

COVID-19 catch-up premium spending summary (2021-2022)



SUMMARY INFORMATION			
Total number of pupils:	890 (255 PP)	Amount of catch-up premium received per pupil:	£145
Total catch-up premium budget:	£30,220		

STRATEGY STATEMENT

At RFSS, our Catch-Up plan is rooted in research and best practice that then been evaluated adapted for our context. The primary foundations for our Catch-Up plan have centred on the EEF's Guide to Supporting School Planning: A Tiered Approach - and this piece of work underpins the priorities, actions and barriers for Catch-Up at RFSS. The context of our school reflects the themes and patterns from national research, but strategies have been tailored to needs of our students and their families.

When compiling potential actions for this academic year, consideration was given to the three tiers explained in the aforementioned EEF publication, which are as follows:

1. Teaching 2. Targeted academic support 3. Wider strategies

As a consequence, all actions and strategies are mapped against these three tiers, with research used to support the implementation of, and rationale behind, these strategies. Therefore, our strategies relate not just to the academic progress of students, but to their development as a whole. This is particularly pertinent during the Covid-19 pandemic.

Whilst most studies measure the impact of the first national lockdown and do not take into account the potential impact of subsequent national restrictions, there are now a number of studies that show the preliminary evidence of further gap widening and negative learning impacts into Spring 2021. There is also evidence that, while disadvantaged pupils may have been harmed disproportionately by school closures, they did not receive disproportionate recovery in Autumn term 2020 (although it should be noted that this term did not represent a return to normal school for many pupils and teachers).

The research is consistent with surveys of parents and teachers on access to education during the pandemic, which indicates disparities in access to technology and levels of parental support - one potential explanation for *why* gaps might open up between groups of pupils. The recent evidence is also consistent with prior research, which shows differential learning loss during summer holidays and other school closures, which is summarised in the EEF rapid evidence assessment on school closures. These studies have also influenced the thought process behind the interventions and strategies that have been implemented.

Although the school is now classified as 'Good' by Ofsted (July 2021), it is still important to note at this point, the significant challenges that the school has faced prior to the existing Leadership team joining, and as a consequence, some of the issues that have directly impacted on students that are still at RFSS. Issues such as low staff morale and challenges in recruiting reputable teaching staff have led to a poor reputation in the local community; something the new Leadership team have worked hard to improve since their appointments, ensuring that communication, relationships and community are at the centre of what we do at RFSS. Due to the previously poor reputation of the school, students' attendance was low, with many students avoiding school because they felt that it was not worthwhile. Those in school often displayed poor behaviours and attitudes, with low-level disruption blighting numerous lessons. Weak leadership of teaching, learning and assessment led to inaccurate judgements of the quality of education across the school. These are elements that have been mostly rectified, with summative assessment continuing to be a priority for the school and its leaders. As a direct consequence of the aforementioned points, high numbers of SEND students and high numbers of EAL have joined the school due to low admission numbers, which have provided additional challenges regarding parental engagement. This has been particularly pertinent over the past 18 months.

Barriers to Learning

BARRIERS TO FUTURE ATTAINMENT	
Teaching & Learning Barriers:	
A	Low levels of Literacy and Numeracy
B	Lack of self-regulation and independent learning
C	High numbers of students with SEND and EAL

ADDITIONAL BARRIERS	
Wider Barriers:	
D	Attendance
E	High levels of social, emotional and mental health issues
F	Community issues such as gangs, county lines and high levels of deprivation

Planned expenditure for 2021-2022 academic year:

Research highlighted in yellow denotes research relating directly to the Covid-19 pandemic.

