Coronavirus (Covid-19) Catch-Up Plan

Ruislip High School

Summary information				
School	Ruislip High School			
Academic Year	2020-21	**Total Catch-Up Premium**	£74 320	**Number of pupils (at October census)**	1165

Guidance

Students 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. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year.

Use of Funds

Ruislip High School's aim is to teach an ambitious and broad curriculum whilst following DfE guidance on social distancing in schools. Teachers have assessed the students' learning that took place between March 2020 and September 2020 and have redesigned schemes of work to address areas either missed or poorly learned during the period of lockdown. Reading assessments have been carried out within all year groups in order to assess whether students' reading skills have deteriorated during lockdown.

There is a whole-school focus on challenge for the academic year 2020-21, particularly focusing on student's literacy (creating beautiful sentences), retrieval of what has been taught previously, including remotely, and connecting that knowledge with what is being taught in the lesson (retrieve and connect), and furthering students' knowledge beyond the classroom (seek to know more) through effective homework, remote learning and extension work.

As both students' and teachers' use of technology have improved during the last nine months it has been easier to set work for students who are absent from school either because they have COVID or are self-isolating. However, it is challenging to balance providing effective remote education and teacher workload. Where whole classes are isolating, teachers have been able to use technology such as Zoom for live lessons or Loom to create video resources. Where individuals and small groups are self-isolating, teachers are setting work via Google Classroom which may include videos. Resources are also on the main school website which link to external agencies such as BBC Bitesize. Students complete a remote learning log when they are self-isolating and this is shared with the form tutor weekly and at the end of the self-isolation period. Tutors contact home where the remote learning log is not received in order to notify parents/guardians that work is not being completed and to

offer support to families.

Identified impact of lockdown	
Years 7 to 11 Curriculum subjects	Specific content, including whole units of work, have been missed, leading to gaps in learning and stalled sequencing of concepts. Whilst students were set work during the summer 2020 lockdown period, live remote teaching was not used a lot during this period. (Remote teaching is now much more commonplace for students absent from school due to self-isolation.) A substantial number of students found learning online to be challenging and difficult to access for reasons including poor access to technology, an insufficient learning environment at home and, although some excellent online programmes were used, the lack of direct input from the teacher. In addition students studying courses involving coursework have fallen behind significantly. Subject-related trips have not taken place resulting in students missing valuable aspects of subjects, and visiting speakers who give additional crucial dimensions to subjects have not been allowed.
Tutor time	Tutor time is an integral part of the Ruislip High curriculum. It provides an opportunity for teachers to address general issues which may have arisen during the lockdown period. During tutor time students work on the Golden Thread (literacy development), assemblies are presented by Heads of Year and the Senior Leadership Team, and tutorials are taught, designed to improve students' resilience, independence and love of learning.
Pastoral support	The pastoral team is very aware that a number of students' mental wellbeing has deteriorated during the lockdown period. The school employs two pastoral members of staff as well as a mentor, all of whom regularly meet with those students who have been identified as being vulnerable.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)					
i. Teaching and whole-school strategies					
Chosen approach and anticipated cost	**Impact measure**	**Impact (once reviewed)** **Green=strong impact** **Amber=some impact (additional comments provided)** **Red=limited impact (additional comments provided)**	**Staff lead**	**Review date**	**Cost**
Transition Support: • Mentoring support for students who are dealing with mental health issues due to the lockdown period (bereavement, financial hardship, for example) • Academic mentoring for students who have fallen substantially behind in their progress (additional staff member to be appointed) • Core Kick Start: this programme has been running for several years and is extremely effective in aiding the transition from year 6 to year 7. Due to the lockdown period students started the sessions in Year 7 (as opposed to the summer term of Year 6). The programme involves six sessions of literacy and/or numeracy depending on the students' needs and is run by specialist subject teachers	Students with mental health issues are monitored regularly; feedback from the students, staff (and in some cases, parents) will be used to measure the impact of the support Assessment data will be used to measure whether the gap in students' learning has been reduced as well as subject teacher feedback. Students are assessed at the start and end of the block of sessions and qualitative feedback is also gathered from the students and their parents.	• Feedback from stakeholders was positive about pastoral support (surveys undertaken January and July 2021) • Further support will be budgeted for including mentoring and a school counsellor • Targeted academic support was implemented but further support will be required for 2021-22 • Core Kick Start ran through an adapted programme that involved students and not parents	SDA	Feb 2021	£16 000 £12 000 £1 600

