

**RUTLISH SCHOOL: CATCH UP PREMIUM STRATEGY STATEMENT****SCHOOL OVERVIEW**

School Name	Rutlish School
Pupils in School	1,399 on roll
Catch-up premium allocation	£92,000
Publish Date	Published: December 2020
Review date	1 st Review: February 2021 2 nd Review: September 2021 3 rd Review: February 2022
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AIMS

In response to the disruptions caused by Coronavirus, Rutlish School has adapted a blended learning approach, using the resources and online platform available to the school at the time; teachers have provided resources and work for students to complete at home, and to be uploaded online or posted in school for teacher to be able to provide feedback. With the steadfast support of the governors during this time, the school has been able to provide technical resources to staff and students and transition into an online platform that allows us to offer a virtual curriculum through online resources and live lessons, as well as face-to-face lessons. In spite of our determined approach to ensure that students are able to access the curriculum, there is no doubt that some students will have been negatively impacted by the disruptions. Our plan is to spend the Catch-Up Premium fund to ensure that a range of strategies are in place to support students across all year groups, and those who have been identified to have missed learning are given the most appropriate support. The Catch-Up Premium will be reviewed and monitored by the Governing Body throughout the academic year and beyond.

Our overarching Catch-Up Strategy Aims are in line with those set out by the DfE, with clear curriculum expectations, to ensure that all students – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year. Irrespective of remote or in school learning, high quality education is not optional.

PRIORITY 1	To review the curriculum (without narrowing) in each subject and provide structured opportunities for students to catch up on any identified gaps in learning as a result of disruptions caused by Coronavirus (without impact on current learning), as well as providing resources and opportunities to enrich the curriculum and students' cultural capital.
PRIORITY 2	To provide support for students to overcome barriers in accessing education during periods of lockdown or isolation (and recovery period), including the provision of equipment and training to access online resources and platform used for online teaching, and support for emotional and mental wellbeing for all, but with particular focus on the disadvantage and most vulnerable students.
PRIORITY 3	To further strengthen Quality of Education by providing targeted training on teaching and learning strategies (both in classroom and remotely), by ensuring that teachers are able to effectively address the learning gaps, as well as providing the necessary support for students.

**BARRIERS TO LEARNING THESE PRIORITIES ADDRESS
(Identified in September 2020)**

PRIORITY 1	<ul style="list-style-type: none"> • New Year 7 intake transitioning into secondary school following virtual inductions • Gaps in skills and knowledge from missed year 6 learning of new Year 7 intake • Gaps in skills and knowledge that hinder students in all key stages in accessing the full curriculum, make progress and be prepared for next steps, as identified
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	<p>by each Head of Department following analysis of Term 1 Assessments (in September 2020)</p> <ul style="list-style-type: none"> The period of lockdown (from March 2020), where students' routines are interrupted and online resources are provided, has resulted to some students' lack of/ reduced engagement to their learning (in spite of efforts by the teachers and pastoral teams to communicate to students and parents to encourage engagement, as well as weekly bulletins) Gaps in 'careers and further education' advice and guidance Extra-curricular, enrichment activities and trips had to be postponed due to health and safety guidance 	
<p>PRIORITY 2</p>	<ul style="list-style-type: none"> From a survey, we have identified students do not have full access to technology (many are sharing one laptop with siblings and parents working from home), which means these students have limited time to engage with learning Disadvantaged and most vulnerable students and their families need support in accessing online learning platform Periods of isolation and distance learning could lead to students returning to school with additional emotional and well-being needs that may hinder their ability re-engage in their learning, Ensuring our students with SEND are making social, emotional and academic progress following the lockdown period Ensuring our PP and disadvantaged students do not miss out on resources, trips and activities that enrich their Cultural Capital 	
<p>PRIORITY 3</p>	<ul style="list-style-type: none"> Ensuring teachers have the time to create resources and adapt the curriculum so they are not limited in what they are able to deliver and the level of support they can provide to each student Ensuring that training is provided to staff to enable them to make the most of blended learning, inc. providing live lessons (or providing the same resources form the lesson) to isolating students while teaching a class face-to-face. This would limit the gap in learning between the students within the same classes. Ensuring that the school has the infrastructure to be able to deliver high quality education to students isolating, and in case of further lockdowns Ensuring that teachers and support staff are able to support all students of different abilities and key groups, including G&T, mid-ability, PP, Disadvantaged, Vulnerable students, student with SEND and EAL 	
<p>PLANNED ACTIONS FOR 2020-2021</p>		
<p>PRIORITY 1</p>		
<p>ACTION</p>	<p>INTENDED IMPACT</p>	<p>BY WHEN</p>
<p>Targeted after school interventions for each subject: revision timetable organised with different sessions for different abilities and key students identified for each sessions, including PP, Disadvantaged, High/Mid/Low Prior Attainment, Students with SEND and EAL. Seating plans will be available, registers will be taken and parents will be informed.</p>	<p>Targeted students receive targeted support to address the gaps in learning.</p> <p><i>'Deploying staff effectively' has been identified in the NFER research as a building block for success when supporting disadvantaged pupils.</i></p>	<p>Revision sessions will run from Autumn Term, all through Spring and Summer Terms.</p> <p>*Impact review from assessment and data analysis (each term)</p>
<p>Saturday School and Holiday Revision Sessions</p>	<p>To ensure subjects with NEA (i.e. coursework) are given the time they may have missed for students to complete necessary work, whilst allowing them to</p>	<ul style="list-style-type: none"> Saturday Catch Up School will run from Autumn Term, all through Spring and Summer Terms