Tier	Barrier	Aim	Action Summary & Intended Outcome	What's the research and rationale for this choice?	Lead	Reviews / Timelines	Costing
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<p>High quality teaching</p> <p>Effective diagnostic Assessment</p>	<p>A – Low levels of Literacy & Numeracy</p> <p>C - High numbers of students with SEND</p>	<p>CATs testing undertaken in September 2021, with all Year 7 students. A lack of Year 6 SATs data meant that this was important in order to have a realistic overview of incoming Year 7 students and their academic strengths and areas for improvement.</p>	<p>CATs Tests in English and Maths will enable us to be able to ensure that we know our Year 7 students as quickly as possible, in order to inform both Teaching and Learning and Pastoral Interventions. Whilst we may have anecdotal ‘data’ from Primary Schools, the data from CATs tests means that we can ensure that students are in appropriate groups for their age and stage by the end of Half Term 1, within core subjects. Without an accurate baseline, the CATs tests in the following areas:</p> <ul style="list-style-type: none"> • Verbal reasoning (thinking with words) • Quantitative reasoning (thinking with numbers) • Non-verbal reasoning (thinking with shapes and space) • Spatial ability (thinking with visual images) <p>This will allow us to have realistic position of Year 7 students on entry, to enable us to help them to achieve their maximum potential through amending the curriculum where appropriate in order to tailor this to the needs of our students. Learning walks will demonstrate appropriate levels of challenge and support within lessons.</p>	<p><i>“Research evidence that attends transition is largely focused on the move from primary to secondary. However, principles can be learned for other potentially vulnerable transition points. Several studies have shown a dip in attainment coinciding with transition, especially in literacy and numeracy.” (EEF: 2021)</i></p> <p><i>“Significant inconsistencies in how SEND is identified, meaning that the needs of vulnerable children and young people are less likely to be identified in a timely or accurate way.” (Spielman: 2021)</i></p> <p><i>“CATs are used by Secondary schools so they get their own measure of a child’s underlying abilities. They can use CATs to see if a child is under-achieving or whether there are learning barriers. The tests can also pick up on reasons behind why students either excel or find learning challenging.” (Conrad Martin: 2018)</i></p> <p><i>“CATs are designed not to test knowledge or fact retention but children’s abilities to think in particular ways including understanding, memory, reasoning and decision-making. The tests assess how well children can think through certain problems and apply logic or connect basic facts to arrive at the correct solution without any prior knowledge implied by the questions. This helps teachers to see what each child’s</i></p>	<p>BAU IGR</p>	<p>Curriculum amendments made following CPD to Directors of Learning in relation to findings from CATs tests.</p> <p>The findings also informed the CPD offer, with additional CPD sessions on literacy and reading strategies implemented.</p> <p>Findings informed catch-up provision for Year 7 students in Literacy & Numeracy.</p>	<p>£4500</p>
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				<i>academic potential might be, as well as to identify weaker areas that may need additional support.” (Parentkind: 2020)</i>			
Targeted - High quality one to one and small group tuition and Academic tutoring	A – Low levels of Literacy & Numeracy B – Lack of self regulation and independent learning	Appropriate Interventions for Year 11 students who are identified through SLT, DoL, HoY and AHoY. These will be open to all Year 11 students, but targeted invitations will be handed to those students who especially need subject-specific interventions.	Year 11 students in particular will require additional support and intervention from September onwards. This is a ‘legacy’ year group referred to in the Strategy Statement. The Year 11 tutor team will feature at least one person from Core subjects, so that Interventions can take place at the start of the day in tutor-time. This approach is supported by the TES: ‘Extended registration for 20/25 minutes is beneficial, so these are very short, very targeted bursts of teaching.’ In addition to this, Year 11 students will receive after-school Intervention throughout the school year, starting in HT1. Year 11 students will also have access to half-term intervention and revision sessions, which will be led and delivered by our own teaching staff, who will be paid for this work. The impact will be students achieving on or above target grades (in or around 0 P8)	<i>“The impacts of the COVID-19 pandemic are far reaching and are likely to impact on practically every area of government policy for a long time to come. The policy landscape is shifting rapidly, with changes coming not in days or weeks but often in hours. For the present, policy focus should be on: Widening access to private and online tuition, both during and after the school closures, in order to minimise the impact on the attainment gap.” (The Sutton Trust: 2020)</i>	IGR RPO FSM	Targeted students will be reviewed regularly at SLT and Pastoral meetings. Data drops will be used to ascertain focus groups, with both academic and attitude to learning data taken into account. National changes, such as adaptations to qualification delivery, will also impact on targeted students.	£15,000

