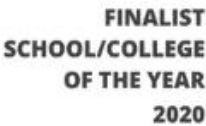




# Summary report of COVID-19 Catch-Up funding strategy at Reading School

A M Robson, Headmaster

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## Contents

Introduction .....	3
COVID-19 Catch Up Statement (July 2021).....	3
Context .....	4
Wellness, Character and Competence.....	5

## Introduction

Metric	Detail
School name	Reading School
Pupils in school	1112
Proportion of disadvantaged pupils	2.43%
COVID-19 catch-up funding allocation this academic year	£80 per student 11-16
Academic year or years covered by statement	2020-2021
Publish date	22 March 2021 (Interim Review)
Review date	July 2021
Statement authorised by	Chair of Governors Mr R Kenwick
Governor lead	Mr D Fisher

## COVID-19 Catch Up Statement (July 2021)

- We believe that successful spending relating to catch-up/recovery should lead to rising standards, the improvement in narrowing the achievement gap and the broadening of opportunities for pupils at Reading School.
- At Reading School, we believe that it is important that we consider how well we are spending our allocation of the catch-up funding and also consider how we could spend it more effectively so that achievement gaps are narrowed and indeed ultimately closed.
- Reading School is accountable for how we use the additional funding to support pupils affected by COVID-19. The Catch-Up Premium will fund staffing, activities and interventions that are designed to have a positive impact on wellness, character, competency and well as progress and attainment.
- A number of measures demonstrate that Reading School seeks to meet the needs of our students, including those relating to: Progress, Behaviour, Attendance, and Attainment.
- We have been mindful of the impact of the Lockdown relating to Schools not fully opening, from 7 January – 8 March 2021, and our viring of funding within, nor between the three tiers, is noted. This is permitted as shown in the minutes of Governors meetings in the Michaelmas Term 2020.

The funding to support recovery, including curriculum recovery, at Reading School is shaped by the EEF guidance, which suggests a 3 tiered approach.

- Quality teaching and learning
- Targeted support
- Wider Strategies

## Context

At Reading School, we believe that the COVID-19 one off catch-up funding enables a focus on priorities that are linked to our strategic priorities, operational priorities and our core values.

The one-off grant is available to all state funded schools. Our allocation is decided on a per pupil basis, providing £80 for each pupil in Years 7 to 11.

On 8 October we received £20 per student in Year 7 to Year 11.

In Spring 2021 we have received £26.67 per student.

In Summer Term 2021 we have received £33.33 per student.

Schools have the flexibility to spend their funding in the best way for their cohort and the circumstances. We have a set of priorities linked to the core school values, the Annual Operational Priorities 2020-2021 and guidance from the EEF government guidance notes suggest that the Education Endowment Foundation document is utilised to exemplify effective approaches that could be taken in relation to allocation of expenditure. It is clear from an analysis of the recommended document that need should not just be assessed against attainment criteria. For instance, 'Interventions might focus on aspects of learning such as behaviour or pupils, social or emotional needs.' This in our approach there is a focus on students' mental health and resilience. This is because we believe that if our students are better able to engage then this will, in turn, lead to recovery, progress and improved educational attainment.

Thus, our recovery principles, as shaped by the work of the Recovery Group concentrates on the following:

- Focus on wellness/Wellbeing
- Focus on developing character and socialisation
- Focus on essentials in terms of teaching, learning and professional learning

The **overall aims** of the Catch-Up premium strategy are as follows:

- To raise attainment of all students to close the gaps created by COVID-19 school closures. (Summer Term 2020 and Lent Term 2021)
- To reduce the attainment gap between vulnerable/Covid-19 disadvantaged students and their peers. (By July 2021)

Our plan to use catch-up premium focuses on the following **three** tiers:

1. Improvement of classroom practice
2. Targeted support provision
3. Whole school strategies

The COVID-19 catch up funding (2020-2021) has been spent to help ensure that all students, particularly vulnerable, disadvantaged and SEND students are given support needed to make progress by August 2021. It will enable students to receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

It has enabled the curriculum to be broad and ambitious with features such as Collections and Reading Way activities being introduced in the Michaelmas Term 2020 and Summer Term 2021. In addition, a bespoke induction programme and a new school information system has supported the socialisation and wellness of students. This is a priority because fundamentally we believe that if students are not well physically and mentally then they cannot flourish academically.