	continue to teach other units in lessons (to prepare students for exam aspects).	<ul style="list-style-type: none"> • Catch Up Sessions in October Half Term • Catch Up Sessions in February Half Term • Catch Up Sessions in Easter Break • Catch Up Sessions in May Half Term <p>*Impact review from assessment and data analysis (each term)</p>
Review of the SoW of all departments to examine gaps caused by disruptions. *All departments to create and publish adjusted curriculum maps to address gaps in learning.	Where necessary, curriculum is adapted to address the gaps in learning. The aim is not to narrow the curriculum, but to include extra scaffolding, extra focus on emotional and mental wellbeing as well as ensuring that the curriculum remains challenging with enough opportunities to support and stretch all learners.	<ul style="list-style-type: none"> • All maps completed and being implemented from Autumn 1 (2020). These are also published for parents' information. <p>*Impact review from data analysis (each term)</p>
Weeks 1 and 2 of Autumn Term: all departments assess gaps in skills and knowledge	Teachers are able to identify and address gaps in skills and knowledge of all key stages and adapt their curriculum plans and teaching to address these. Analysis of assessments also inform the departments' long term curriculum planning.	<ul style="list-style-type: none"> • Autumn 1 (first two weeks of September 2020) <p>*Impact of how effectively gaps found in these assessments are addressed will be measured against End of Unit Assessment in Autumn Term.</p>
New Year 7 Cohort: identify gaps in skills and knowledge, and ensure these are addressed to allow them to access secondary school curriculum.	Defer the setting of Year 7 students from Autumn Term to Spring Term, and organise more formative assessments in each subject to assess students' abilities and address the gaps.	<ul style="list-style-type: none"> • Formative assessments planned in the first two weeks to allow departments to assess students' skills and address the gaps in their curriculum planning. • CATS Test in Autumn 1 • End of Unit (summative) assessments are timetabled in Autumn 2 to help assess progress from first assessment and accurately set students <p>*Impact review from assessment and data analysis (each term)</p>
Additional KS4 Mock Exams organised in the Spring Term	Extra opportunity for all students to sit mock exams, especially those who may have had to isolate during the December mock season. *It'll also give teachers another opportunity to use more recent assessment for targeted interventions closer to exams.	Spring Term – February 2021
Revision and supporting materials provided in core subjects, especially for units covered during period of lock	Students to have extra resources they can take home to aid and enhance their revision. This promotes independent learning,	Revision materials to be purchased and given to students early in the year – Autumn Term – so students are able to start their revision early,

