

Covid catch-up plan KS3 and KS4 – overview 2020-21

Objective: to 'directly tackle the impact of lost teaching time' (DfE 19th June 2020).

Additional budget allocated to RPS: £79,840 received from additional government catch-up funding. Additional contribution of £10,000 from the Pupil Premium budget. **TOTAL: £89,840**

Time window: 2020-21 academic year – beginning in half-term 2

Key initiatives:

Initiative	Summary	Budget allocated
Study enrichment	<p>Targeted group sessions delivered by teaching staff. Focus on skills/knowledge gaps and on exam specific materials.</p> <p>Existing model to be brought forward in the calendar, expected start in HT 2.</p> <p>Y11 and Y13 students.</p> <p>Combination of virtual and face to face learning environments.</p>	No cost
Academic tutoring	<p>One to one and small group sessions offered from online providers, including discounts from the NTP.</p> <p>This will be focused on core subjects only, and weighted more towards those in exam years. Although disadvantaged students in all year groups will benefit.</p>	<ol style="list-style-type: none">1. 60 year 11 students receiving one to one from MyTutors (£13200) – January 20212. 60 Y7-Y10 students receiving one to one from MyTutors (£13200) – date tbc3. 60 Y7-10 students receiving one to three from MyTutors (£3375) – date tbc <p>TOTAL COST: £29775 + £1931 for additional administrator hours</p>
Strong pastoral support and counselling	Increased hours for the school counsellor to cope with any additional demand from students and staff, this is combined with strong pastoral care to ensure that students (and staff) are cared for.	Counsellor additional hours: £16139
Access to technology	<p>Chromebook/other technology package to all Y7 and Y8 is in process.</p> <p>Ensure all can access this, including Pupil Premium and those in particular financial hardship.</p> <p>All students audited as to what they have access to at home, any disadvantaged student who does</p>	<p>30 chromebooks ordered at total cost of £7863.</p> <p>4 laptops are also available free of charge from the government scheme, which can be accessed in the event of students being asked to isolate at home.</p> <p>Contribution to ensure all staff have access to chromebooks, to enable</p>

	not have sole access to a laptop (or similar device) has been loaned a chromebook.	high quality remote learning: £10,000 TOTAL COST: £17863
Study support materials	1 study/work book (or other similar resource) per subject at KS4 (both Y10 and Y11). This will be used in a specific programme of study as advised by the head of each subject (i.e. grade targeted 12 week workbooks for maths students, based on mock exam results).	Approximately £5.50 per resource, per student, TOTAL COST: £18500
Staff CPD	An ongoing programme of CPD for staff to ensure they are able to deliver a high quality curriculum effectively, via remote learning Strong middle leadership using time allocated in twilight INSET, to deliver subject specific CPD to teaching staff. This focuses on the deliver of a reformed curriculum, adapted in light of lost learning and modified exam board specifications.	Delivered in house therefore no immediate cost.
Adjusted curriculum delivery	Individual subject areas have evaluated the impact of the Covid-19 pandemic on the delivery of their curriculum and made adjustments to rectify and gaps in learning. These include a modified curriculum map for affected year groups as well as specific teaching tools interleaved into curriculum delivery. Practical subjects have made curriculum modifications to offset this specifically, as it would not have been possible to deliver this aspect of their curriculum during remote education.	No cost.
Summer School	1 week summer school open to all incoming Y7 students. Any untaken places will be offered to existing Y7 students. The aims of the week are to support academic catchup, social catchup, and to facilitate primary to secondary transfer. More detail on the specific activities involved are detailed elsewhere in a separate document on the website. This was delivered by a third party, TeachUs camps.	Separate funding source, outside of this Catch-up fund.
TOTAL		£84208

Evaluation:

Due to the wide range of interventions utilised during this academic year, it can be difficult to make specific evaluations on each, but where possible we will be as distinguished as possible and use this to form conclusions and recommendations moving forward. The interventions deployed varied from improved access to technology, revised curriculum mapping, specific academic interventions, and pastoral support to improve student attendance and wellbeing.

In years 10 and 11, achievement is measured in whole GCSE grades. We would expect a positive figure here in any given year, showing the students have improved their attainment. The table below shows that achievement did improve during the 2020-21 academic year, and at a very similar pace to that of a typical non-Covid-19 year (as shown in 2018-19).

In years 7-9, achievement is measured in basebands. Our assessment model in these years is such that students would stay on the same baseband throughout the year to be making expected academic progress, so a positive value here means that students progressed above the expected rate during the 2020-21 academic year. In the table below, these figures are lower in some cases, and higher in others when compared to 2018-19.

