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University Schools Trust

the constellation



**Royal Greenwich**

Trust School

**Catch Up Funding Strategy**

**2020-2021**

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## Universal Catch Up Funding Strategy

During the Covid-19 pandemic, the Department for Education announced: “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... 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.”

The strategy below outlines the proposed method of spending for the school’s allocation of the universal catch-up fund, referring to the Education Endowment Fund’s ‘Covid-19 Support Guide for Schools’, which was designed to help teachers and school leaders support their pupils effectively. It summarises support strategies that school leaders may consider including as part of their response to the pandemic. The EEF guide breaks down the different recommended strategies into three key areas:

- Teaching and whole-school strategies
  - o Supporting great teaching
  - o Student assessment and feedback
  - o Transition support
- Targeted approaches
  - o One to one and small group tuition
  - o Intervention programmes
  - o Extended school time
- Wider strategies
  - o Supporting parents and carers
  - o Access to technology

In developing our school’s strategies, we have followed this categorisation also.

1. Summary Information					
<b>Academic Year</b>	2020/21	<b>Catch Up Strategy led by</b>	Fariyah Alam, Deputy Headteacher for Teaching and Learning	<b>Internal review date</b>	April 2021
<b>Universal Catch Up Funding Allocation</b>	£35,760	<b>Post 16 Catch Up Funding Allocation</b>	£37,455	<b>Number of students on roll</b>	758

## Our Approach

Here at RGTS, we recognise that the catch-up funding allows us as a school to set a focus on supporting students in their return to school and strategically address the gaps in their learning and development that may have occurred as a result of missing school for extended periods due to the pandemic.

This is at the heart of the school's vision to provide transformational educational opportunities for all students regardless of their background and is what unites us as a family of schools within the University Schools Trust.

The funding received is allocated to interventions that are research informed and evidence led, using the Education Endowment Foundation's Covid-19 support guide for schools and its Toolkit for Schools to ensure that all funds are deployed in the most effective manner.

As a school, we adopt a tiered approach to spending that can be grouped into three broad categories:

1. Teaching and whole school strategies – We spend a portion of the funding on improving teaching. This is to ensure that an effective teacher is in front of every class and that every teacher is supported in improving their practice that will lead to excellent outcomes for students.
2. Targeted approaches – We spend a portion of the funding on targeted academic support, identifying students who are not making good progress across the spectrum of achievement.
3. Wider Strategies – we spend a portion of the funding on strategies that relate to the most significant non-academic barriers to success in school: attendance, behaviour and social and emotional support. This is in response to the needs of the students within our local community.

By adopting this tiered approach, we are able to focus on strategies that are likely to make the biggest difference.

## Teaching and Whole School Strategies

### a. Teaching and whole school strategies

Desired Impact	Targeted pupil cohort	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Identify students' abilities and learning needs in order to provide teachers with comprehensive data that will inform	Year 7 and 8	Conduct Cognitive Ability Testing (CATs) for students in Year 7 and 8 allow the school to have a full diagnostic of students' abilities upon entry after a period of lockdown.	The EEF Covid Guide states: "Assessment can help teachers determine how to most effectively support their pupils. Every pupil will	Quality assurance of teaching and learning: learning walks, book	FAL/LTU

responsive teaching both in the classroom and remotely.			have been affected differently by Covid-19”	reviews, review of markbooks and RTPs	
	All students	Conduct New Group Reader Tests for all students to gain an understanding of reading ages and help teachers to plan for literacy intervention in the classroom.	“Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support.” – EEF, Covid-19 Guide for Schools		FAL/LCA
Engage all students in regular homework that allows teachers to formatively assess their learning and respond to their emerging needs in the classroom.  Parents to be engaged in their students’ progress and support students’ learning from home.	All students	Launch Satchel One platform to provide students, teachers and parents a shared online platform to set homework and use its functionality for effective assessment and feedback as part of the school’s approach to teaching and learning using the RGTS teaching principles.	“Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.” – EEF, Covid-19 Guide for Schools	Weekly review of homework completion reports, book reviews, learning walks and student voice	FAL
			<b>Breakdown of costs:</b> Cognitive Ability Testing (CATS) New Group Reader Tests (NGRT) Satchel One Platform Licence (3 year) <b>Total projected cost:</b>	 <b>£8,304</b> <b>£6422.25</b> <b>£7006.19</b> <b>£21,732.44</b>	