<p>down from March 2020.</p> <ul style="list-style-type: none"> • Two text guides with workbooks in English and Maths (tiered to ability) • Targeted guides for Science 	<p>and allows students to take ownership of their home revision.</p> <p><i>*Students with SEND are provided support in accessing revision materials.</i></p>	<p>and take an active role in enhancing their learning and catching up on any missed knowledge.</p>
<p>To provide specific targeted resources to subjects where the lockdown meant limited teaching opportunities (as identified in curriculum audit of departments)</p> <ul style="list-style-type: none"> • Workbooks in French, German and Spanish (tiered to ability – writing and speaking) <p>Practical resources for:</p> <ul style="list-style-type: none"> • Geography (Field Work resources) • DT • GCSE PE • Art • Enterprise BTEC • GCSE Media • Music (Composition) • Drama 	<p>Students are able to re-engage in practical subjects after a period of distance learning, targeting specific gaps in skills in each subject.</p>	<p>Materials to be purchased and given to students in Autumn 1.</p>
<p>Allocated budget for departments to create and photocopy targeted revision materials for individual students, classes and key stages- tailored to students' ability and students with SEND and EAL</p>	<p>This will allow teachers to provide high quality, targeted revision resources bespoke to individuals' needs to address precise learning gaps</p>	<p>Resources will be available throughout the year as identified by each department in their intervention and curriculum plans e.g. a support booklet for each unit in English will be given to students as they start each unit</p>
<p>Support from Key Workers and Inclusion Team for vulnerable students' wellbeing and transitional arrangement</p>	<p>This ensures vulnerable students are supported throughout the year</p>	<p>From Autumn Term</p>
<p>Wellbeing support for all students: students' emotional health is monitored by pastoral structure 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, Social Workers, Inclusion</p>	<p>Regular communication and 'well-being checks' with all students, with increased focused on disadvantaged, PP, most vulnerable and students with SEND during the period of lockdown, which will continue in the school year if they need to isolate and learn remotely</p>	<p>Impact evident in the first lockdown – all communications recorded (from tutors, heads of years, teachers, SEND department, Inclusion Department, relevant agencies, etc.), which highlights consistent support is provided to ensure all students are supported.</p>

<p>Department and SENCo</p>		<p>*Impact will continue to be monitored in case of further disruptions</p>
<p>Support for students' next steps and careers education *All year 11 students will have a meeting with careers advisor by end of Autumn Term *Application Clinic open for year 11s who need support in writing applications to colleges</p>	<p>This ensures that students are fully supported in refocussing on their future paths and next steps</p>	<p>All year 11s will have had meetings with careers advisors by end of Autumn Term Application Clinic with HoY open from Autumn 1 Careers Advisor – Autumn 1 and 2</p>
<p>In preparation for blended learning (e.g. some students isolating) or further lockdowns, *Network Manager to build and customise platform to allow live lessons (e.g. classes in each room, lesson to be calendared so timetable is followed, students taught structured lessons, ability to provide assessments remotely, etc.) If year groups are sent home, they will all follow their timetable and be taught live lessons on Teams. If only some students in a class are isolating, resources available for them to complete, but they may also join their class as teacher will be able to share the lesson/resources live on Teams</p>	<p>Building this platform will allow live teaching to enable students to follow the full curriculum and minimise gaps in learning. Keeping the school routine, including tutor time and assemblies, will also support students' wellbeing</p>	<p>Ready by Autumn 1 (from September 2020) in case of year group isolations</p>
<p>Teachers are given training on the new platforms: -July 2020 (done) -October INSET (2x) -Teacher guides and video tutorials will be created by Network Manager and made available to staff.</p>	<p>The training ensures that teachers are able to make full use of the platform e.g. effective use of LSAs in breakout rooms</p>	<p>Autumn 1 (2020) – effectiveness and impact monitored through virtual learning walks by HoDS, HoYs and SLT</p>
<p>Students are given training on the new platform: all students will be given this opportunity in tutor time *Student guides will be created and made available and accessible to students as and when they need these</p>	<p>Students will be able to access their full timetable, see their teachers and interact with their peers in live lessons, which will allow them to make the most of online learning</p>	<p>Autumn 1 (2020)</p>

<p>Short, easy to follow video tutorials on how to access specific elements will be created by Network Manager and made available to staff, students and parents (different guides, customised for each)</p>	<p>Parents will be able to support their children in accessing the lessons. They will also be able to support and monitor their engagement. *Everyone will have access to video guides at any time they may need these to ensure that they can confidently utilise the online learning platform. *Support for students with SEND, and anyone else who needs help will be provided.</p>	<p>Autumn 1 (2020)</p>
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From Review – Actual Spending **£12,000**

UPDATE FROM REVIEW (February 2021)

During the period of second lockdown, the school has had to adapt planned interventions and provide the following to ensure that our students are supported:

