ROOKS HEATH SCHOOL
Strive to be your best

COVID-19 catch-up premium and 16 -19 Tuition Fund Statement

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of students:	Y7 – Y11: 1015 Y12- Y13: 29	Amount of catch-up premium received per student:	Y7 – Y11: £80 Y12 – Y13: £150
Total catch-up premium budget:	Y7 – Y11: £81,250 Y12 – Y13: £4,254		

STRATEGY STATEMENT

Overview:
Children and young people across the country have experienced unprecedented disruption to their education as a result of 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.
 	
The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020-21 academic year to ensure that schools have the support they need to help all students make up for lost teaching time.
 	
Although all children have had their education disrupted by the COVID-19 outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. That is why, alongside the universal catch-up premium, there is a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help. (DfE, 2020)
 	
Disadvantaged Students:
The Department for Education identifies disadvantaged students as:
    • Eligible for Free School Meals or have been in the last six years;
    • Looked After Children (LAC), or those who have previously looked after by the state, but are now adopted or are subject to a special guardianship order, a child arrangement order or a residence order;
    • Children with parents in the armed forces.

Strategic Implementation:

The consequences of the pandemic will be far reaching – for all children, but particularly for those from socio-economically disadvantaged families. There have been disparities in engagement. The way funding is used will determine what difference it makes. An evidence-informed approach gives us the best chance of maximising impact.

Research conducted by the Education Endowment Foundation (EEF) and others around the world strongly suggests that compensating for the negative impact of school closures on the gap will require a sustained response and a single approach will not be enough.

It is also likely to be beneficial to consider how to align chosen approaches with Student Premium spending and broader school improvement priorities (EEF, 2020).

The EEF's Three Categories of Support:

The funding allocated to Rooks Heath will be used to reach as many students as possible to have a lasting positive impact. We have adopted three categories for support based on the EEF model.

Category	Examples from the EEF
Teaching	High-quality teaching for all Effective diagnostic assessment Supporting remote learning Focusing on professional development
Targeted Support	High-quality one to one and small group tuition Teaching Assistants and targeted support Academic tutoring Planning for pupils with SEND
Wider Strategies	Supporting pupils' social, emotional and behavioural needs Planning and carefully adopting a SEL curriculum Communicating with and supporting parents Supporting parents with pupils of different ages Successful implementation in challenging times

Reviewing and Adapting:

The pandemic has led to dynamic planning and implementation due to a changing landscape of procedures and guidelines. Therefore, the use of funding may need to be adapted to meet the needs of the cohort after such changes.

16-19 Tuition Funding:

The 16-19 Tuition Fund will be used to support students in Year 12 and 13 with tuition and focus on improving English and Maths grades for learners who have not already achieved a Grade 4 in English or Maths.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Levels of literacy and numeracy among disadvantaged learners
B	The attainment gap growing for disadvantaged learners
C	Loss of learning through disruption to curriculum delivery

ADDITIONAL BARRIERS	
External barriers:	
D	Access to High Quality Teaching during the pandemic
E	Disruption to attendance
F	Socio-economic factors

Planned expenditure for the current academic year

It is important to note that the items below are regularly reviewed according to current and future need. During the pandemic needs have changed depending on several factors including whether schools are open or closed. Therefore, the list below may vary slightly as the year progresses.

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?**
High Quality Teaching and Learning/Training needs £12,332	For the disruption of learning to be kept to a minimum. To enable staff and students to return to classrooms safely. To plan and deliver staff professional development. To deliver additional online teaching through online resources.	Evidence suggests that learners are best off in school for both their learning and their wellbeing. By ensuring safety protocols are robust, we can continue to minimise disruption to learning. To ensure training of staff to deliver online learning. To ensure training of staff for safety protocols regarding COVID and provide specialist safety equipment. To ensure students have access to intuitive learning tools.	Ongoing risk assessments with ensure that students are able to continue learning in the school building while guidelines allow us to operate in such a way. To regularly review guidance from DfE for overall schooling and specific department needs such as PE, Music and Drama. To adopt any new technology in line with the digital strategy.	Senior Leadership Team	Ongoing
ICT Equipment *£10,000*	To ensure students that are ineligible for DfE laptops have access to a device. For all students to be connected to the school community and their learning.	Learners continue to fall behind when disconnected from the learning experience other students are receiving online. Students will be able to access live lessons and ongoing T&L including feedback.	The Assistant Headteacher: Digital Technology and Innovation has been identifying students that are unable to access a device. Devices will be purchased that are in line with the strategic plan for ICT across the school and loaned to students.	AHT Digital Technologies and Innovation	Ongoing