The following change in achievement was measured across the academic year, compared to what was the case in the year 2018-19 (most recent pre-Covid-19 academic year):

School year group	Change in academic achievement in 2020-21 (whole grades)	Change in academic achievement in 2018-19, pre Covid-19, as a comparison
11	+1.03	+1.15
10	+0.10	+0.09
School year group	Change in academic achievement (basebands)	Change in academic achievement in 2018-19, pre Covid-19, as a comparison
9	+0.05	+0.30
8	+0.10	+0.26
7	+0.09	+0.02

These figures conclude that despite the impacts of the Covid-19 pandemic, our students typically made the same academic progress as in previous years. This suggests that the strategies outlined in the Covid catchup plan above have been successful in helping students to maintain academic progress despite the loss of face to face teaching time caused by the pandemic.

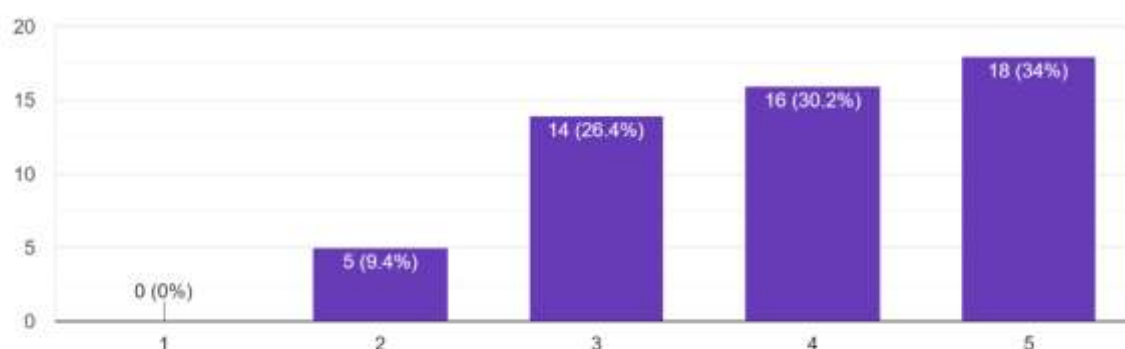
Further analysis of the one to one and one to three tutoring reveals that students in years 10 and 11 improved their achievement in that subject by an average of 1.25 grades over the academic year, significantly above the rest of the cohort. A previous model of one to one tutoring, delivered face to face by tutors recruited directly by the school, was successful in improving grades by an average of 1.5 (2017-18 academic year) – therefore we will be using this model moving forward into the 2021-22 academic year.

Pastoral interventions, such as an increase in the use of the school counsellor, are more difficult to evaluate. This is due to the individual nature of each student involved and the limited tangible evidence to analyse. A review of the students subject to counselling sessions does suggest improved patterns of attendance and improved report of wellbeing in many cases.

A student evaluation of the summer school revealed the following:

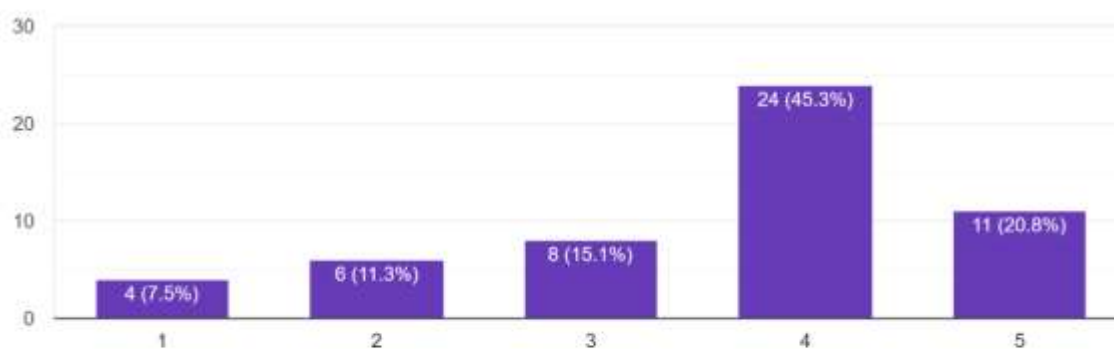
How much did the summer school allow you to meet new students?

53 responses



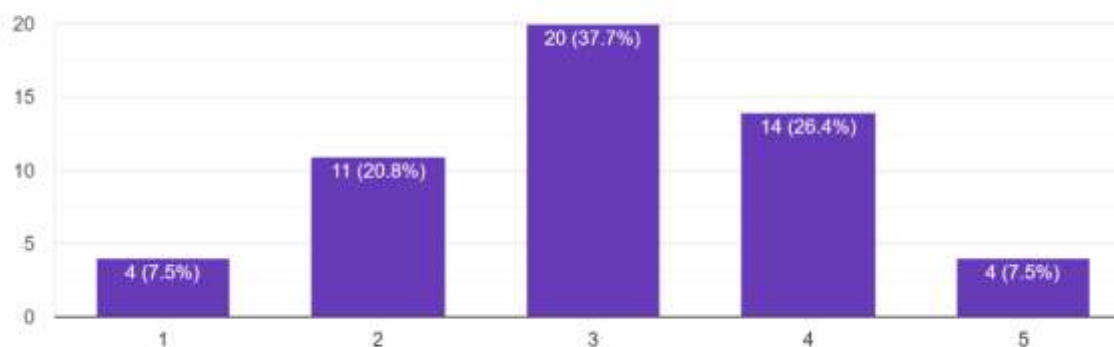
How much did the summer school allow you to familiarise yourself with the Roundwood Park School environment (the site and classrooms etc)?