- Fortnightly bulletins with messages from Teaching and Learning Leads for KS3, 4 and 5, Heads of Years, sections on wellbeing, competitions, celebrating students’ work, Literacy and Reading support, updates and many more to keep students connected with their school and parents updated
- Laptops given to all Pupil Premium and Disadvantaged students to enable them to access remote learning
- Webcams given to students at home who needed them to allow them to participate and fully engage in lessons
- Webcams given to vulnerable students and children of key workers to enable them to access lessons whilst on site
- Laptops given to all teaching staff to allow them to deliver online lessons and work remotely during periods of lockdown (or if they are isolating – which allows them to teach their lessons from home e.g. pregnant staff in their third trimester)
- Laptops given to LSAs who need them to ensure that they are able to support students in online lessons
- Laptops given to social workers to allow them to provide support to students
- Staff given regular training on the functionality of Teams (linked with Teaching and Learning practices) throughout Spring Term (even during the periods of lockdown) to help them further enhance their online teaching and best practice shared throughout
- The school has created a system that allows ‘virtual learning walks’ to quality assure the lessons as well as to find excellent practice to share to staff
- Assemblies have been created using videos and spoken powerpoints, with a focus on well-being, cultural capital and maintaining the school ethos
- Pastoral structure, SEND department and relevant agencies have conducted well-being phone calls to students consistently throughout the period of remote learning
- Children of key workers and vulnerable children are taught on site; they are allocated safe spaces to learn, and they had access to technology to join their lessons. LSA supported students, and supervised by teachers

UPDATE FROM REVIEW (September 2021)

WHOLE SCHOOL INITIATIVES FOR SCHOOL YEAR 2021-2022

- Resume targeted after school catch-up sessions for key students, including students with SEND.
- Resume Saturday catch-up school and half term/holiday catch-up sessions
- National Tutoring programme for Pupil Premium and Disadvantaged students – to commence in Autumn 2 (KS3 and KS4 students – for English, Maths and Science)
- Reading with Confidence to Access the Curriculum for PP, Disadvantaged and students with identified gaps in reading progress – catch up reading interventions with identified students from English



- Reading interventions students with EAL
- Reading intervention for students with SEND
- Workshops and external speakers to promote and support careers education – for KS3 and KS4
- All year groups to have a spelling booklets with specialist vocabulary from their subjects for the current term – spelling tests in tutor time
- All year 7 students will be provided with Reading and Literacy work books for tutor time
- All students have been provided with pocket dictionary
- Software packages designed to facilitated catch up on missed learning
- Resources given to students e.g. workbooks, revision guides, access to online resources and software packages (used in a structured way as part of recovery curriculum in different departments)
- Experts in practical subjects (e.g. Artist in residence, Drama expert, Music expert) to run workshops and support students in interventions
- Theatre performances and interactive workshops in schools
- Speaking workshops for PP and G&T students
- 'Plac2Be' funding and pastoral support for students' mental wellbeing
- G&T interventions adapted to suit the needs of individual cohort and to ensure that students are challenged and supported at the same time
- EAL support and ESOL curriculum plan adapted to ensure that students in catching up on missed learning
- Staff CPD on curriculum Intent, Implementation and Impact for each subject
- Staff CPD on online platform to help ensure isolating students continue to receive quality education, alongside their peers who are receiving face-to-face lessons
- Staff CPD on inclusive classroom practices to ensure all students are supported during the recovery period
- Staff CPD on Metacognition strategies to help support students remember more in order to support them in catching up on missed learning
- Enhanced online platform created for the school to further strengthened blended learning and support students' independent learning beyond the education recovery period
- Staff and student CPD on the new online platform

READING AND LITERACY CATCH UP

Whole School

- Catch Up resource for Tutor Time and Inclusion e.g. word-based games such as Articulate
- Competitions to promote the love of reading and writing e.g. Young Writers Competition
- Author Visit and workshop
- Writing workshop for G&T students
- Expanding and developing r6 reading resources
- Digital Literacy Page (accessible to all students), with resources, announcements, support materials, competitions, etc.
- Mini Libraries and book boxes in all subject areas across the school
- Reading Intervention Programme for KS3 that assesses students' reading range, and provides interventions
- Books for reading lessons once every two weeks for KS3 students. Curriculum plan amended to ensure that whilst reading skills are supported, students are given the opportunity to enjoy reading and use reading as a means to increase cultural capital, widen their view of the world, etc. Staff and student voice are considered in selecting books.
- Reading in tutor time, once every two weeks for all (with specific reading interventions for specific students)
- Reading and Literacy Catch-Up Sessions for KS3 and KS4 students, delivered by English Teachers, with a focus on Reading and Literacy Skills. The sessions are once a week, and tiered and differentiated to different abilities, with a focus on PP and disadvantaged students (these sessions will run in Autumn Term, and impact is being evaluated through assessments and Spring Term data entry).
- All students are given School Library Cards (from Year 7) and time is arranged for them to spend some time in the Library (either in tutor time or in Reading Lesson).