Supporting great teaching: • Our professional development schedule will be tailored to support staff to improve their teaching to fill the gaps that may have arisen due to the Covid crisis • Additional staff training on reading strategies including staff working on this in phases • Staff supported to adjust to organisational and logistical aspects of school life • The National College website subscription purchased to offer staff opportunity to pursue own development needs	Teachers will feel more confident in judging whether they are narrowing the gap in students' learning. Staff will have been trained on strategies to help students improve their reading skills. Ebooks have been ordered and all students will have access to this. Staff to feel supported in the adjustment to organisational and logistical aspects of school life. Line managers will feedback. Staff to feedback on whether they found the opportunity to pursue their own development needs useful.		SDA	Feb 2021	£140 £1000
Teaching assessment and feedback • Reading tests for all Year 7 students • Reading tests for students identified by English teachers for Year 8, 9 and 10 students • Baseline assessments carried out early in Autumn 1 to assess gaps in all subjects. Data closely analysed and used to inform whole class teaching and targeted interventions.	Reading tests to have been carried out and data shared with relevant staff. Staff to have data from autumn assessments which they are using to plan future lessons. Line managers to feedback.				£1500
			Total budgeted cost		**£ 32240**

ii. Targeted approaches					
Chosen action/approach	**Impact measure**	**Impact (once reviewed)**	**Staff lead**	**Review date**	**Cost**
One-to-one and small group tuition • Additional daily 1:1 interventions for reading/comprehension/writing • Small group interventions take place daily to target identified gaps • MyTutor online learning for students who currently below target • In class support in the mornings including pre and over teaching • Personalised planning for identified children	One-to-one interventions to be timetabled and taking place. Small group interventions to be timetabled and taking place. Attendance at MyTutor sessions to be over 95% and both students and staff to observe improvement in those subjects. Teaching assistants to support (socially and academically) individual students / pairs /	• One-to-one and small group interventions took place, including TA support for students but further monitoring of the impact of this is required • Attendance at MyTutor was high for one-to-one sessions but lower for three-to-one sessions.	SDA		£1800 £5000

Chosen action/approach	Impact measure	Impact (once reviewed)	Staff lead	Review date?	Cost
small groups in order to enable their participation in mainstream lessons					
Intervention programme ● All interventions targeted towards gaps in learning utilising a range of resources including external literacy and numeracy tutors, MyTutor (an online teaching resource), after-school study clubs in all year groups	Subject teachers to observe improvement in the learning of students; students to feedback that the sessions have been helpful.	● All interventions were targeted and study clubs ran in all year groups but the impact is hard to measure due to the second period of school closure in January-March 2021 and the number of students self-isolating in the summer term.			£5,000
Extended school time ● SEN students to have additional support sessions before school ● MyTutor sessions for students below target ● SamLearning (online programme) for students needing to catch up - offers effective differentiated material and can be used in class / at home	Students and staff to have data to show that the sessions have increased progress; qualitative data to support this.	● MyTutor sessions ran and were effective where attendance was high ● SamLearning was offered but had only limited impact and will not be renewed ● SEN students require further, targeted support outside of the school day			£5,000
			Total budgeted cost		**£16,800**

ii.	**Wider Strategies**				
Chosen action/approach	**Impact measure**	**Impact (once reviewed)**	**Staff lead**	**Review date?**	**Cost**
Attendance: Supporting parents and guardians ● Regular and supportive communications with parents via weekly/fortnightly updates ● Regular communication with targeted parents re attendance ● Regular phone calls made to identified parents as needed	Regular Headteacher updates to parents Heads of Year and Assistant Heads of Year to have documented evidence of phone calls which parents feedback are helpful				
Access to technology ● Additional chrome books purchased for students studying at home ● Students trained on google classroom	Chromebooks purchased Students confident in how to use Google Classroom - communication between students and staff evident				£13,280

Other • A member of SLT working one day/week to oversee catch up and intervention - implementation, monitoring and quality assurance	All interventions to be running smoothly and all staff to be aware of how to access interventions, who the interventions are for and how the impact will be measured.	• The school has now purchased provision map software which will ensure that interventions are monitored and quality assured, and that all staff are aware of interventions for individual students			£12000
			Total budgeted cost		**£25,280**
			Total Cost		**£74,320**
			Contribution from Pupil Premium Grant and School Budget		

Impact review
The strategies used have been RAG rated according to the following criteria: Red - limited impact   Amber - some impact   Green - strong impact   Where strategies have had limited or some impact, further information has been provided.
Impact on attendance
The attendance percentage for the academic year 2020-21 was 93.99%. Whilst this is below school expectations, the national average attendance figure for secondary schools in autumn term 2020 was between 80-85%. The fact that our figure is higher is an indicator of success of a number of our strategies.
Impact on behaviour for learning
Whilst it is challenging to compare behaviour data in these terms, particularly as systems changed during remote learning, the school has seen the number of reward wheels given to students increase by 23% compared with the academic year 2019-20, which suggests that the strategies helped to improve students' engagement in lessons.
Impact on progress
As examinations were cancelled in 2021, accountability measures are not being published. However, 93% of Year 11 parents felt that their child made good progress in the academic year 2020-21.
Overall impact
The collation of the evidence suggests that a number of strategies have been successful and these will be continued as appropriate. Other strategies will be adapted as

detailed above.