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Assessment £4,564	To be able to identify gaps in learning when students return to school, there may need to be additional assessment processes.	This will enable teaching staff to focus on areas of weakness for learners within their classes and plan their curriculum delivery accordingly.	The timing will be important. The school will need to be reasonably confident that students will return to in-school teaching for a prolonged period to action to ensure impact of teaching based on learning gaps. If students are off school again, the gaps may change.	T&L and Assessment Team	Ongoing
Department resources £10,000	Departments will have additional funding to purchase resources that can benefit disadvantaged students in their subject areas for 2020-2021 and beyond.	HODs and Subject Teachers will be able to identify resources that will help learners in their field to catch up with the curriculum and access the curriculum more effectively.	Each department will submit a proposal, which will then be evaluated. The intention is to reach the highest amount of students possible. Resources will be prioritised that show longevity and can impact multiple Year Groups in a positive way.	SENDCo and HODs	February and September 2021
Online library £2,600	An online library will provide the opportunity for students to access books linked to their literacy development system (AR).	Students will have access to the library from anywhere with an internet connection. Books will be linked to the Accelerated Reader system.	Library staff and other key staff members will complete training. Incentives will be organised to get more students to read for enjoyment. Linked in with the Catch Up Literacy and Numeracy strategies.	Learning Resource Centre and English Department.	February and September 2021
				Total budgeted cost:	£39,496
Targeted support					

Quality of teaching for all

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National Tuition Programme subsidised tuition and Academic Mentors *£20,000*	For students to received subsidised tuition from external providers to improve their attainment in English, Maths or Science. If the school is eligible, Academic Mentors will be used to compliment teaching of the curriculum and will work with disadvantaged learners.	1:1 and small group tuition has been identified as a way to help students make progress. Ideally this would happen during the school day. However, in the current situation students may have to access this from home over the internet. Academic Mentors can help with motivating students to continue with their learning.	While tuition will focus mainly on disadvantaged learners, we will also focus on learners that have had their learning negatively impacted by COVID-19 and the need to self-isolate in the Autumn term. Multiple tuition partners will be identified and evaluated to ensure that students are experiencing high quality tuition. Tuition will be tracked through an online system that link the provider with the school.	SENDCo and other staff.	September 2021

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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?**
16-19 Tuition Fund *£4254*	Tuition to support students in Year 12 and 13 who need help to pass their GCSE in English or Maths.	1:1 and small group tuition has been identified as a way to help students make progress. Ideally this would happen during the school day. However, in the current situation students may have to access this from home over the internet. All students have additional opportunities to try and pass their GCSE English and Maths until they are 18.	Multiple tuition partners will be identified and evaluated to ensure that students are experiencing high quality tuition. Tuition will be tracked through an online system that link the provider with the school.	SENDCo and Head of Sixth Form	September 2021
Catch Up Literacy Intervention *£2,050*	To help students in all Year Groups to improve their literacy skills.	Catch Up Literacy is recommended through the EEF as an impactful intervention. The intervention only has initial training costs. It is then free to deliver each year.	Staff have been carefully selected to ensure that the interventions can be carried out effectively with the least impact possible to subject lessons. By training 5 staff, we have lots of capacity to work with students.	SENDCo and English Department	September 2021
Catch Up Numeracy Intervention *£2,050*	To help students in all Year Groups to improve their numeracy skills.	Catch Up Numeracy is recommended through the EEF as an impactful intervention. The intervention only has initial training costs. It is then free to deliver each year.	Staff have been carefully selected to ensure that the interventions can be carried out effectively with the least impact possible to subject lessons. By training 5 staff, we have lots of capacity to work with students.	SENDCo and Maths Department	September 2021

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?**
FlashAcademy £1,400	To make the curriculum accessible for students with lower levels of English proficiency.	Rooks Heath has a high number of students learning English as an additional language (EAL). FlashAcademy works on reading, writing, speaking and listening skills and links to the Bell Assessment Framework. Students will Education, Health and Care Plans enjoy the visual way of learning literacy. The app can also be used to develop skills with MFL (French, German and Italian).	Licenses have been introduced in a staggered way. Parents and students have been emailed about login details. Homework tasks are assigned and tracked through the system.	SENDCo and EAL Department	September 2021
Tracking of Interventions £5,000	Additional staffing and systems may be needed to ensure implementation is effective.	In order for interventions to be implemented and tracked effectively, additional capacity will need to be created through an NTP coordinator. To assist with tracking and additional ICT system may need to be implemented.	Identified needs have been identified through an audit of staff workload and implementation requirements. A job description has been created for a temporary TLR post. Tracking systems will be identified and demoed.	SENDCo	Ongoing
Saturday Catch Up £5,000	Additional time to ensure students have covered course content.	Additional time to teach the curriculum (especially for vocational subjects) may be needed to provide students with additional teaching or supervisory hours.	This will be in consultation with staff to ensure there is a need. It is important to balance curriculum deliver with both staff and student wellbeing. Therefore, this will not be compulsory for departments.	DHT, T&L AHT, T&L	Ongoing
				Total budgeted cost:	£39,754

Wider Strategies					
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?
Mental Health and Wellbeing Support *£2,000*	To provide additional support for mental health needs when students return to school and throughout the pandemic.	Various projects could be implemented such as canine support and additional time for mental health first aiders to work with students.	Needs will need to be assessed through both check-in phone calls throughout lockdown, but also student behaviour upon return to school.	DSL, Safeguarding and Student Support Hub Teams and SENco	Ongoing
				Total budgeted cost:	£2,000