- All year groups are being auto-enrolled in Merton's Libraries
- Dictionaries provided to all KS3 and 4 students, which they are encouraged to use in lessons
- G&T Morning Reading Sessions – reading texts from different cultures, exploring social, opening their minds to the wider world and enriching their cultural capital
- Reading with Confidence (access to curriculum) targeted sessions
- Disciplinary Literacy – identifying different literacy and reading skills needed in every subject and ensuring resources are available, including maps and posters, for students to access skills
- Literacy Booklets with specialist vocabulary from different subjects given to all KS3 and KS4 students for tutor time

Pupil Premium and Disadvantaged

- Scholastic book fair with vouchers provided for PP students – Autumn 1
- Reading books provided for Reading Lessons – Autumn 1
- Small group tuition given in English subject to aid any Literacy gaps – Autumn 2
- Reading with Confidence – Spring 2

SEND and EAL

- Support for struggling SEND readers are identified in Year 7 through primary transfer records and information from parents before they arrive
- All Year 7 students do the NGRT assessment and if their reading age is 10 or below, they will be invited for a reading intervention. This year, there will be further individual assessments for Years 7 and 8, leading to a tailored interventions for specific needs of individual students. The reading intervention will depend on where their reading challenges lie. There is more than one programme: Ruth Miskin (Catering to Years 7 and 8 for students with reading age below 8); Reading Comprehension Program also to support Oracy; Vocabulary groups, which will be separate groups in order to support other needs such as ASD; Reading for inference (to support students with Language deficit, could indicate EAL, cultural deficit caused by Lockdown)
- This year, the SEND team has run a further individual assessment on struggling readers in year 8 & 9. Interventions are being tailored to exactly where the area of need is for individual students
- Small, separate interventions groups to support students with specific needs such as ASD
- Tutor time reading programme for some KS3 EHCP students – twice a week
- Audio books for students to help enrich cultural capital
- Reading pens provided for identified students to help support access to curriculum,
- EAL Reading intervention for identified students - timetabled lesson. These intervention programmes also give students access to a wide range of text to help enrich their cultural capital.
- Reading clubs for students (with a focus on PP, Disadvantaged, SEND and EAL) to be run by LSA and Librarian after school (once a week)
- New Reading and Literacy resources provided to support interventions
- Programme that reads texts for identified students with EAA to help support access to curriculum
- Students will have access to a wide range of audio books to help build their cultural capital
- Staff training on Inclusive classroom from an expert SEND consultant
- Time given to staff to review their curriculum provisions for students with SEND

Projected Spending	£35,000
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DEPARTMENT INITIATIVES AND TERGETED SUPPORT FOR SCHOOL YEAR 2021-2022 (actions from Departmental Curriculum Audit of missed learning and Departmental Education Recovery Plans)

- In June 2021, departments are given time to audit and adapt curriculum plans to address any learning gaps in skills and knowledge caused by the extended periods of lockdown and year group or individual isolations in school year 2020-2021. For example: in Media Studies, curriculum has been restructured to teach the 'Online Media' unit during the remote learning period as more accessible than television where some students' bandwidth may not cope with the video streaming; in English, Year 7 curriculum has been restructured. Instead of starting with Poetry as in previous years, they begin with technical and creative writing unit which is linked to KS2 curriculum (i.e. Greek Mythology) to give them a sense of familiarity with content whilst assessing and extending their skills to target gaps in literacy skills.

- In September 2021, departments created an Education Recovery Plan for each subject, specifically identifying missed learning, actions in curriculum planning and interventions, resources needed and impact measure. From analysis of Department Education Recovery Plans, the following actions and resources are needed:
 - Practical resources for practical for some subjects who could not conduct practical aspects of their course due to lockdown e.g. orienteering in Geography
 - Catch up sessions: small groups interventions/tutoring for some subjects with coursework/practical elements; targeted PP and SEND students to support them in completing aspects of learning they could not do independently; small groups revision sessions for targeted students in EBacc subjects; one to one catch up interventions
 - Workshops and live performances to help immerse students back in the content of their studies as well as enriching their cultural capital e.g. stage play performances and Drama experts, workshops, choir expert in Music, artist in residence in Art, etc.
 - Workshops for each year group to support careers education/ work related learning, with targeted sessions for PP and disadvantaged students
 - Training for teachers in new aspects of curriculum from adaptations by exam boards or adaptations to address students' gaps in knowledge
 - Specific workbooks targeted to each ability in different subjects
 - Digital resources to help teachers support students in narrowing the gap in learning
 - Funding for PP and disadvantaged students to be able to join in educational workshops and trips to enrich their cultural capital
 - Funding for EAL students to go on trips to enrich their cultural capital
 - Whole school programme for reading intervention

