

Catch Up premium (Covid-19) strategy statement

School overview

Metric	Data
School name	The Joseph Rowntree School
Pupils in school (Y7 – Y11)	1,120
Catch Up premium funding received 20/21	£88880 (expecting £89600)
Academic year covered by statement	2020/21
Publish date	September 2020
Impact Review date	September 2021
Statement authorised by	Mr D Hewitt
Catch Up premium lead	Mr A Haigh
Governor lead	Mr P Dack

Pupil performance overview

Measure	18/19	19/20
Progress 8	0.06	0.04
Attainment 8	47.97	50.88
Percentage of Grade 5+ in English and Maths	47.4%	51.9%
% making expected progress at the end of KS3	English – 76.3% Maths – 75% Science – 69.4%	English – 57.1% Maths – 64.7% Science – 86%
Attendance	95%	94.5%

Strategy aims for pupils

Aim	Target	Target date
Progress 8	Progress at least in line with national average for all students and with 2018/19 year	September 2021
Attainment 8	At least in line with national average for all students	September 2021
Percentage of Grade 5+ in English and maths	At least in line with national average for all students and previous year	September 2021
KS3 - % making expected progress	65%+ making expected progress	September 2021
Attendance	Improve attendance to 95%+	September 2021

Supporting Great Teaching (School Improvement Plan 2.1, 2.3, 2.4)

Measure	Activity
Lead Practitioner working on the development of high-quality teaching and learning through targeted support and CPD	<ul style="list-style-type: none"> Coaching and support model in place to improve quality of teaching to Outstanding in all departments. Develop the sharing of good practice across staff.
Middle Leader Training (Pathfinder)	<ul style="list-style-type: none"> 4 newly appointed Heads of Department to undertake Middle leadership training through Pathfinder.
Barriers to learning these priorities address	Lack of consistency in standards of Teaching and Learning.
Projected spending	£0

Targeted Academic Support (School Improvement Plan 2.1)

Measure	Activity
Additional staffing in core subject areas (English/Maths/Science)	<ul style="list-style-type: none"> Staffing used to enable smaller teaching groups to give improved teacher to student ration. 1-2-1 and small group targeted intervention work in core lessons. Support Literacy use across the curriculum.
Recruitment of additional Raising Achievement TLR position	<ul style="list-style-type: none"> Increased intervention available especially in YR10 Provision of intervention sessions running before school looking at exam skills. Liaison with Heads of Department to support the logistic implementation of intervention groups. Provide mentoring and support for students behind in academic study/achievement
Intervention sessions for core subjects	<ul style="list-style-type: none"> Intervention sessions run by teaching staff and targeting specific individuals to improve readiness for exams and improve attainment.
Additional teaching delivery	<ul style="list-style-type: none"> Easter support sessions run for students requiring additional intervention and support. To facilitate after school, teacher led sessions
Barriers to learning these priorities address	Students having gaps in their knowledge and understanding following National lockdown.
Projected spending	£68466

Supporting Parents and Carers (School Improvement Plan 1.5, 2.1, 3.2-3.4, 4.1, 4.3)

Measure	Activity
Recruitment of additional Head of Year and Pastoral Manager into a new pastoral structure	<ul style="list-style-type: none"> Increased pastoral capacity to ensure regular and supportive communications with home. Combat levels of student absence. Heads of year able to implement focused targeting of academic support leading to greater engagement with learning.
Provision of revision guides and other educational resources	<ul style="list-style-type: none"> Students appropriately resourced in order to be best prepared for examinations.
Recruitment of SEMH lead (50%)	<ul style="list-style-type: none"> Increased capacity and support for students struggling with SEMH needs
Reward scheme for good attendance	<ul style="list-style-type: none"> Improve attendance for all students through use of targeted rewards
Barriers to learning these priorities address	Decreased levels of engagement in education. Decreased levels of student attendance.
Projected spending	£14056

Access to Technology (School Improvement Plan 2.3, 2.4)

Measure	Activity
Improvements in school ICT facilities	<ul style="list-style-type: none"> Provision of an additional 96 chrome books available for use across the school.
Google Team and Google Lead to develop the staff skillset with remote learning and the use of online resources (50%)	<ul style="list-style-type: none"> Clear guidance for staff on the use of google technology to ensure effective and high-quality teaching and learning. Develop the sharing of good practice across staff.
Barriers to learning these priorities address	Lack of use of modern technologies to support academic engagement and learning to build on the strengths identified in our feeder primary schools.
Projected spending	£18511.50

Transition Support (School Improvement Plan 1.5, 2.4, 3.3, 4.3)

Measure	Activity
Developed Year 6 Transition work	<ul style="list-style-type: none"> • Liaison meetings for transition embedded into the timetable for KS3 lead and YR6 teachers. • Electronic materials and online Transition day. • Engagement and Literacy resources to support with transition and link work between KS2 and KS3. • YR6 pupils given a reading book over the summer holidays, feeding into YR7 English curriculum.
Summer school 21/22	<ul style="list-style-type: none"> • Summer school targeting High need, Vulnerable and PP students. • Summer school focussing on literacy skills, communication, well-being and numeracy.
Barriers to learning these priorities address	<p>Gaps in basic numeracy and literacy skills needed in to effectively access the wider school curriculum.</p> <p>Lack of engagement with education.</p>
Projected spending	£0

Pupil Assessment and Feedback (School Improvement Plan 2.1, 2.2, 2.3)

Measure	Activity
Fund Accelerated Reader and TLR positions for Literacy and Numeracy Coordinators	<ul style="list-style-type: none"> • Improve levels of numeracy and literacy at KS3 to provide students with the skills they need to access lessons and learning activities effectively. • Assessment to identify areas of support.
CATS testing undertaken by YR7 pupils	<ul style="list-style-type: none"> • CATS testing used to identify skill gaps to ensure effective planning of Teaching and learning.
Fund Mote subscription	<ul style="list-style-type: none"> • Develop and encourage use of Mote verbal feedback system to improve the quality of feedback being given to students.
Staff CPD training with the use of SISRA	<ul style="list-style-type: none"> • SISRA CPD training offered with staff to develop skillset with data analysis to inform intervention.
Barriers to learning these priorities address	<p>Gaps in basic numeracy and literacy skills needed to effectively access the wider school curriculum.</p>
Projected spending	£1119.35

Monitoring and Implementation

Area	Challenge	Mitigating action
Supporting Great Teaching	Ensuring all teaching and learning is at least good, and that high expectations are maintained for all students.	<ul style="list-style-type: none"> • Targeted use of INSET days. • Focused use of briefings and departmental meeting time. • Development of a culture of high-quality teaching and learning, and ongoing CPD.
Targeted Academic Support	Improved engagement with learning and wider school activities.	<ul style="list-style-type: none"> • Engagement with families to promote attendance at sessions. • Wider attendance strategy.
Supporting Parents and Carers	Engaging the most difficult to reach families.	<ul style="list-style-type: none"> • Increased capacity of pastoral team • Improved communication via WEDUC.
Access to Technology	Ensuring all subject areas and pupils have access to the appropriate technology at the right time.	<ul style="list-style-type: none"> • Development of an online booking system • Resources allocated on a priority basis.
Transition Support	Ensuring that year 6 pupils who have missed a substantial amount of time in school are adequately prepared for starting secondary school.	<ul style="list-style-type: none"> • KS3 Assistant Headteacher to work closely with primary colleagues to identify those students needing additional support.
Pupil Assessment and Feedback	Ensuring that all gaps in student knowledge and understanding is identified.	<ul style="list-style-type: none"> • Online CATS testing completed during the first week of year 7.