

COVID-19 Catch-up & Recovery Spending

Overview

Ringwood School- an 11-18 school with 1550 students.

Funding available from 2021/22 onwards:

	£'000
a. Remaining catch up funding 2020/21	59
b. 2021-22 Tuition funding	20
c. Recovery premium funding	24

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STRATEGY STATEMENT

We are focusing our catch up premium on:

- Providing extra support to back fill learning gaps that students have, following the period of school closure, specifically for exam classes and especially for those in disadvantaged groups or those in the sixth form with low GCSE grades.
- Provide extra support to students around pastoral care and safeguarding where demand has risen because of the pandemic.
- Providing on going remote learning support in order that students who are Covid positive and miss a number of school days do not continue to fall behind in the academic year 2021/22 as we will offer the full curriculum through this period. This is supported by a Remote Learning Tutor.
- Continuing to provide additional Literacy support to help students in KS3 catch up where their competency in literacy has not progressed through the school closure period.
- Providing numeracy support to help students in KS3 catch up where their competency in numeracy has not progressed through disruption to schooling.

Planned expenditure for current academic year- 2021/22

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?
Where students do not look on track to meet target grades and the teacher does not think that normal provision alone will get them there, extra small group sessions put on to cover missed material and exam technique missed by disruption to education since the beginning of the exam course in	To ensure student understanding of knowledge, skills and understanding required for success in their course to mitigate against school closure in 2020/1 or periods of isolation and remote learning.	Need identified through assessments and tracking through the Autumn Term by the teacher.	Monitored through teacher and subject leader.	Subject leader (and RHW oversight)	Outcomes monitored at the end of each intervention

2020/1. Priority for disadvantaged students.					
Where students look at serious risk of underachievement and the teacher does not think that normal provision alone will get them there, 1 to 1 sessions put on to cover missed material and exam technique missed by disruption to education since the beginning of the exam course in 2020/1. Priority for disadvantaged students.	To ensure student understanding of knowledge, skills and understanding required for success in their course to mitigate against school closure in 2020/1 or periods of isolation and remote learning.	Need identified through assessments and tracking through the Autumn Term by the teacher.	Monitored through teacher and subject leader.	Subject leader (and RHW oversight)	Outcomes monitored at the end of each intervention
To continue to fund a Remote Learning Tutor to support teachers setting/ delivering remote learning and to support students during a period of isolation and upon return to school.	Support for staff and students.	Teacher and student wellbeing and workload	Line management of the tutor	CBH	Will review at end of the school year.
To continue to fund a Literacy Support Tutor to double the amount of literacy intervention we can offer to support students	To increase literacy levels to: 1. Remove gaps between reading ages and chronological ages.	Need identified in the Autumn Term through the Nfer reading tests undertaken for all main school students. Or by referral by teacher.	Monitoring of outcomes.	CBH	Outcomes monitored at the end of each intervention.

whose literacy levels have decline during a period of disruption to normal school.	2. Increase ability to sustain a piece of extended writing.				
To appoint a Numeracy Support Tutor to provide numeracy intervention for students whose numeracy levels are low following disruption to education over the last two academic years.	To support the maths curriculum by liaising with the teacher to understand misconceptions in maths that are impeding progression in the subject.	Need identified by maths teachers, working with Numeracy Support Tutor.	Monitoring of outcomes.	CBH and EMR	Reviewed after each intervention, and more globally, after Progress Checks in Summer Term.
Discrete teaching of Yr13 study and exam skills and NEA support. Students with low GCSE grades upon entry are a priority.	To give students knowledge and to build confidence and self-esteem in the absence of formal Yr11 GCSE exams. To reflect changes to the NEA.	Need identified through GCSE performance and observation. Also driven by changed requirements for NEA.	Monitored through the Sixth Form Leadership Team.	AWA	Outcomes monitored at the end of each intervention
The purchase of revision guides and support materials for identified students in exam groups, with priority for disadvantaged students	To give students notes where their notes may not be as full as normal due to school closure in 2020/1 or periods of isolation and remote learning.	Need identified through assessments through the Autumn Term by the teacher.	Monitored through teacher and subject leader.	Subject Leader	We will QA how useful students find these resources in Spring 2022.
To provide students with a creative opportunity to compensate for the	For students to experience in a short intense day the creative experience that they would have	Lindsay's sheet	Monitored through Head of Music	LHI	Student QA taken.

<p>reduced creative offer in 2020/1.</p> <p>In summer term 2021:</p> <ul style="list-style-type: none"> Year 7 Performing Arts Day Year 8 Band Day <p>In autumn term 2021</p> <ul style="list-style-type: none"> Year 8 Band Day 	<p>had if there were not restrictions.</p> <p>Feedback from students was strong and their confidence in this area grew as a result of these experiences.</p>				
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Other approaches					
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>To increase the Pastoral Support Worker team to 5 to:</p> <ol style="list-style-type: none"> Address the increased number of pastoral support needs we have seen since the start of the pandemic. Create increased capacity for the Safeguarding Team following a significant 	<p>Students (and parents) that need extra support get it, so that they can learn when in school and be successful.</p>	<p>Increased number of pastoral support requests and Safeguarding referrals compared with 2020/1.</p>	<p>The new member of the team will be inducted and the rota will provide extra capacity where it is needed.</p>	<p>HJO/CBH</p>	<p>We will QA how we are best meeting need in Spring 2022.</p>

increase in referrals post pandemic.					
To put on a Team Building Transition event that would help teambuilding in place of the usual residential and would familiarise students with their tutor groups and houses as a summer term Transition Day would have done.	Students feel confident upon joining secondary school	Based on an analysis of Year 2020/1 whose lack of transition showed in behavioural incidents and pastoral needs.	Use of an external company to ensure high quality nature of the activities.	MM- Head of Year 7 HJO- Assistant Headteacher, Pastoral.	At the end of the Autumn Term. Incidents for this year group vs Year 7 2020.

				Forecast cost of all catch up activity	At least £103k (ie in line with funding available)
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ADDITIONAL INFORMATION

We have based our decisions on where to direct the Covid recovery funding on the following key things: .

- Other than exam students, the focus is on equipping students with skills (literacy skills predominantly, followed by numeracy) rather than missed content. We will track the impact of this through exam outcomes and intervention outcomes.
- We recognise that other factors maybe preventing a child to learn well. We have seen a significant increase in the demand for pastoral support (for things such as anxiety) and for safeguarding referrals, compared to before the pandemic. We are aiming to meet students' basic needs around safety (Maslow's hierarchy of need) in order that they can learn and do not fall further behind.
- For exam students we have a range of 'interventions' such as revision resources/ small group tutoring/ individual tutoring. The impact will be seen in exam outcomes.
- To have an infrastructure to support students learning remotely when they cannot be in school.
- All subjects have access to extra support for all students as we continue to run the full curriculum.