Thus, a focus on socialisation and development of character has been an important feature, supported by the Catch-Up premium funding. The Catch-Up funding premium has also been utilised to support our approach to remote education, which is increasingly integrated in to school development planning. We have made use of flexibilities to create opportunity, within the confines of the government advice relating to COVID-19 to cover the most important missed content.

Through the Collections process subjects have contributed to the filling of gaps in core knowledge. The work of the LRC has been important in emphasising the importance of reading.

Crucially, we have planned on the basis of the educational, physical and emotional needs of the students. A feature of our recovery model is a focus on wellbeing or wellness. The funding will help support our approach that recognises, with Dr Phil Cummins that

*'The new normal of schooling is based on a shared understanding of the significance of the interdependence of learning and wellness as we support each young person to flourish in this new world environment.'*

## **Wellness, Character and Competence**

Our approach to recovery and catch-up, which is compliant with our overall core values, strategic development plan 2020-2025 and Annual Operational Plan 2020-2021, helps to map connectedness of a whole education for

- **Wellness**
- **Character and**
- **Competence**

The additional funding enables us to foster the development of resilient and independent students, equipped with the adaptive expertise to survive, recover and then thrive and flourish.

Thus, our students have the opportunity to pursue a pathway to excellence and this is a developmental process of growing in character and wellbeing/wellness by gaining competencies that help our young people to **Learn, Lead and Serve**

If **character** is the way we live life

- Do we belong?
- Are we fulfilling our potential?
- Are we doing what is good?

We wrestle with both leaving a mark and measuring up.

**Competency** can be defined as the capacity to demonstrate how one has grown in character during an educational process. To know, to do, to be and to learn. The development of knowledge, skills, dispositions demonstrated in our values, and qualities and our outcomes.

**Wellness** can be considered to be how we experience health and happiness in the world. Our character is directly affected by our wellness. Thus, how well we are is very important to how we live our lives and who we are becoming through all of the social relationships and educational processes and experience of character that we experience on our pathways to excellence.

The velocity, shape and trajectory of change and contemporary challenges are designed to meet needs of internal and external contexts.

Our approach is to enhance an education for wellness, character and competency.

Through effective use of the catch-up premium we equip, empower and enable.

## 1 Quality Teaching and Learning

- Every student will have been affected by COVID-19 in different ways.
- Higher quality of teaching for all – we seek to provide time and resources, with financial cost implications and employed additional staff to enable teaching and assessment linked to learning needs including wellbeing.
- Effective assessment e.g. Collections. In September/October through the mechanism of Collections, subject-specific assessments were utilised to identify areas where students have forgotten or misunderstood key concepts.
- Assessments in English and Maths sought to identify students who would benefit from targeted /Catch-Up academic support.
- Year 11 and Year 13 students especially were provided with feedback building on the Collections assessments.
- Support remote learning
- Focus on professional development and professional learning through investment in professional learning and improved practice of our staff e.g. IBSC courses
- Increase staffing capacity and capability
- Curriculum – Investment in ensuring the curriculum is delivered to a high standard even with the disruption of COVID-19 restrictions
- Careers – support all learners but especially those who are vulnerable
- Digital/Remote learning and catch-up – access to IT to try to ensure students have access. We consider that student access to technology has been a factor affecting the effectiveness of learning at home and do not wish this to be a continued barrier.
- We target support for individual students to ensure that students from vulnerable/disadvantaged backgrounds or with appropriate need are supported with technology
- We have also ensured that staff are provided with appropriate technology to aid the delivery of quality teaching.
- Ensure that there is an effective online platform to support catch-up.
- HPQ provision at KS4.
- Use of Covid-19 catch up funds to be more specifically targeted to support T&L activities for all students that provide an opportunity to reduce the attainment gap for disadvantaged students.
- Support for further development of remote access resources – including whole school resources such as Unifrog, academic department requests for support for remote learning packages, and digital textbooks.
- Training for students and teachers to fully utilise the full functionality of MS Teams; to include small group training for students who need to catch-up
- To support allocation of funds to development of whole school teaching and learning strategies, including staffing.