SUBJECT	ACTION	INTENDED IMPACT	WHEN	ESTIMATED COST
Art	<p>Art Specialist to deliver catch up sessions</p> <p>Artist in residence to support students (including after school interventions)</p> <p>Equipment for catch up sessions</p>	<p>Students will have the space to develop specific skills missed during lockdown, particularly critical as there was limited opportunity to do practical Art activities during periods of remote learning</p>	<p>Autumn and Spring Terms</p>	<p>Sessions (inc. with Artist): £1,200</p> <p>Equipment: £1,000</p>
BTEC Enterprise/ Economics	<p>Coursework Catch Up Support and equipment, with a focus on SEND E and SEND K, PP and Disadvantaged students</p>	<p>Measure against current residuals: <i>0.38 to 1.54</i></p> <p>Students can complete NEA with no impact learning in other units. Students will have the time in lessons to prepare for exams (after missed resit due to lockdown)</p>	<p>Scheduled lunch time sessions in Autumn and Spring Terms, with particular focus on SEND and PP students</p>	<p>Support Sessions: £500</p> <p>Equipment: £500</p>

Drama	<p>Drama facilitators to support students with missed plays due to lockdown</p> <p>Live stage play to perform in school for KS3 and KS4</p>	<p>Students to gain and strengthen key skills to allow them to access future plays, more challenging drama pieces</p> <p>Opportunity to enrich cultural capital that were missed due to cancelled trips. For KS4, the performance is key in exam analysis</p>	<p>Autumn Term, one session a week with two facilitators</p>	<p>Facilitators: £600</p> <p>Performances: £1,000</p>
English	<p>Resources and sessions for 1-1/ Small groups interventions and scaffolding for KS3 and 4</p> <p>Revision Resources for KS4 for units covered during lockdown period</p> <p>Live performance and workshops of plays studied in KS4 from Globe Theatre</p>	<p>The English department aims to keep balance between supporting the students academically by providing them resources and intervention sessions, as well as re-engaging them with content and enriching the curriculum by inviting live performances of stage plays in the curriculum e.g. Macbeth and An Inspector Calls, with workshops.</p>	<p>Resources from Autumn Term</p> <p>Scheduled after school session in Autumn and Spring Terms</p>	<p>Catch Up Sessions for KS3 and 4: £1,000</p> <p>KS4 Resources: £1,428 x 3</p> <p>Performance and workshop: £800</p>
Geography	<p>Practical tools for KS3 and 4</p> <p>After School catch up Sessions for targeted students, with a focus on PP and Disadvantaged.</p> <p>Targeted revision resources</p>	<p>Catch Up sessions and resources will address gaps in skills and knowledge, ensuring that students are able to access the curriculum and make progress.</p>	<p>Resources from Autumn Term</p> <p>Scheduled after school session in Autumn and Spring Terms</p>	<p>Practical £450</p> <p>Catch Up Sessions: £1,000</p> <p>Resources: £300</p>
History	<p>Workshop for GCSE skills for Year 11 cohort (2x)</p>	<p>Students are able to revise and further develop key skills needed to succeed in the course, as well as ensuring that gaps in knowledge are addressed.</p>	<p>Autumn/ Spring Term</p>	<p>£600</p>
ICT	<p>Curriculum adapted to address gaps and missed learning and subscription for online resourcing platform will be used by teachers and individual students to enhance catch up.</p>	<p>Students are able to access the full curriculum using high quality resources to support catch-up learning.</p>	<p>Subscription to resources from Autumn Term - for year 10 and year 11 students.</p>	<p>£1,000</p>