<p>Targeted - High quality tuition, Academic tutoring and Effective diagnostic assessment</p>	<p>A – Low levels of Literacy & Numeracy</p> <p>B – Lack of self regulation and independent learning</p> <p>C - High numbers of students with SEND</p>	<p>A partnership with GCSEPod to increase the capacity for home learning, independent study and self-regulation.</p>	<p>The GCSEPod Platform will support Year 10 and Year 11 students with their revision for GCSE exams. This programme has been tailored to the specific examination boards that our students undertake. In addition to this, Year 12 re-sit students will have access to this platform. The impact will be students achieving on or above target grades (in or around 0 P8), as well as the tracking of participation numbers.</p>	<p><i>“Schools with higher levels of disadvantage have experienced higher levels of loss than other schools, particularly in secondary (2.2 months in schools with high rates of free school meal eligibility and 1.5 months in schools with low rates of free school meal eligibility)” (DfE Interim Report: 2021)</i></p> <p><i>“Evidence shows learning platforms such as GCSEPod are effective interventions in a student’s learning, with this App consolidating subject knowledge and accelerating progress.” (GCSEPod: 2021)</i></p> <p><i>“On average, regular users of GCSEPod achieved 0.7 more Progress 8 points than non-users, and 20 attainment 8 points more than non-users. (GCSEPod: 2021)</i></p>	<p>IGR BAU RPR SCR</p>	<p>Participation and observation of Pods will be tracked and monitored, as well as celebrated, with any students not accessing the platform having meetings with the KS4 team.</p> <p>Assessments and mini-tests from the Pod will highlight progress made over the duration of the year, alongside school data drops.</p>	<p>£3500</p>
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<p>Teaching & Targeted Support -</p> <p>Planning for pupils with Special Educational Needs and Disabilities (SEND and Effective diagnostic assessment</p>	<p>A –Low levels of Literacy</p> <p>C - High numbers of students with SEND</p>	<p>NGER reading tests for Years 7 - 10 purchased in order to baseline reading ages and ascertain progress.</p>	<p>Reading ages are crucial components of planning and implementation, often offering an insight into the different needs required for each student within a classroom setting. NGER reading tests for Years 7-10 have enabled teaching staff and Directors of Learning to discuss setting, and if the work set is either sufficiently scaffolded or sufficiently challenging. In extreme cases, the NGER reading tests have led to interventions for targeted students, which have been based on Ruth Miskin’s ‘Read, Write, Inc. Fresh Start’ programme. Impact will be measured via improvement in reading ages.</p>	<p><i>“Crucially, teachers and schools will have to seek out the actual impact of interruptions caused by the pandemic on individual students in their care. It will be carefully calibrated assessments, undertaken in classrooms, which will offer a more accurate and complete picture of any necessary ‘catch up’ or otherwise.” (EEF: 2021)</i></p> <p><i>“Read Write Inc. Phonics teaches young children to read and write, through a structured and systematic approach to teaching literacy. Fresh Start is a catch up programme for those children that are still learning to read at the end of primary and the start of secondary. The reading materials used in Fresh Start are age-appropriate.” (EEF: 2019)</i></p>	<p>SMI</p>	<p>Reading ages disseminated to staff in order to support planning and curriculum implementation.</p> <p>Students identified for reading interventions based on performance data.</p>	<p>£2200</p>
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Teaching - High quality teaching, assessment and supporting remote learning	A - Low levels of Numeracy B – Lack of self regulation and independent learning	Use of online Maths resources and quizzes at Key Stage 3 and Key Stage 4. Change in Maths platform from MathsWatch to Hegarty Maths.	Replace MathsWatch with Hegarty Maths from September 2020 onwards. Following a review of T&L strategies and methods in lockdown, the decision was made to move to Hegarty Maths due to the higher levels of communication the programme enables. This will be monitored via and increase in students accessing and completing Maths homework and an improvement in progress rates across the school.	<p><i>“The key differences between MathsWatch and Hegarty Maths can be summarised thus:</i></p> <ol style="list-style-type: none"> <i>1. HM enables high-quality work to be set at home and at school, through a fully resourced online curriculum that works in direct correlation with the chosen GCSE examinations board.</i> <i>2. HM enables the setting of videos and quizzes, and for students to receive instant feedback following their responses to these.</i> <p><i>HM enables teaching staff to monitor exactly what students have done in a ‘live’ format, meaning that students can be held to account more frequently. The lessons learned from this then influence classroom teaching, as it is another way of addressing common misconceptions and challenging concepts.”</i></p>	HAL SED	Students to access Hegarty Maths remotely, in line with the White Rose Curriculum. Hegarty Maths to be used for Maths homework.	£950
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Teaching - Supporting Remote Learning	B – Lack of self regulation and independent learning	Homework package for Classcharts added to the initial programme purchase, so that homework can be set, stored, tracked and monitored using one platform.	<p>Following the most recent Ofsted report, Homework is a key area of focus for 2020-21. Students need to be set homework that extends their learning, rather than tasks that are 'add ons'.</p> <p>The Classcharts programme upgrade will mean students can instantly upload their homework, allowing this to be tracked and monitored more closely, with relevant rewards and sanctions applied as a consequence. This programme also supports Blended Learning, allowing Senior Leaders and teachers to differentiate between the work that has been set, as well as its primary purpose. The level of engagement with homework and the quality of homework will be assessed for impact.</p>	<p><i>“Homework refers to tasks given to students by their teachers to be completed outside of usual lessons. Common homework activities in secondary schools include completing tasks assigned in lessons, preparing for tasks in future lessons, routine coursework, and revision for tests and examinations. The evidence shows that the impact of homework, on average, is five months' additional progress.” (EEF: 2020)</i></p>	BAU IGR KGR DoL	<p>Rewards and sanctions to be applied following the tracking and monitoring of homework submission.</p> <p>An increase in students completing homework that is symbiotically linked to their classroom learning.</p>	£800
Wider School	Barrier	Aim	Action Summary & Intended Outcome	What's the research and rationale for this choice?	Lead	Reviews / Timelines	Costing
Tier based on EEF	Barriers	Action	Action Summary & Intended Outcome	What's the research and rationale for this choice?	Lead	Reviews / Timelines	Costing