53 responses



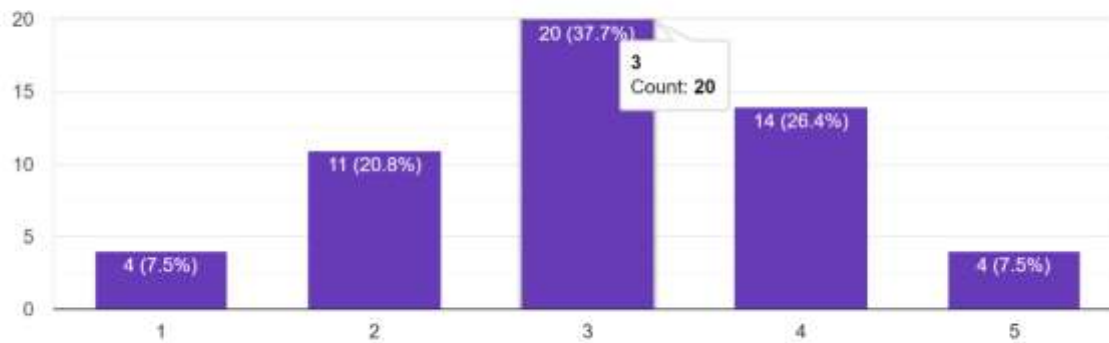
How much did you learn during the week?

53 responses



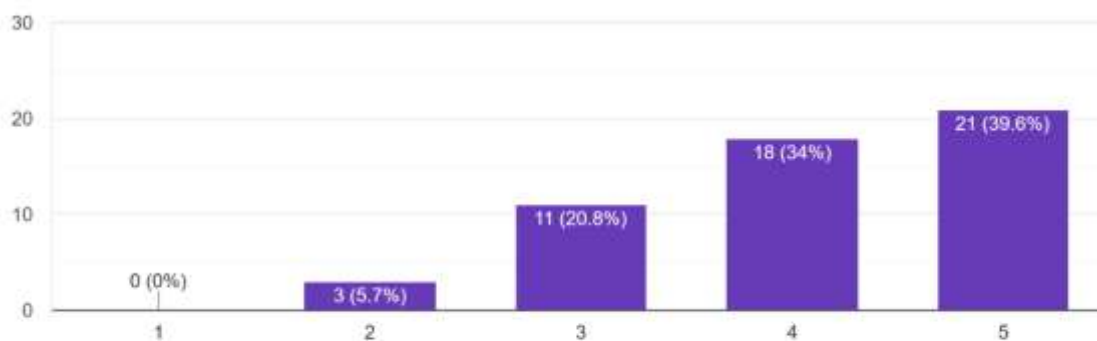
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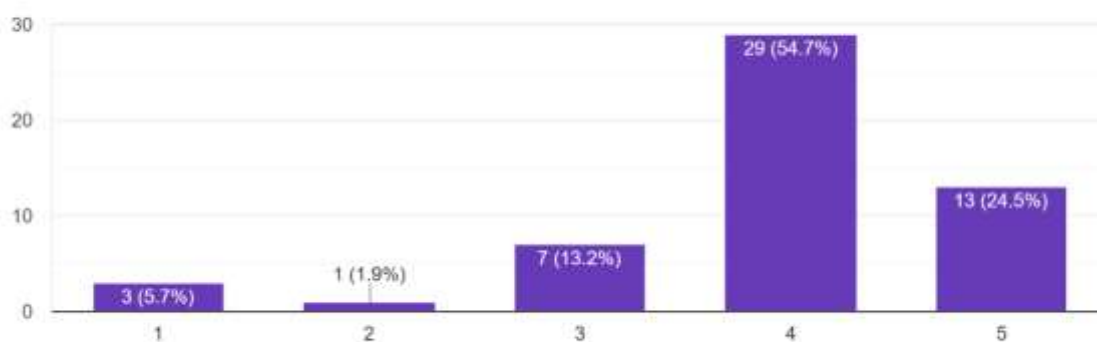
How much socialising did you do during the week?

53 responses



How much did you enjoy the week?

53 responses



Overall there was positive feedback, suggesting the week achieved the aims. Certain factors resulted in lower scores in some areas, some of which could not be avoided – these included that only part of the school site was usable due to capital building works, not all staff were from Roundwood Park School, and groups were formed by ensuring students were put with others from the same primary school. Should we be in a position to run this sort of initiative again, we would consider delivering this in-house rather than through an external organisation.