



# COVID Catch-up Strategy Statement

From September 2020 [Updated November 2020]

## School overview

School name	Rye College
Total number of pupils in school	559
Total number of disadvantaged pupils	188
Total number of additional vulnerable pupils	98
COVID Catch-up allocation	£43,840
Publish date	September 2020
Review date	September 2021
Strategy lead	Steve Rickard

## Number of priority pupils in each year group

Year	Identified as potentially below national standard	Total Pupils	Disadvantaged	Additional Vulnerable
Year 7	20*	95	26	SEND E+K: 0+9 LAC: 1, CIN: 7 Gypsy/Roma: 3
Year 8	37	87	27	SEND E+K: 0+20 LAC: 0, CPP: 1 Gypsy/Roma: 2
Year 9		126	49	SEND E+K: 0+13 LAC: 0, CIN: 2 Gypsy/Roma: 1
Year 10		127	48	SEND E+K: 4+8 LAC: 0, CIN: 4 Gypsy/Roma: 1
Year 11		124	38	SEND E+K: 2+15 LAC: 1, CIN: 2, CP: 1 Gypsy/Roma: 1

\*Based on internal measures



## Central Goal

**“Support young people, especially the most vulnerable or those from disadvantaged backgrounds, to catch up lost learning after school closure.”**

### Teaching priorities for academic year

Priority	Action and intended impact	Spend
<b>Quality first teaching</b>	Continuing the “Quality First Teaching” initiative, raising the standards of teaching, learning and assessment (linked to Pupil Premium.)	£0
<b>NGRT reading tests</b>	<p>Ensure all Year 7 students are secondary school-ready, with literacy and numeracy skills that are in line with age-related expectations.</p> <ul style="list-style-type: none"> <li>• ReadingWise GTA tutor time intervention;</li> <li>• Aquinas Numeracy support (Dan Snow).</li> </ul> <p>All Year 7, and students who have not previously been tested, sit NGRT to identify gaps in reading skills and students who need support.</p>	<p>£0</p> <p>£0</p> <p>£3,000</p>
<b>TOTAL</b>		£3,000

### Targeted academic support for academic year (see data at end of this document)

Priority	Action and intended impact	Spend
<b>Basic curriculum</b>	<p>Ensure KS4 students, particularly disadvantaged and additional vulnerable students, close the progress gap in English and Maths, with their non-disadvantaged peers, aiming to achieve a minimum of a GCSE grade 4 in both English and Mathematics:</p> <ul style="list-style-type: none"> <li>• TP maths tuition (Y10) [Y11 ESCC Maths];</li> <li>• TP English tuition (Y10 and Y11).</li> </ul> <p>Ensure all KS3 students have Numeracy skills in line with age-related expectations.</p> <ul style="list-style-type: none"> <li>• TP maths tuition (Y9).</li> </ul>	£4,275
<b>Core curriculum</b>	<p>Ensure KS4 students, particularly disadvantaged and additional vulnerable students, close the progress gap in Science with their non-disadvantaged peers, aiming to achieve a minimum of a GCSE grade 4 in either combined or triple Science.</p> <ul style="list-style-type: none"> <li>• TP science tuition (Y10 and Y11).</li> </ul> <p>Ensure KS3 students, particularly disadvantaged and additional vulnerable students, close the progress gap in Science with their non-disadvantaged peers, with scientific knowledge and skills in line with age-related expectations.</p> <ul style="list-style-type: none"> <li>• TP science (small group) tuition (Y8).</li> </ul>	
<b>Wider curriculum</b>	<p>Ensure students, particularly disadvantaged and additional vulnerable students, close the progress gap in Humanities with their non-disadvantaged peers, with humanities knowledge and skills in line with age-related expectations.</p> <ul style="list-style-type: none"> <li>• TP humanities tuition (Years TBC).</li> </ul>	



<b>Tutoring</b>	Purchase of resources to facilitate online tutoring.	£1,000
<b>Academic Mentors</b>	On-costs associated with the recruitment of two academic mentors providing targeted support in literacy and numeracy.	£8,000
<b>TOTAL</b>		£13,275

### Wider strategies for academic year

Priority	Action and intended impact	Spend
<b>TOTAL</b>		

### Monitoring

Area	Mitigation at first review (January)	Mitigation at second review (April)
Teaching		
Targeted support		
Wider strategies		

### Summary

<b>OVERALL SPEND</b>	<b>£16,275</b>
What is the overall impact of the spending?	
How will changes be communicated with families?	
Final comments	

### Data (March 2020)

Year Group	Pupil Premium versus Non-Pupil Premium Gap (APS)			
	English	Maths	Science	Humanities
<b>11</b>	-1.24	-1.23	-2.59	-0.61
<b>10</b>	-	-0.79	-1.94	-1.1
<b>09</b>	-	-1.17	-1.47	-0.88
<b>08</b>	-	-1.5	-2.58	-0.8
<b>07</b>	-	-	-	-



## DFE Guidance (September 2020)

### Use of funds

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way. This could include, for example:

- Small group or one-to-one tuition;
- Extra teaching capacity from September.

Guidance to support the use of tuition will be published as part of wider National Tutoring Programme communications later in the summer. To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.

### National Tutoring Programme

Although all children have had their education disrupted by the COVID-19 outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. That is why, alongside the universal catch-up premium, we are launching a [£350 million National Tutoring Programme](#) to provide additional, targeted support for those children and young people who need the most help.

This will include a [5 to 16 programme](#) that will make high-quality tuition available to 5 to 16-year olds in state-funded primary and secondary schools from the second half of autumn term 2020. The programme will increase access to high-quality tuition for disadvantaged and vulnerable 5 to 16-year olds.

The programme will have 3 parts. Across both parts of the programme, tutors will be a powerful tool to support the delivery of the school's curriculum plan for the next academic year.

Schools will be able to use their catch-up premium to cover the subsidised cost of the programme.

#### 1. Tuition partners

Schools in all regions will be able to access subsidised tuition from an approved list of [tuition partners](#). These organisations - which will all be subject to quality, safeguarding and evaluation standards - will be given support and funding to reach as many disadvantaged pupils as possible.

We will be working in partnership with the EEF to deliver this part of the programme. Tutoring organisations will be invited to apply from September 2020 and the offer will be available to schools from November 2020.

#### 2. Academic mentors

Schools in the most disadvantaged areas will be supported to employ in-house academic mentors to provide small group tuition to their pupils. Teach First will be supporting the recruitment, training and placement of the first cohort of academic mentors and their salaries will be subsidised by the government. Some academic mentors will start working in schools from October half-term, with the remainder starting in spring term 2021.

Read about [academic mentors](#) including how to express interest in employing a mentor and who is eligible to apply to become one.