<b>1.Quality of Teaching and Learning inc professional learning</b>	<b>Cost</b>	
a) Higher quality of teaching for all – we seek to provide time and resources, with financial cost implications and employed additional staff to enable teaching and assessment linked to learning needs including wellbeing.	<b>£4000</b>	
b) Effective assessment e.g. Collections. In September/October through the mechanism of Collections, subject-specific assessments were utilised to identify areas where students have forgotten or misunderstood key concepts. Assessments in English and Maths sought to identify students who would benefit from targeted /Catch-Up academic support. Year 11 and Year 13 students especially were provided with feedback building on the Collections assessments.	<b>£750</b>	
c) Digital/Remote learning and catch-up – access to IT to try to ensure students have access. We consider that student access to technology has been a factor affecting the effectiveness of learning at home and do not wish this to be a continued barrier. We will target support for individual students to ensure that students from vulnerable/disadvantaged backgrounds or with appropriate need are supported with technology	<b>£6000</b>	IT costs for laptops
d) We have also ensured that staff are provided with appropriate technology to aid the delivery of quality teaching.	<b>£2500</b>	IT costs for additional laptops
e) HPQ provision at KS4, including contribution to staffing costs of additional staffing capacity required	<b>£2500</b>	Inspire Award
f) Use of Covid-19 catch up funds to be more specifically targeted to support T&L activities for all students that provide an opportunity to reduce the attainment gap for disadvantaged students. Including, Elevate Education resources for Year 11 and examination/revision	<b>£3000</b>	£1K Invoice paid from Leadership budget
g) Training for students and teachers to include small group training for students who need to catch-up. (Including staff costs)	<b>£4000</b>	TPC
h) To support allocation of funds to development of whole school teaching and learning strategies, including staffing costs.	<b>£2000</b>	TPC
i) Leadership Development and Professional development – linked to leading in times of crisis e.g. IBSC, Circle, Schools for Tomorrow or similar provider(s)	<b>£3000</b>	SCHOOL FOR TOMORROW/CIRCLE contribution to 2020-2021 Invoices
1. Quality of teaching, Learning and Assessment sub total	<b>£27,000</b>	

## 2 Targeted academic and pastoral support

- Whilst all students needed support to transition back to school, we identified particular challenges for students in Year 7 and Year 12, including boarders, starting a new school after the disruptions caused by COVID-19.
- A bespoke Year 7 Transition/Induction programme was successfully introduced including provision from an outside provider, focusing on teambuilding, critical thinking and socialisation. Student and parent feedback have been positive regarding provision.
- An Induction programme for Boarders in all year groups included additional staffing and resources to ensure that there was heightened awareness of the changes to rules, procedures and routines.
- Small group and one-to-one support – according to the EEF there is clear evidence supporting the impact of small group tuition as an element of catch-up/recovery strategy. This was introduced as part of the Michaelmas Term Reading Way programme and also after Lockdown 3, from 8 March 2021.
- Senior Leaders and Heads of House have been allocated time to create, maintain and strengthen approaches to targeted support ( of both an academic and where appropriate pastoral nature)
- Targeted support through Student Support Team
- Academic Tutoring (including student-led tutoring and mentoring)
- Planning for students with special educational needs and disabilities
- Interventions – funds to provide Reading Way activities. As part of our strategy to support students who may have fallen behind we have introduced structured interventions.
- The focus of interventions covers many areas of the curriculum, including English. Maths and the Sciences.
- There is a focus on oral/debating skills for KS3 and also the development of research and study skills at KS4.
- Individual support including national tutoring and/or academic mentoring programme (in-house) and Reading School bespoke mentoring programme
- Focused treatment of exam technique to counteract a lack of focused revision last year. This is particularly pronounced in the new Year 12 cohort and also relevant to the current Year 11 and Year 13 cohorts.
- The Student Support Team, working in partnership with pastoral leaders also covers other aspects of learning such as behaviour and the need for socialisation and positive mental health processes and initiatives.
- Individual students provided with support in the Sixth Form as well as other sections of the school.
- Furthermore, a focus on particular groups of students; for instance, those with identified special educational needs or disabilities or vulnerable students.
- As part of the Reading Way afternoon programme and the Curriculum offer from April 2021, academic and pastoral support is offered.



