

Catch up premium KS4 Strategy Statement

School overview

School name	Rutlish School
Pupils in school	1399 on roll Yr 11 233, Yr 10 230
Catch up premium allocation	£30 000 + £30 000 for Saturday and Holiday Revision for KS4
Publish date	TBC
Review date	February 2020
Catch up lead	KS4 Mr B Gormally
Governor lead	

Overarching catch up strategy aims

Priority 1	To provide opportunities for the course content to be taught to students where elements of the course were missed during lockdown
Priority 2	To work with key stakeholders to support the emotional well-being of students with a particular focus on the most vulnerable students
Priority 3	To develop teaching and learning strategies within a Covid 19 restricted environment so learning is maximised and staff are up skilled in the use of technology
Barriers to learning these priorities address	<ul style="list-style-type: none"> • P1 – Students cover all relevant course content prior to examinations • P2 – Students develop resilience and are emotionally ready to learn. In addition any socioeconomic barriers to learning are removed for the most vulnerable students • P3 – Teaching methodologies utilised are effective and not stunted by Covid 19 regulations. Through the effective use of technology student learning is enhanced beyond the classroom and those isolating do not miss out on key learning
Projected spending	£60 000. Estimated with a reserve allocated of approx. 5K

Outcomes to be achieved for each aim

Aim	Outcome	By when
Priority 1	Ensure students have covered the relevant subject content in curriculum areas and where appropriate catch up opportunities have been provided through additional resources or additional lessons delivered, after school, on Saturdays or during the holidays.	On going completed by May 2021
Priority 2	Students emotional health is monitored by pastoral structures and support is put in place for the more vulnerable groups. This will be in conjunction with the support provided by the Pupil Premium Coordinator	On going
Priority 3	Standard of teaching and learning improves across all facets of the school. Staff and students utilise technology to support learning effectively	On going

Teaching and whole school approaches

	Activity
<p>Priority 3</p> <p>To support the development of staff to ensure teaching and learning strategies are developed that maximise outcomes whilst operating within Covid 19 restrictions</p>	<ul style="list-style-type: none"> • Teams training • Development of Fronter • Development of Office 365 • On site Inset
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Improves blended learning for those isolating and ensures a consistent approach is adopted across the school • Students become familiar with on line learning and different methodologies therefore learning is maximised
Projected spending	5-8K

Targeted academic support *(e.g.interventions)*

	Activity
Priority 1	<ul style="list-style-type: none"> • Revision after school organised • Holiday and Saturday school organised
Priority 1	<ul style="list-style-type: none"> • Additional examinations organised in the Spring term
Priority 1 To provide additional targeted resources in the core subjects	<ul style="list-style-type: none"> • Two text guides have been provided to English students and Maths have been provided with a workbook • Targeted guides will be considered for Science where required
Priority 1 To provide specific targeted support to subjects where the pandemic has limited teaching opportunities	<ul style="list-style-type: none"> • Geography practical skills resources purchased • MFL targeted revision guides for writing
Priority 1 To ensure all Non Examination assessment are completed by the exam board deadline by providing specific resources to departments	<ul style="list-style-type: none"> • Departments where specific equipment has been purchased <ol style="list-style-type: none"> 1. Media GCSE 2. DT 3. PE GCSE 4. Art 5. Enterprise BTEC 6. Drama
Priority 1 To provide bespoke revision materials created by departments	<ul style="list-style-type: none"> • Budget created specifically for revision materials
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Students are provided with revision materials to support their learning • Students receive additional support in specific areas to support their skill and knowledge development where changes have been enforced by Covid 19 • Equipment is provided that maximises learning time in the lessons and for the completion of NEA
Projected spending	45K

Wider strategies (e.g. attendance, ELSA, nurture)

	Activity
Priority 2 To support specific careers guidance and guidance for Year 11 students	<ul style="list-style-type: none"> • Focused careers interviews introduced • Application clinic run by Head of Year for KS4
Priority 2 Support provided for Key Workers and Mentors supporting the more vulnerable students	<ul style="list-style-type: none"> • Relevant resources purchased
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Ensures aspirations remain high and students receive the relevant support to enable a successful transition to post 16 learning
Projected spending	2K

Monitoring and Implementation (To record issues as they arise throughout the year)

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> • Teachers cannot utilise all teaching methodologies due to Covid restrictions. • Ability to utilise technological aids across the curriculum is limited 	<ul style="list-style-type: none"> • Inset training • Inset training
Targeted support	<ul style="list-style-type: none"> • Students need to completed NEA in a reduced timescale • Students are being assessed in areas they have not had the opportunity to experience • Re calibration of assessment has meant some areas of assessment are more significant than normal • Areas a of the syllabus have been taught during lockdown where 	<ul style="list-style-type: none"> • Additional lessons and resources provided • Practical resources provided. Departments adapting teaching • Additional resources purchased for departments • Additional lessons and Holidays schools organised

	engagement from students was limited	
Wider strategies	<ul style="list-style-type: none"> • Students aspirations need to be raised • Access to post 16 providers is limited so students may not be making an informed choice • Vulnerable students need significant support with well being and transitional arrangements 	<ul style="list-style-type: none"> • Careers support • Application clinic • Support from Key Workers and Inclusion team

Review: aims and outcomes *(to be completed at end of year)*

Aim	Outcome
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