<p>Wider - Communicati ng with and supporting parents</p> <p>Teaching - Support Remote Learning</p>	<p>F - Community issues such as gangs, county lines and high levels of deprivation</p>	<p>Purchase of safeguarding software, Senso Cloud, in order to further protect both staff and students when working remotely.</p>	<p>With an increased emphasis on remote education, Senso Cloud has been purchased in order to enhance safeguarding procedures and protocols for both staff and students working on the MS Teams platform. This software allows the ICT Manager to keep a lesson-by-lesson track of any words, phrases or images that may potentially be either dangerous, harmful, or a safeguarding concern, meaning that Heads of Year and SLT can deal with any instances in a swift and timely manner. In particular, this software monitors the chat function on MS Teams, which is our chosen platform for remote education.</p> <p>This software also supports parents/carers in knowing that their child is safe online, particularly if there are instances of them being out of the family home whilst their child is accessing remote education. This approach has been supported by our own internal Quality Assurance, with 195 lessons quality assured by SLT alone, as part of the remote education processes. The ability to identify students accessing inappropriate content will be identified.</p>	<p><i>“The internet and online technology provides new opportunities for young people’s learning and growth, but it can also expose them to new types of risks. E-safety should form a fundamental part of schools’ and colleges’ safeguarding and child protection measures, particularly during the Covid-19 pandemic.” (NSPCC: 2021)</i></p> <p><i>“Remote learning for students in schools has thrown up new challenges for schools when it comes to monitoring and managing their Microsoft Teams Chat facility. Schools need to ensure that they’re able to adhere to Prevent Duty and KCSIE guidance, even when learning is taking place remotely. The good news is, it’s possible to ensure Microsoft Teams can still be monitored and managed very easily. Schools Broadband’s ‘Senso Chat’ app is revolutionary in its ability to monitor images, keyword and voice within a live Teams “Chat” environment.” (www.broadbandforschools.com: 2021)</i></p>	<p>KMC KGR</p>	<p>A daily report is filed to the Designated Safeguarding Lead, who has access to anything that may require further investigation. Should there be a serious concern, then the DSL would know immediately.</p> <p>Student assemblies and presentations have focused heavily on e-safety.</p>	<p>£1200</p>
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<p>Wider - Communicating with, and supporting, parents and Supporting parents with pupils of different ages</p>	<p>F - Community issues such as gangs, county lines and high levels of deprivation</p>	<p>The purchase of school uniform for those students whose parents/carers have been disadvantaged by the Covid-19 pandemic.</p>	<p>Upon students' return to school in March 2021, many students had outgrown the uniform they were wearing pre-lockdown. With many families having being furloughed for the same period (and during the first national lockdown), several students did not have uniform that was appropriately fitting. This was having a negative impact on their mental health, due to a perceived lack of conformity. As a consequence, uniform was purchased to support those families who were suffering financial challenges as a result of the pandemic. An increase in students wearing the correct uniform and having the correct equipment to access learning.</p>	<p><i>"Schools and local authorities have had to respond to the additional needs created by the pandemic, while at the same time coping with the effect of COVID-19 on their own staff and services. It is therefore important to provide as much support and stability for families as possible throughout 2021-22." (Ministry of Housing, Communities and Local Government: 2021)</i></p>	<p>KGR</p>		<p>£1000</p>
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