<b>2. Targeted Academic and Pastoral Support</b>	<b>Cost</b>	
a) Prioritise Year 7 and Year 12 Induction -Whilst all students needed support to transition back to school, we identified particular challenges for students in Year 7 and Year 12, , starting a new school after COVID-19.	<b>£1000</b>	<b>Induction programme</b>
b) A bespoke Year 7-10 Transition/Induction programme was successfully introduced including provision from an outside provider, focusing on teambuilding, critical thinking and socialisation. Student and parent feedback have been positive regarding provision.	<b>£6000</b>	<b>TPE</b>
c) Small group and one-to-one support – according to the EEF there is clear evidence supporting the impact of small group tuition as an element of catch-up/recovery strategy. This was introduced as part of the Michaelmas Term Reading Way programme introduced in October 2020 and from 2 November. (Including staff costs)	<b>£3000</b>	<b>Mentoring</b>
d) Senior Leaders and Heads of House and pastoral staff have been allocated time to create, maintain and strengthen approaches to targeted support (of both an academic and where appropriate pastoral nature)	<b>£3000</b>	<b>Staffing</b>
e) Targeted support through Student Support Team	<b>£1000</b>	<b>Staffing costs</b>
f) Academic Tutoring (including student-led tutoring and mentoring)	<b>£3000</b>	<b>Physics/ Maths Tutoring</b>
g) Focused treatment of exam technique to counteract a lack of focused revision last year. This is relevant to the current Year 11 and Year 13 cohorts	<b>£1000</b>	
h) Although engagement was good during the school lockdown period for most students they do have gaps in their disciplinary knowledge that will need to be filled over the course of the academic year 2020-2021	<b>£1000</b>	<b>IT</b>
i) The Student Support Team, working in partnership with pastoral leaders also covers other aspects of learning such as behaviour and the need for socialisation and positive mental health processes and initiatives.	<b>£2000</b>	<b>AHT</b>
j) As part of the Reading Way afternoon programme, academic and pastoral support is offered e.g. costs associated with the delivery of the Reading Way programmes and curriculum delivery post April 2021.	<b>£4000</b>	<b>READING WAY COSTS</b>
<b>2. Targeted support sub total</b>	<b>£25000</b>	

### 3 Wider strategies

- Support students' social, emotional and behavioural needs through partnerships with outside organisations and providers where appropriate – additional support activities to support those vulnerable or in need.
- Successful implementation of approaches in challenging times
- Supporting students and their parents
- Communication with parents -Parental engagement, including supporting socially distanced parental engagement to support improvements in academic outcomes, catch-up/recovery and readiness to learn
- Address wellbeing concerns regarding anxiety and mental health following the lockdown period.

<b>3. Wider Strategies</b>	<b>Cost</b>	
a) Support students' social, emotional and behavioural needs through partnerships with outside organisations and providers where appropriate – additional support activities to support those vulnerable or in need.	<b>£3000</b>	<b>Counselling costs</b>
b) Supporting students and their parents	<b>£1000</b>	<b>Community Services</b>
c) Communication with parents -Parental engagement, including supporting socially distanced parental engagement to support improvements in academic outcomes, catch-up/recovery and readiness to learn.	<b>£1000</b>	<b>Community Services</b>
d) Address wellbeing concerns regarding anxiety and mental health following the lockdown period.	<b>£2000</b>	<b>SOMO 2020 Wellbeing costs</b>
<b>3. Wider Strategies subtotal</b>	<b>£7000</b>	