

## **Bacup and Rawtenstall School Catch-up Strategy Statement 2020-21**

### **What is the Catch-up Tuition Fund?**

In June 2020, the government announced £650 million of universal catch-up premium funding for the 2020/2021 academic year to support children and young people to catch up on missed learning caused by coronavirus (COVID-19). This will be used at BRGS to facilitate a recovery curriculum and also address any learning gaps after school closures. This is especially important for students from the most vulnerable and disadvantaged backgrounds. We have been allocated £71,000 for the academic year 2020/21.

### **Who can be supported?**

While funding has been allocated on a per-pupil or per-place basis, schools should use the amount available to them as a single total from which to prioritise support for pupils according to their needs. While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help students catch up on any missed education, address misconceptions and close learning gaps. At BRGS, a key principle is that all students should receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. Our curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

The Education Endowment Foundation in 'EEF Covid-19 Support Guide for Schools' has published guidance on effective interventions to support schools. At BRGS, funding will be used to support curriculum recovery this academic year across the curriculum and at KS3 and KS4. Our interventions this year will be underpinned by the 3-tiered approach suggested by the EEF and needs of our students. The EEF also suggested that a particular focus for interventions is likely to be on literacy and numeracy. Programmes are likely to have the greatest impact where they meet a specific need, in our case English and Mathematics. The EEF states that regular sessions maintained over a sustained period, which are carefully timetabled to enable consistent delivery, are most effective. The EEF states that small group tuition is one of the lowest cost, highest impact teaching strategies to support disadvantaged students who need additional support.

### **How will we implement our Catch-up Premium Strategy?**

1. We will identify, target and monitor barriers to learning, curriculum gaps and also identify and support those groups of students and individuals who need additional intervention using a range of diagnostic tools to assess understanding, engagement and well-being.
2. We will prioritise high quality instruction in the classroom through professional development and effective remote learning. High quality teaching and learning will continue to be our primary way of helping all students achieve their full potential and will respond to the gaps in learning and skills that may have resulted from school closure. *'Great teaching is the most important lever schools have to improve outcomes for their pupils.'* (EEF 2020).
3. We will target academic support to improve progress using structured interventions such as small group tuition and one-to-one support.
4. We will use wider strategies to overcome non-academic barriers to success by providing students with support for their emotional and behavioural needs whilst working closely with families.

### **How are we using the Catch-up funding to support our students?**

The plan has been adapted to reflect that external exams will not take place for Year 11 and Year 13 and the impact of the spring term extended period of remote learning. As well as curricular support our priority has been to address wellbeing issues as it is only when students feel well in themselves that they can learn effectively. Our student, parental and staff voice concerning remote learning demonstrated that engagement in remote learning during the isolation periods and spring term lockdown was generally strong but the scale of well-being issues has become even more evident as students have returned to school, meaning we need to prioritise emotional support even more. Our plan is being monitored by the Governing Body and will continue to be adapted as circumstances require.

In the first instance, the funding will be used to ensure that our remote education continues to be provided in some form and that it is of a high quality and aligns as closely as possible with in-school provision. In this academic year, we have continue to build our online learning capabilities as the pandemic is not yet over and groups of students are still required to self-isolate.

This provision will include:

- The Google Enterprise for Education and technological equipment such as laptops & webcams.
- development and provision of additional teaching and learning resources.
- Teacher CPD including on effective remote learning.
- Additional staffing to cover online teaching, mentoring and assessment duties.

We will deliver specialist subject tuition for KS4 students in English and Maths. SEND and Pupil Premium (Disadvantaged) students will be prioritised for support; however, additional KS4 students will be considered following diagnostic assessment and consultation with key subject leaders and HOY.

This specialist tuition will include:

- Form time support for 1-8 students in English Language, English Literature and mathematics.
- Face to face and remote access Easter Revision in English Language, English Literature and mathematics.
- Curriculum reduction to focus on English Language for specific individuals according to need.

We have an established school literacy intervention programme for KS3 students and will build on this further by employing TA support. This will be a small group intervention delivered once a week by a specialist teacher. A programme of reading comprehension and grammar practice has been planned and students receive personalised feedback from their teacher. These sessions will be designed to address the general quality of communication as many students have had quite some time out of primary school before starting secondary school. In Year 9, support will be prioritised to facilitate the transition from KS3 to KS4.

We have an established paid support programme for KS5 students in selected subjects with large cohorts and will continue this in the current academic year.

In the summer term, we will be providing KS3, KS4 and KS5 students with access to Seneca Premium based on evaluation and feedback from key subject leaders and our students across KS3, KS4 and KS5. Seneca Premium is an independent learning platform and underpinned by cognitive science and focuses on enhancing students' outcomes by supporting them with additional premium courses as well as the free courses. Seneca makes learning and revision much more manageable for students and is also fully accessible on mobile devices. This investment will also ensure SLT and our middle leaders are able to gain a better understanding of curriculum impact and able to identify and target curriculum gaps at the cohort and individual student-level. Parents/carers often ask for advice regarding how to support their child at home, therefore, to facilitate the transition between school years, including KS5, we want to employ Seneca as part of our strategies to continue to support parents/carers who have played a key role in learning at home. This is supported by EEF research that states that supporting students to work independently can improve learning outcomes.

The use of our funding is regularly evaluated and reviewed. Across the school, senior leaders and subject leaders develop, implement and review strategies for student progress and recovery. School development plans reflect these key strategies and intended outcomes. Students are regularly assessed in school to identify their starting points, current attainment and progression. Intervention programmes are designed to include pre-assessment and post-assessment opportunities to identify their impact. Student progress meetings and other methods of monitoring will also include aspects of measuring the impact of the actions related to this expenditure.