

Catch up premium strategy statement

School overview

School name	Rutlish KS 3
Pupils in school	1,350
Catch up premium allocation	£30,000 for KS 3
Publish date	
Review date	
Pupil premium lead	
Governor lead	

Overarching catch up strategy aims

Priority 1	<p>Raise standards of literacy across the curriculum, led by the literacy co-ordinator</p> <p>KS2 to KS3 Transition:</p> <ul style="list-style-type: none"> audit Year 6 to bring them up-to-date in terms of their literacy, numeracy, social and learning skills audit Year 7 (Autumn term: 2021) tutor groups and provide extra work to establish any gaps to access KS3 including functional English & Maths Throughout academic year provide additional support to Year 7 through PSHE programme, tutor groups and one-to-one sessions
Priority 2 (add others as needed)	Review the SoW of all department areas to ensure that the curriculum remains challenging, with enough opportunities to challenge and stretch students academically
Barriers to learning these priorities address	<p>The effective use of literacy, vocabulary and oracy to make adequate progress in all subjects</p> <p>The barrier of not being challenged enough</p>
Projected spending	£5,000

Outcomes to be achieved for each aim

Aim	Outcome	By when
Raise standards of literacy across the curriculum, led by the literacy co-ordinator	The effective use of literacy, vocabulary and oracy to make adequate progress in all subjects	Summer 2021

KS2 to KS3 Transition	<p>Audit the use of literacy, numeracy, social (interaction with peers) and learning (learning in classroom) skills for Year 6 students from different feeders to assess the outcome of what schooling they have lost in Year 6.</p> <p>Audit Year 7 tutor groups and provide additional support to remedy any gaps to transition and progression to KS3 and functional English and Mathematics.</p> <p>Provide ongoing support to Year 7 throughout the academic year through the PSHE programme and tutor group activities, and one-to-one sessions to establish trends of progression and transition.</p>	Depending upon when students will be back in classroom
Review the SoW of all department areas to ensure that the curriculum remains challenging, with enough opportunities to challenge and stretch students academically	Students will be challenged and stretched in all subject areas to make adequate progress by then end of KS3, equipped for the challenged of KS 4 and 5	Summer 2021

Teaching and whole school approaches

	Activity
Priority 1	Ongoing evidence informed training for staff to support students in their learning, by focusing on the effective use of MS Team training, scaffolding, modelling
Priority 2	Providing staff with in-house videos of sharing best practice in terms of teaching strategies, the effective use of Assessment for Learning and feedback
Barriers to learning these priorities address	It will address the danger of not creating enough opportunities in lessons to check learning of students and to identify gaps in learning
Projected spending	£15,000

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

	Activity
Priority 1	Underachieving students are identified by subject teachers and personalised intervention is put in place
Priority 2	Using after school small group intervention sessions or 1-2-1- catch up sessions for support students where gaps in their learning have been identified
Barriers to learning these priorities address	Supporting students where gaps have been identified and who are in need of personalised intervention
Projected spending	£5,000

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

	Activity
Priority 1	To create more support systems for students who need support in terms of their mental health, well-being and behaviour management To get more time with Place to Be and other agencies to give pastoral support to the KS 3 boys
Priority 2	To provide students with extra-curricular activities to enhance their overall well-being.
Barriers to learning these priorities address	Giving students the pastoral support to enable them to achieve better academically Giving students opportunities outside of the classrooms that will enable them to achieve in the classrooms as well.
Projected spending	£5,000

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

Area	Challenge	Mitigating action
Teaching	Not creating enough opportunities in lessons to check learning of students and to identify gaps in learning	All remote lessons on Teams for all KS3 classes since 4 th January 2021 via calendar. All staff trained to use Teams with ongoing Top Tips support provided centrally bt Deputy Headteacher. All KS3 lessons offer blended learning with face-to-face Teams teaching and use of Fronter to

		<p>upload and store classwork and homework tasks.</p> <p>All HoDs have access to conduct remote learning walks to support T&L, AfL & BfL.</p> <p>All SLT links have access to remote learning walks to support staff and identify and share good practice.</p>
Targeted support	Supporting students where gaps have been identified and who are in need of personalised intervention	<p>Identify the best practice on supporting underachieving students by their subject teachers since moving to online learning and providing personalised interventions thereof.</p> <p>Consider using 1-2-1 catch up sessions where applicable and where needed following from HoD & HoY feedback.</p>
Wider strategies	<p>Giving students the pastoral support to enable them to achieve better academically</p> <p>Giving students opportunities outside of the classrooms that will enable them to achieve in the classrooms as well.</p>	<p>Use KS3 weekly Rutlish bulletin to communicate to parents and students during the national lockdown.</p> <p>Use House Competition activities via KS3 bulletin each week with the result published accordingly.</p> <p>Use Teams to deliver Year 7/8/9 Assemblies each week.</p> <p>Use teams to deliver tutor time and tutor activities prior to online lessons.</p> <p>Use catch-up phone calls to follow up on students' wellbeing.</p>

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

Aim	Outcome
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