consideration data, engagement during lockdown and other mitigating factors.</p>	<p>later in the term for Yr 10, 9, 8.</p>	<p>Frequent low stake testing in KS3/4 to improve students confidence in assessment and ensure formative feedback</p> <p>Earlier PTC planned for Yr7</p> <p>Revised reporting process for Yr11 with references and predicted grades issued in the first of three additional data captures</p> <p>P6/ P0 Interventions start after October half term for identified students</p> <p>All departments to have central markbooks</p>	
<p>HOD have reviewed their curriculum for each subject in order to ensure that essential knowledge and skills are covered. This will enable learners to progress to the next stage of their learning journey.</p>	<p>Students receive a curriculum that takes into account the lost learning due to the partial school closures.</p>	<p>Each Head of Department/Subject has completed a COVID-19 response to the curriculum document . This audit tool details how the students' knowledge and skills will be developed and how schemes of work have been adapted in response to the COVID-19 pandemic.</p> <p>Key Stage 4 curriculum plans have been reviewed as a result of changes to assessment arrangements in certain subjects. In subjects where the full specification content is still required to be covered, Heads of Department have modified their plans to ensure that all knowledge and skills are taught rigorously.</p> <p>Adjustments made to curriculum maps with built in time for catch up on knowledge and skills that should have been grasped between March and July</p> <p>Ensure all KS4 teachers and HOD are trained and supported with the changes to the specifications</p>	<p>A reviewed curriculum for each subject will be planned and implemented.</p> <p>Rigorous approach to whole-school teaching and learning policy to ensure all lessons, including catch up, has maximum impact.</p>
<p>Additional leadership time for the deputy</p>	<p>Improve literacy and numeracy of our</p>	<p>Plan small group tuition for students in year 7 who require support with literacy and numeracy</p>	<p>To provide additional timetabled Maths and English and work skills lessons for identified</p>

<p>Inclusion Manager to coordinate the intervention programme for Year 7</p>	<p>Year 7 students</p>	<p>Plan</p> <p>We have created timetabled outreach rooms for 1;1 support as needed - this model is working exceptionally well and as a result TA's feel more empowered - liaison between teachers and TA's has also increased.</p> <p>The SEN team has also created resources for teaching staff in how to support our disadvantaged students with online learning at home. Creating videos and tutorials that are now part of our online T&L CPD toolkit.</p>	<p>students who need further support to help them make progress.</p>
<p>Support Early Career teachers to develop their practice curtailed by school closures</p>	<p>Ensure all new staff and early careers teachers have training and support to adjust to the</p>	<p>Provide additional mentoring, CPD and one less hour of teaching a week to support them in their NQT year</p>	<p>Early Career teachers feel supported and can adjust T&L strategies in line with the 'new normal' of teaching.</p>
<p>All KS3 students to have a set academic reading lesson in English set in the Library</p>	<p>To promote and encourage a culture of reading across the school at a time when they can not visit the Library as normal</p>	<p>In KS3 once a fortnight all students have an accelerated reader lesson delivered by an English teacher in the resource centre. Star reader test used as formal assessment with Year 7.</p> <p>Potential to extend the programme to KS4 PP Students and also to promote reading for the whole school through assemblies, daily messages and academic reading at KS4&5</p>	<p>Continue to embed a culture of reading throughout the school raising the reading age of every student to ensure it is as expected or above expected for their age</p>
<p>Purchase mini white boards and pens for all students in Year 7 (Maybe other year groups)</p>	<p>This action will enable staff to gauge the understanding of all students in the classroom without having to walk about</p>	<p>All Year 7 students have been provided with a white board and pen (As have 8E/D and 9E/D) - Using white boards is a key EFA strategy - They provide rapid feedback about current understanding.</p>	<p>Greater students and staff engagement - Lesson observations</p>

