



## **Ryecroft C.E. Middle School - Coronavirus (COVID-19) catch-up premium**

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 and will be issued in 3 tranches. Allocations are calculated by the number of pupils on roll, providing mainstream schools with £80 per pupil.

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:

<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1>

A summary of their best practice is as follows:

<b>Overall strategy area</b>	<b>Specific strategies</b>
<b>Teaching and whole-school strategies</b>	<i>Supporting great teaching Recovery curriculum CPD sessions for staff Pupil assessment and feedback Transition support</i>
<b>Targeted approaches</b>	<i>One to one and small group tuition Intervention programmes</i>
<b>Wider strategies</b>	<i>Supporting parents and carers Access to technology Pastoral support to ensure positive levels of well-being</i>

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 at every Academy Improvement Board (AIB) meeting 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 pupils.

## Coronavirus (COVID-19) catch-up premium strategy outline

<b>ACADEMY NAME</b>	Ryecroft C.E Middle School
<b>HEADTEACHER</b>	Miss Rachael Baramuszcak
<b>CHAIR OF GOVERNORS</b>	Mr Oliver Howlett
<b>AMOUNT OF COVID-19 CATCH-UP PREMIUM</b>	£15,760

Strategy Area	Specific strategy	Success criteria	COST	Impact
<b>Teaching and whole-school strategies</b>	<b>CPD sessions for staff</b> To inform and educate staff regarding a range of issues that will help them to better engage with pupils and support their learning effectively	Pupils benefit from the strategies and support mechanisms applied by staff.		
	<b>Pupil assessment and feedback</b> Use Hodder testing to target pupils who have reading ages below their chronological age for interventions.	Robust data will result in pupils receiving bespoke interventions to close the gap and improve scaled scores.	<b>£ 95.75</b>	
<b>Targeted approach</b>	<b>One to one and small group tuition</b> Small group tuitions for targeted pupils in mathematics and English. Pupils to be tutored in English by two teaching assistants every morning who have received relevant training. The Maths teaching assistant is very experienced with interventions and will deliver them each morning Monday to Thursday.	Targeted pupils will show incremental improvements in tests and teacher assessments at each data capture.	<b>£ 395.00 (resources)</b>	
	<b>Intervention programmes</b> Employ current teacher for an additional day to deliver targeted interventions to pupils in Maths.	Targeted pupils will show improved scores in the areas of concern identified and show improved confidence and resilience in Maths.	<b>£11,440</b>	

	Use NTP or recruitment agencies to source an intervention tutor for English.		<b>£ 5,000</b>	
<b>Wider strategies</b>	<b>Supporting parents and carers</b> Effectively communicate with parents via schoolcomms, website, letters, reports, questionnaires and new online parents' evening programme.	Parents feel informed about their child's academic progress and personal well-being through variety of sources and are equipped to support their child at home.	<b>£ 649 (additional modules to current licence)</b>	
	<b>Access to technology</b> Use questionnaires to identify pupils who cannot access/do not understand how to access remote learning.  Provide laptop and wireless connection devices for disadvantaged students and those identified as vulnerable and/or with lack of adequate equipment or connectivity issues	All students have the necessary equipment and knowledge to access remote learning opportunities.	<b>Vodafone data sim card - FOC</b>	
	<b>Pastoral support to ensure positive levels of well-being</b> Tutors have additional time each day for monitoring and mentoring pupils in need of emotional and well-being support.  All pupils to complete a well-being survey on their return to school in September. Lead for well-being to mentor identified pupils.	Pupils are well supported in school and have strategies to help them to take care of their mental health. Regular surveys will help to ensure pupils do not 'fall through the net'.	<b>£ 6,497</b>	
<b>Total Anticipated Expenditure for 2020/2021 Financial Year End</b>			<b>£24,076.75</b>	

Additional comments/evaluations (if required):

We have based our decisions on where to direct the Covid-19 Catch-up Premium funding on the following key findings.

- 1) Students respond well to teaching support in small groups, historically this has been offered to small cohorts, the funding gives us the opportunity to deliver to a wider cohort. This will enable vital gaps to be addressed and plugged across all year groups.
- 2) We aspire to communicate as effectively with parents regarding the progress of their child. New technologies are proving instrumental in helping us to reach parents and pupils to improve the educational provision and to break down barriers to learning.
- 3) Mental health and well-being are key priorities at Ryecroft C.E Middle School. Reported concerns have increased as a result the effects of Covid-19, which need addressing to allow pupils to flourish and learn without anxiety.