<p>Maths</p>	<p>My Maths Workbooks for KS3 – targeted for different levels – inc. SEND</p> <p>Additional Maths Qualification Workbook for KS4</p>	<p>Students are able to access specific units impacted by the disruptions to effectively target any gaps. These workbooks complement interventions in lessons.</p>	<p>To be used from Autumn Term</p>	<p>My Maths: 5,850</p> <p>Add Maths: 780</p>
<p>Media Studies (GCSE and BTEC)</p>	<p>After School Catch Up Sessions for NEA, targeting those underperforming, PP, SEND E, SEND K</p>	<p>Students can complete NEA with no impact learning in other units. Students will have the time in lessons to prepare for exams (after missed resit due to lockdown).</p>	<p>Scheduled after school session in Autumn and Spring Terms</p>	<p>Catch Up Sessions: £1,000</p>
<p>MFL (French, German and Spanish)</p>	<p>After school catch up sessions for all key stages with workbooks tiered to ability, including vocabulary packs.</p> <p>Listening resources for KS3 (for students with low prior attainment).</p>	<p>Revision and listening resources will help bridge the missed learning gaps, and prepare students for next steps in education. Focusing on KS3 students with low prior attainment also ensures that all students are given the opportunity to access a language course in KS4 and thus pursue the EBACC pathway.</p>	<p>Resources from Autumn Term</p>	<p>Resources: £5,000 divided across 3 MFL subjects</p>
<p>Music</p>	<p>Music experts to hold musical sessions with students (KS3 and KS4) e.g. a choir group and an acapella group</p> <p>Music Technology sessions with expert – for KS3 and KS4, with particular focus on PP, Disadvantaged, SEND and underperforming students</p> <p>Recording session in a studio to help improve their 'solo' skills' for coursework.</p> <p>Subscription to Focus on Sound to enhance teaching and catch up sessions.</p>	<p>Remote learning meant students had limited exposure to live music. The sessions with experts will enrich students' cultural capital, as well as addressing gaps in skills and knowledge to allow them to access the full curriculum. The subscription to Focus in Music will give students and teachers access to a wealth of resources to support catch up.</p> <p>Recording session will ensure students who missed time in preparing for their coursework due to lockdown (Music is 60% practical) will be able to have the space and structured time to maximise their performance skills and produce high quality recordings.</p>	<p>Experts Workshops and recording session: Autumn and Spring Terms</p> <p>Subscription to resources: all year.</p>	<p>Workshops and catch up sessions: £2,000</p> <p>Recording Session: £285</p> <p>Subscription to resources: £370</p>
<p>RE</p>	<p>KS3 and KS4 Revision Booklets</p>	<p>Booklets with quizzes/ formative assessments to target and measure learning effectively.</p>	<p>Resources from Autumn Term</p>	<p>£5,000</p>

Science	<p>KS3 and KS4 Study Guides - tiered including for SEND students</p> <p>Targeted Intervention Sessions</p>	<p>Catch Up sessions and resources will address gaps in skills and knowledge, ensuring that students are able to access the curriculum and make progress.</p>	<p>Resources from Autumn Term</p>	<p>Study Guides for all key stages: £4,000</p> <p>Catch Up Sessions: £200</p>
PE	<p>Revision Materials/ Study Guides for KS4</p> <p>Early morning and after school sports clubs</p>	<p>The study guides and revision materials will help support students as they catch up on content from missed learning.</p> <p>Sports clubs are key elements in ensuring students are able to re-engage in sport for their physical and mental wellbeing after an extended period of not being able to access these.</p>	<p>Sports Clubs: from Autumn</p> <p>Revision Materials/ Study Guides: From Spring</p>	<p>Study Guides: £1000</p>
PSHE	<p>Safe & Sound and Sexual Harassment Workshop Programme</p>	<p>Workshop for topics students have missed (curriculum adjusted to ensure these are covered, but extra workshop to support catch up needed). This will ensure that students cover and fully understand all statutory topics in the subject.</p>	<p>Autumn 2</p>	<p>Workshops: £2,500</p>
Reading and Literacy	<p>Literacy and Reading Intervention Sessions for KS3 and KS4 + Confidence in Reading Intervention Sessions (with a focus on PP)</p> <p>Reading Books for Reading Lessons – based on staff and student voice.</p>	<p>Literacy, Reading and Catch Up sessions to address gaps in skills and knowledge, ensuring that students are able to access the curriculum and make progress.</p> <p>Using reading books from student and staff voice will ensure that we choose books that are interesting for students to foster the love of reading, whilst ensuring diversity and building on students' cultural capital and widening their view of the world.</p>	<p>Catch Up Sessions: Autumn 1 Spring 2</p> <p>Reading: Spring 2</p>	<p>Books: £2,000</p>

Projected Spending 44,000

UPDATE FROM REVIEW (February 2022)

PRIORITY 1

To review the curriculum (without narrowing) in each subject and provide structured opportunities for students to catch up on any identified gaps in learning as a result of disruptions caused by Coronavirus (without impact on current learning), as well as providing resources and opportunities to enrich the curriculum and students' cultural capital.