## Targeted Academic Support

b. Targeted academic support for the current academic year					
Desired Impact	Targeted pupil cohort	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
All students to improve their literacy skills, particularly in reading and writing to ensure that they are able to access the full curriculum and be	Students identified by reading age analysis and teacher gap assessment – particularly those with more than a 2 year gap.	Employ a member of staff to provide additional targeted academic support for students with low literacy skills, identified through ongoing gap analysis by teachers and reading age assessments	“For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills.” - EEF, Covid-19 Guide for Schools	Ongoing quality assurance of teaching and learning: observation, book review, student voice and analysis of progress and attainment data.	FAL/LTU

prepared for their next steps					
					<b>Breakdown of costs:</b> £12027.16 <b>Total projected cost:</b> £12027.16

## Wider Support

c. Wider support for the current academic year					
Desired Impact	Targeted pupil cohort	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Have the infrastructure and capacity to deliver high quality remote learning and improve our homework provision where students are required to be at home	All students	Upgrade the current infrastructure for MS teams to ensure the school can cope with a whole-school or large-scale closure.	"Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school." EEF, Covid-19 Guide for Schools	Monitor student engagement on MS Teams and provide targeted support for students who are not engaging with it fully	PMA
			<b>Breakdown of costs:</b> MS Teams Upgrade <b>Total projected cost:</b>		£2000 <b>£2000</b>

## Post-16 Catch-Up Funding

The DfE announced that “the 16 to 19 tuition fund is £96 million of one-off funding for the 2020 to 2021 academic year only. It is ring fenced funding for schools, colleges and all other 16 to 19 providers to mitigate the disruption to learning arising from coronavirus (COVID-19). The funding is being provided to support small group tuition for 16 to 19 students in English, maths, and other courses where learning has been disrupted. Providers should prioritise support for students who have not achieved a grade 4 in English and/or maths.

### Cohort Analysis

	Number of Students who achieved a Grade 3 or below in English	Number of Students who achieved a Grade 3 or below in Maths
Year 12	12	9
Year 13	9	3

### Teaching and Whole School Strategies

a. Teaching and whole school strategies					
Desired Impact	Targeted pupil cohort	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Increase attainment in English and Maths for students in the sixth form to ensure that they meet the required standard of a Grade 4 in English and Maths.	Students in Year 12 and Year 13 who have not attained their grade 4 in their KS4 exams.	Provide all students who did not gain their English/Maths GCSE at KS4 with a home learning pack of revision guides for their GCSE resits.	“Providing additional books and educational resources to families over the summer holidays, with support and guidance, may also be helpful”- EEF Guide on Covid-19	Ongoing quality assurance of teaching and learning: observation, book review, student voice and analysis of progress and attainment data.	LCA/GEF

	<b>Breakdown of costs:</b> Additional revision guides for students <b>Total projected cost:</b>	£684 <b>£684</b>
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## Targeted Academic Support

### b. Targeted academic support for the current academic year

Desired Impact	Targeted pupil cohort	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Increase attainment in English and Maths for students in the sixth form to ensure that they meet the required standard of a Grade 4 in English and Maths.	Students in Year 12 and Year 13 who have not attained their grade 4 in their KS4 exams.	Recruitment of two academic mentors from January 2021 to support with additional intervention in English and Maths.	“There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy” - EEF Guide on Covid-19	Ongoing quality assurance of teaching and learning: observation, book review, student voice and analysis of progress and attainment data.	FAL
		Agency tutors to be sourced as required in the lead up to Key Stage 5 examinations. These will be selected based on emerging needs for students who are eligible for catch-up funding.			FAL
			<b>Breakdown of costs:</b> On Costs for 2 Academic Mentors (£2,800 per mentor) Costs for engaging tutors for post—16 provision <b>Total projected cost:</b>		£5,600 £31,171 <b>£36,771</b>

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