



# COVID Catch-Up Premium Plan

Summary information					
<b>School</b>	Ruskin Community High School				
<b>CATCH Up Lead :</b>	Miss E Szymura				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	@£58,000	<b>Number of pupils</b>	728
<b>Date of Plan Agreed:</b>	Sept 2020	<b>Approved by:</b>	Mr D Postlethwaite & Mr J Rhodes	<b>Review date:</b>	March 2021

## Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
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Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

The EEF advises the following:

### Teaching and whole school strategies

- Supporting great teaching/CPD focus
- Pupil assessment, marking and feedback
- Support students in their transition back to full time education.

### Targeted approaches

- One to one and small group tuition
- Structured intervention programmes
- Extended school time & Summer/holiday support

### Wider strategies

- Supporting parent and carers
- Access to technology and online support
- Attendance and wellbeing

Identified impact of lockdown	
<b>Learning deficits</b>	<p>Many students will have gaps in their knowledge and understanding after an extended period of remote education. These gaps could be between students in the same cohort or indeed at whole cohort level.</p> <p>The diagnostic will be in the classroom and it will be classroom teachers that identify gaps and work alongside Curriculum Leaders to map further strategies. No simple blanket approach will work effectively across all subject areas.</p>
<b>Maths</b>	<p>Specific content has been missed by some, leading to gaps in learning. The Scheme of Learning was adapted, during lockdown, to suit remote learning with more difficult skills left until face to face learning could resume. Students still have enthusiasm for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of previously learnt skills has suffered – students are not able to recall shape formulae, algebra skills and have required reminding to revive their previous knowledge. This is reflected in problem solving activities and assessments.</p>
<b>English</b>	<p>Students have lost essential practising of writing skills, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Reading has also been affected, with a variation in the extent between students.</p>
<b>Wider Learning</b>	<p>Students have also missed out on wider curriculum experiences e.g. trips, visitors, work experience and careers visits and powerful curriculum moments.</p>

**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

**i. Teaching and whole-school strategies**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>Implement a first half term recovery audit. Low stakes in class quizzes to ensure all students, including disadvantaged, can experience success and celebrate knowledge. All subjects will re-evaluate their Schemes of Learning, with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>CPD programmes identified to support catch up priorities.</p>	<p><b><i>Additional time for teachers to research and plan non-core subjects. Protected non contact hour and supply cover where necessary. Deliberately reduce workload by reducing staff meeting time during 1<sup>st</sup> half term.</i></b></p> <p style="text-align: right;"><b>(£500)</b></p>		CL's	Feb 21
	<p><b><i>Middle Leader/RQT/NQT course CHA Blended Learning/Remote Learning EEF PP Project</i></b></p> <p style="text-align: right;"><b>(£1500)</b></p>		HAR	Feb 21
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><b><i>Explore engagement in No More Marking programme to support standardised assessment in English.</i></b></p> <p style="text-align: right;"><b>(£1500)</b></p>		SMB	July 21
<p><u>Transition support</u></p> <p>Students who are joining Ruskin in Year 7 have an opportunity to become familiar and confident with the setting before they arrive. Students returning to school following lockdown will also require support in reintegrating into school.</p>	<p><b><i>A virtual tour of Ruskin High School is shared with all Year 7. Additional contact opportunities to support transition. First 4 weeks on return to have a strong focus on student wellbeing.</i></b></p> <p style="text-align: right;"><b>(£1500)</b></p>		GRC/HAR	Ongoing
<b>Total budgeted cost</b>				<b>£ 5000</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u>  English and maths prioritised to deliver extra tuition to students who have fallen behind on return to school.	<b>Academic mentoring programme. Employ 2 academic mentors for PP mentoring (Teach 1<sup>st</sup>). (£8,000)</b>		BEL/SMB	Apr 21
	<b>0.5 English teacher to support targeted English intervention for disadvantaged and underachieving students in all years. Some flexibility in hours to facilitate afterschool small group work. (£20,500)</b>		SMB	Apr 21
<u>Intervention programme</u>  Extra hours from within to school calendar is identified to support Core catch up where required.  Reading intervention is promoted across all years via the SENECA reading. Parents evenings arranged to promote engagement.  Holiday Programmes.	<b>Enrichment lessons dedicated to Core subject catch up for Y9-11. Students organised in priority subject groups termly and engage in a programme of support.</b>		BEL/SMB/ WOO	July 21
	<b>Year 7/8 reading programme – SENECA. (£0)</b>		SMB	
	<b>Offer to staff to run catch up programme in Oct/Feb half terms. All year groups. Encourage and support any disadvantaged students who need to attend. (£2600)</b>		SZY	
<u>Extended school time</u>  Hours of the school day extended to provide targeted support for students sitting external assessments in 2021. To commence in Spring term.	<b>L6 opportunities in all subjects for all Y11 students requiring catch up support.</b>		Intervention Team/CLs	Ongoing
<b>Total budgeted cost</b>				<b>£32,000</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Students have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.  Support for families where school attendance is low.	<i>Stationary issued each time students sent to isolate along with paper packs for those without internet. Remote session to support Yr7 parents in SENECA Reading programme.</i>		WEB	Feb 21
	<i>EWO service to support attendance strategies. (£TBC)</i>		HAR	Feb 21
<u>Access to technology</u> School computer resources to support digitally poor learners entering isolation. Often disadvantaged students but not exclusively.  TEAMS package for improved remote learning  Department catch-up resources.	<i>10 @ £350 per set (Laptop)            £3500</i>		SZY/HAZ	Feb 21
	<i>5 @ £80 Dongle (6months license)£400 (£3900)</i>			
	<i>Novus support</i>		ATK	Oct 20
	<i>Please see separate department plans. (£9000)</i>		SZY/CL	Feb 21
<u>Wellbeing and other misc.</u> Wellbeing calls made to students isolating daily.  2x TLR	<i>Maintain the Classcharts Wellbeing package to support tracking of student wellbeing. (£726)</i>		HAR	Jan 21
	<i>Remote Learning lead &amp; Pupil Premium Catch up coordinator (£3000)</i>		SZY	July 21
<b>Total budgeted cost</b>				<b>£ 21,000</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£58,000</b>
			<b>Cost paid through charitable donations</b>	<b>£</b>
			<b>Cost paid through school budget</b>	<b>£</b>