Appoint an experienced teacher as an additional cover supervisor to support with inevitable staff absences	This will ensure the disruption of staff absences is minimal for students and colleagues	Experiences teachers can lead and teach key content as directed by a teacher who might be isolating from home	Minimal disruption to in school lessons.
Total Budgeted Cost: £54,000			
Targeted Academic Support			
Period 0 and 6 interventions planned for Year 11 - that are bespoke and open to all where there is the need and plugs the gaps in students	Ensure that P6/P0 is at least as effective as classroom teaching and support students with closing the gap on lost learning quickly	All interventions mapped by the Pupil Premium champion and shared with staff and students to avoid clashes Staff must keep accurate seating plans and registers for track and trace. Monitor Year 11 use of the homework club and attendance at P6 interventions. Adjust who is invited after every three weeks to ensure commitment, engagement and progress.	Student outcomes in the end of year assessments.
Small group/ 1:1 tuition for Y11 targeted students in mathematics and Science..	Small group Tuition to improve mathematics and Science in year 11, students, improvement of at least one grade on	Students to be tutored by specialist teachers currently teaching at the School, employed for additional Days. REgular sessions for groups of 5 students in both Science and mathematics	Student outcomes in the end of year assessments.
Holiday revision sessions planned for Feb and Easter and May	Intensive revision sessions planned for holidays to put less pressure on	Pay staff to deliver intensive revision sessions	Student outcomes in the end of year assessments.

	staff and students during term time.		
Total Budgeted Cost: £20,120			
Wider Support			
Supporting students with home learning and revision	Students and staff feel confident with the use of Google classroom and the google suite of tools	<p>Continue the tracking of home learning engagement to keep up the positive momentum that was created during lockdown</p> <p>Ensure that staff and students feel confident with the new google classroom platform and that it is rolled out successfully and monitor the usage with students, staff and parents.</p> <p>Digital skills training package available for students.</p> <p>Staff to undertake Google fundamentals training during PDD.</p>	Home learning will improve the independence of our students as well as support progress when it comes to key assessment points
Plan and deliver the Recovery Curriculum - Through the Daily Messages programme Continue to promote and support staff and students well being	Supporting students and with the new school routines and structures Support whole school community with recovery and well being	<p>Regular Assemblies from HOY on restrictions, New rules and guidelines</p> <p>Transition Tuesday for Year 7</p> <p>Recovery and Wellbeing Thursday (Planned with the support of the Students Reduced workload for HOY and Tutors Support staff wellbeing during well being week</p>	Students and staff feel supported with the new school routines and have had time to reflect on their experiences of living through a pandemic.

<p>Support students with Post 16/18 applications particularly as their is uncertainty with formal assessments/ later exams and all applications being made virtually</p>	<p>Gaps in Careers and futures advice for Yr11 and Yr13 have been addresses</p>	<p>Post 16 and careers with Year 11 On request Careers Interviews with the impartial careers adviser Continue to provide students leadership opportunities in a virtual world Support students with attending virtual open events, applications, CVand personal statement writing so that they can still go on to high quality destinations.</p>	<p>Student destinations Students feel supported and ready to make applications for next steps.</p>
<p>Appoint an additional Achievement mentor to support the inclusion team</p>	<p>Mentoring enables students to understand how to manage their feelings and process situations which are impacting on their learning and to promote resilience during these challenging times</p>	<p>Work closely with the pastoral and inclusion team to provide an outstanding support package for all disadvantaged pupils regardless of prior attainment or current performance.</p>	<p>Fortnightly Panel meetings with HOY and inclusion manager where we review engagement and progress and identify students that need interventions.</p>
<p>Provide additional cleaners/ hand sanitation/ signage and areas for students to go at breaks throughout the winter months</p>	<p>Students are provided shelter whilst they are outside during the winter months Classrooms and communal areas are cleaned inline with PHE guidelines</p>	<p>Marquees for outside spaces during the winter months Regular daily messages and year assemblies on changing guidelines and routines as and when needed Additional SLT support to manage longer duties at the start, end of day and at Break times Additional cleaners to clean classrooms and</p>	<p>Students, behaviour and engagements with school rules and guidelines remains in line with previous years Families have confidence in the schools ability to keep students safe during the pandemic and attendance remains high.</p>

		communal areas Reprographic and admin support with additional signage.	
			Total Budgeted Cost: £19,000