



Rawmarsh Community School COVID-19 Catch up Fund

What is the COVID-19 Catch Up Fund

The government COVID-19 catch-up premium is aimed at mitigating the impact and disruption caused by Coronavirus. The grant is available for the 2020-2021 academic year and it is the responsibility of school leaders to direct this funding. The focus should be on activities that support students to catch up for lost teaching and learning time.

To support schools to make the best use of the funding, the EEF has published a support guide:

- <https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-supportguide-for-schools1>

The Education Endowment Fund advises all schools to prioritise the following areas when directed COVID-19 catch up funding:

1. Teaching and whole-school strategies	2. Targeted and bespoke approaches	3. Wider strategies
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As a school we have identified the following priority areas within these remits:

Strategic Priority	Specific Actions
Teaching and whole-school strategies	<ul style="list-style-type: none"> • Ensuring high-quality teaching and learning for all • Effective and diagnostic assessment and feedback • Implementation of remote learning policy • Supporting remote learning for all • Focus on staff professional development
Targeted and bespoke academic support	<ul style="list-style-type: none"> • High-quality one to one and small group tuition • Targeted support through Teaching Assistants and other support staff • Academic tutoring • Planning for students with Special Educational Needs and Disabilities
Wider strategies	<ul style="list-style-type: none"> • Supporting students' social, emotional and behavioural needs • Planning carefully for adopting a Social and Emotional Learning curriculum • Communicating with and supporting parents

Academy	Rawmarsh Community School	Allocated Funding (Catch-Up)	£84,560
Number on roll (Total)	1052	Allocated funding (National Tutoring Programme)	£0
% student Premium Eligible Students	41%	Number in Sixth Form	None

Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / well-being)

B1: Literacy and numeracy skills (reading ages are below national average in Y7 & Y8 and reading programmes have not taken place since March 2020)

B2: Gaps in curriculum and Faculty Recovery Curriculums as identified by each Head of Faculty (particularly in Y11)

B3: Preparation for, and implementation of, Remote Learning Policy to support home learning (E.g. self-isolation, bubble closure, full closure)

B4: Ensuring no student is disadvantaged and can access online learning at home – access to Chromebook & dongles

B5: Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1) and catch up curriculum

B6: Ensuring our SEND students are making social, emotional and academic progress following the lockdown period

B7: Understanding T&L strategies within the 'new normal' way of teaching

B8: Gaps in 'careers and further education' advice and guidance

B9: Assessing the abilities and aptitudes of our new Year 7 intake without SATS scores (baseline assessment scores considerably lower than previous years)

B10: Improving attendance % and reducing PA for all students is a priority

B11: Well-being: Students adjusting to the new school routines and structures

B12: Well-being: Concerns around anxiety and safeguarding issues following the lockdown period

B13: Ensuring parental engagement levels are maintained during the 'virtual meeting' era

Teaching and Whole School Strategies

Actions	Intended impact	COST
<p>B10, B11 and B12 Ensure the safety of the school site in line with DFE directive:</p> <ul style="list-style-type: none"> ● Heras fencing to ensure bubble safety and separation ● Hand sanitiser locations outside all classrooms and workspaces ● PPE for all first raiders ● Face visors for all staff ● Bubble protocols 	<p>Reduce the risk of students having to self-isolate as a result of COVID-19 close contact through:</p> <ul style="list-style-type: none"> ● Ensuring year groups are separated into distinct bubbles ● Remove the risk of students crossing bubbles ● Regular and meaningful scrutiny of risk assessment ● Prioritise hygiene ● Promote catch it, bin it, kill it 	<p>£6000</p>
<p>B3, B4, B7 Directed Leadership Time - Teaching and Learning lead with overall responsibility for remote learning. Implementation of Remote Learning Policy</p>	<ul style="list-style-type: none"> ● Ensure consistency in the approach to remote/digital learning for students who aren't in school ● Set out expectations for all members of the school community with regards to remote learning ● Provide appropriate guidelines for data protection ● Ensure students are not disadvantaged through absence ● Ensure quality first teaching is consistent and embedded in the event of a school closure 	<p>£4,330</p>
<p>B1, B9 Purchase 3x NGRT and NGST tests for all students in Years 7. The 'no more marking' assessments to be completed by all Year 7 students in English</p> <p>B1, B9 Mathematics Baseline Testing for all Year 7 students.</p> <p>B9 Science Baseline Testing for all Year 7 students.</p>	<p>Assess the ability of our new Year 7 cohort, track reading ages and assess the impact of our literacy provision in order to:</p> <ul style="list-style-type: none"> ● Confirm setting of students in Year 7 ● Identify literacy cohort to be taught through MFL provision ● Assess the ongoing impact of our literacy provision <p>Assess the ability of our new Year 7 cohort in order to:</p> <ul style="list-style-type: none"> ● Set students in Year 7 Maths ● Agree target setting for Year 7 students in Maths <p>Assess the ability of our new Year 7 cohort in order to:</p> <ul style="list-style-type: none"> ● Set students in Year 7 Science ● Agree target setting for Year 7 students in Science 	<p>£2300</p>