EVIDENCE OF IMPACT

- Internal data from assessments used to analyse progress in KS3 and KS4 from Summer Term to Autumn Term and Spring 1. Progress of PP, Disadvantaged, students with High Prior Attainment and those with EAL and SEND have been tracked and monitored using data from summative assessments, and impact of interventions have been evaluated



- Progress of students in targeted intervention sessions have been tracked in core subjects
- Students with SEND benefited from extra reading assessments, and more targeted interventions
- Student voice collated (from students across year groups, as well as focus key groups i.e. EAL, SEND, PP, G&T), highlighting that students feel supported throughout the remote learning and recovery period
- Students have had access to invaluable support from experts in fields to re-engage them with the curriculum, enrich their learning journey and ensure they are able to catch up on missed learning e.g. Music and Drama experts, Artist in Residence, externally organised workshops. Learning from experts has also had a positive impact on students' personal development and aspirations for their next steps
- Students' education has been enriched by trips, theatre performances in schools, workshops and sports clubs
- Students re-engaged with Careers Education by ensuring the links to careers are included in department curriculum plans, and all key stages engage in careers and apprenticeship workshops, including specific workshops for PP and Disadvantaged students

PRIORITY 2

To provide support for students to overcome barriers in accessing education during periods of lockdown or isolation (and recovery period), including the provision of equipment and training to access online resources and platform used for online teaching, and support for emotional and mental wellbeing for all, but with particular focus on the disadvantage and most vulnerable students.

EVIDENCE OF IMPACT

- Students' mental health and wellbeing have been supported continuously throughout the recovery period by the school's pastoral structure, including agencies such as Place2Be
- Students have been provided with necessarily equipment for practical subjects, which ensures that there are no barriers in students' re-engaging with practical subjects
- Students have been provided with revision materials
- Students have been provided with revision materials and access to banks of online resources and revision platforms to further support independent learning and help them catch-up on any missed content
- Enhanced online platform created for the school to further strengthen blended learning and support students' independent learning beyond the education recovery period. The School's O365 platform has been launched and resources are being built in for each department. This allows students access lessons while isolating, take ownership of revision rooms and independent learning, consistency in homework, parent updates on learning activities and homework, as well as easy access to other digital resources e.g. GCSE Pod, Adobe, Microsoft Work, etc.

PRIORITY 3

To further strengthen Quality of Education by providing targeted training on teaching and learning strategies (both in classroom and remotely), by ensuring that teachers are able to effectively address the learning gaps, as well as providing the necessary support for students.

EVIDENCE OF IMPACT

- Staff have had CPD on curriculum Intent, Implementation and Impact for each subject to enable them to effectively evaluate and adapt their curriculum; this ensures each department's curriculum is thoughtfully planned to meet the needs of all students and address any learning gaps
- Staff have had CPD on effective use of online platform to give them the confidence to ensure that isolating students continue to receive quality education, alongside their peers who are receiving face-to-face lessons
- Staff have had CPD on inclusive classroom practices to ensure all students are supported during the recovery period
- Staff have had CPD on Metacognition strategies to help support students remember more in order to support them in catching up on missed learning

FOCUS FOR SUMMER TERM 2021-2022

- Staff and student CPD on the new, enhanced online platform (O365)
- Transition to the new online platform (O365)
- School Led Tutoring Programme

- Saturday School and Holiday Revision

OVERALL IMPACT REVIEW: OUTCOMES 2022

Impact Measure	Rutlish School	National Average
Attainment 8	57.95%	-0.03
EBacc average Point Score	5.18%	46.7%

Pupil Premium

Impact Measure	Rutlish School	National Average for all students (including non-PP)
Progress 8	+0.75	-0.03
Attainment 8	52.25%	46.7%

Year 11 GCSE 2022

Subject	9-7 (Grade A*/A) Rutlish	9-7 (Grade A*A) National Average for Boys	9-4 (Grade A*/A) Rutlish	9-4 (Grade A*A) National Average for Boys
English Language	25	18	91	72
English Literature	20	18	88	72
Mathematics	34	25	89	75
Biology	63	49	100	92
Chemistry	56	49	100	93
Physics	73	52	100	94
Computer Science	55	32	98	74
French	41	26	93	73
Geography	50	26	95	70
German	18	30	91	81
History	37	25	84	68
Spanish	47	25	97	72
Art	7	15	76	71
Design Technology	32	22	89	67
Economics	23	46	93	88
Media	5	15	59	65
Music	11	41	89	80
Physical Education	18	29	86	80
Religious Education	35	26	89	70

Year 11 Vocational Courses 2022

Subject	Distinction/ Distinction* (Level 2)	Distinction* - Pass (Level 2)
BTEC Enterprise	5%	93%
BTEC Performing Arts	55%	100%
BTEC Sport	14%	100%
BTEC Media	14%	93%
OCR IMedia	9%93%	55%

Action from review: continued academic and enrichment support and targeted interventions will be provided for students in all subjects, with a particular focus on students with high prior attainment in practical subjects.