



# The Ripley Academy

## COVID-19 catch-up premium spending: summary

### SUMMARY INFORMATION

Total number of pupils 11-16:	616	Amount of catch-up premium received per pupil:	£79.22
Total catch-up premium budget 11-16:	£48,800		

### WHAT IS CATCH-UP FUNDING?

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit.

We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery.

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

## STRATEGY STATEMENT

Our school's catch-up priorities are:

- To ensure that any gaps that have opened up in terms of Knowledge, Skills and Understanding through the impact of Coronavirus restrictions are identified
- To ensure that those gaps are closed through targeted and effective intervention.
- To identify and support students whose progress has been adversely affected by the impact of Coronavirus restrictions

The core approaches we are implementing include enhanced staffing, diagnostic assessments, one-to-one and small group tuition both in and out of school.

The School also recognizes that students' literacy skills have been adversely affected by the impact of Coronavirus restrictions and that this is a key barrier to effective learning and progress across all subjects. As such, the school has focused on ensuring whole-school literacy is embedded across all key stages and that effective practices are put into place to support students' reading and writing development.

The overall aims of our catch-up premium strategy are

- To reduce the attainment gap between our disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

Academic barriers

A	Low levels of literacy
B	Knowledge, skills and understanding gaps in subject areas.
C	Student progress flatlining in some Year groups and in some curriculum areas
D	Low ability students' progress affected more significantly by the impact of remote learning.

## Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>Appointment of ECT in English for 2021/22 academic year.</p>	<p>Positive impact on students' literacy skills.</p>	<p>Appointment of ECT in English will create capacity for:</p> <ul style="list-style-type: none"> <li>• Enhanced in-school tutoring opportunities</li> <li>• Flexibility to create intervention groups in English at KS3 and KS4</li> <li>• Reduction in group sizes at KS4</li> <li>• Backfill opportunities to allow subject staff across the curriculum to deliver enhanced intervention through small-group withdrawal and drop-down days etc...</li> </ul>	<p>Monitoring and tracking of pupil progress in English through school data tracking.</p> <p>Feedback from pupil voice.</p> <p>Positive outcomes in GCSEs and end of year assessments</p> <p>Record of subject drop-down days and intervention initiatives, assessed against intended impact.</p> <p>Tracking of individual pupil progress of those who have received extra English tuition.</p>	<p>SRK / JTH</p>	<p>Half-termly and at end of 2021/22 academic year</p>
-----------------------------------------------------------------	------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------	--------------------------------------------------------

<p>Backfill created through appointment of ECT in English for 2021/22 academic year.</p>	<p>Current Head of English to assume responsibility for development of whole-school reading and writing initiatives.</p>	<p><b>This role will impact on all staff's classroom practice through:</b></p> <p>Dissemination of reading age scores</p> <p>Benchmarking scores and monitoring and tracking of pupil progress.</p> <p>Termly Line management with Heads of Department (Reading and Writing Focus).</p> <p>Auditing programmes of study and advising on best practice.</p> <p>Mentoring staff who need support in teaching writing</p> <p>Regular Briefings where SRK models good writing practice / tips / hints / strategies</p> <p><b>This role will impact on all students' reading and writing development through:</b></p> <p>Identification of reading opportunities within departments and use of departmental reading lists for students</p> <p>Enhanced classroom practice across the curriculum in supporting students' writing</p>	<p>CLAASROOM PRACTICE:</p> <p>Lesson Observations</p> <p>Learning walks</p> <p>Student and staff Voice</p> <p>Work Scrutiny</p> <p>PUPIL DEVELOPMENT:</p> <p>Improved pupil progress in data tracking</p> <p>Tracking of pupil reading age scores</p> <p>Examination outcomes</p> <p>Evidence in pupil work.</p>	<p>SRK</p>	<p>Line management fortnightly</p> <p>Classroom practice through half-termly QA scrutiny activities.</p> <p>Pupil Progress at data collection points.</p>
------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------

Total budgeted cost:					£33000
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Targeted tuition out of school	Pupils identified and to receive 1 to 3 tuition in areas where knowledge, skills and understanding gaps have opened up.	Need for targeted and specific intervention in those areas where there is a learning deficit.	Quality assurance of tuition programme. Tracking of pupil progress in specific identified areas	JTH	Half-Termly
Intervention within school	Positive pupil progress in identified subject areas.	Students to work in small groups in relevant subject areas where needs (KSU deficit) become apparent.	Pupil progress Teacher question level analysis Data collection Exam outcomes Line management feedback.	JTH	At each data collection point
Employment of TA initially on 7 hours per week, increased to 19.50 hours on Fixed Term Contract to 31.08.2021	Support for LPA Students and Students with SEND with particular focus at KS3	In-class support for pupils to ensure Progress gap is narrowed, with particular focus at KS3.	Pupil Progress measured through internal assessments and data. Sample of targeted LPA / SEND Work and Books showing positive pupil progress.	LCH	First KS3 data collection in 2021/2 Academic Year
Total budgeted cost:					£15800