<p>B2, B3, B4, B7 Purchase classroom visualisers for all staff in school to support face to face and remote teaching</p> <p>Purchase graphics tablets to improve the quality of remote teaching and learning</p>	<p>Allow for effective teaching and learning through:</p> <ul style="list-style-type: none"> ● Live modelling ● Effective feedback ● Promotion of scaffolding strategies. ● Sharing and annotating of exemplar material. ● Promotes inclusion in the classroom ● Helping to reduce cognitive load (reduction of redundancy effect) 	<p>£8100</p>
<p>B3, B7 Ensure all Creative Arts students are able to complete work at home. Purchasing of Art Packs for all Art and Textiles cohort.</p>	<p>This will allow students to complete portfolio work at home to the same standard as they are able to at school as they have access to quality equipment and materials.</p>	<p>£1000</p>
<p>B2, B3, B5, B7 Purchase Chromebook and trolleys to create a mobile classroom within the Year 7, 8 and Y9 zones.</p>	<p>This will mean more students have access to computers during their lessons; particularly supports subjects where computers are necessary (Business, Sport, IT)</p>	<p>£10,238.54</p>
<p>B5, B7 Maths Watch subscription & Educake (homework catch up)</p>	<p>Ensure students have access to relevant resources that enhance the remote curriculum offer.</p> <p>Through close and systematic tracking of student completion rates we can:</p> <ul style="list-style-type: none"> ● Focus on the number of questions answered correctly and time spent completing the tasks/videos. ● Monthly report produced tracking individual student success at class and school level. 	<p>£600</p>
<p>B6, B7, B10 Purchase equipment packs for all students</p>	<p>To ensure formative assessment can be used as a tool to shape the lesson</p> <ul style="list-style-type: none"> ● All students provided with a whiteboard and whiteboard pen at the start of the year. ● Teaching staff are then able to utilise AFL effectively to shape the lesson, identify misconceptions and intervene effectively. 	<p>£680</p>
<p>B2, B3, B4, B5, B7, B13 Subscriptions to support blended learning (Educake, Seneca, Hegarty Maths etc)</p> <p>Packages to support spaced and deliberate practice through low stakes quizzes and assessment.</p>	<p>To improve the monitoring and feedback provided to all cohorts during the year:</p> <ul style="list-style-type: none"> ● Faculty leaders purchase/use online learning platforms to aid blended learning ● Specific faculties use different packages such as Educake, Massolit (English) Seneca (Humanities and I.T) Hegarty Maths, Mathsbox (Maths), Exampro (Maths, Geography and Science) Musiclab.com(Music) 	<p>£2500</p>

<p>B3, B13 Photocopying budget (printing of work packs in event of a full lockdown)</p>	<p>To ensure that all students are able to access the work being delivered by teaching staff during the live lessons:</p> <ul style="list-style-type: none"> ● Faculty leaders/Teaching staff to compile paper-based resources that enable all students, irrespective of I.T issues to complete work. ● Packs delivered to students who do not have internet access or access to appropriate I.T equipment in a timely manner ● Work packs used to support students struggling with remote learning and enhance the remote learning curriculum 	<p>£1000</p>
<p>B2M B7 Specialist practical equipment for option subjects if required. For example:</p> <ul style="list-style-type: none"> ● camera and tripod to facilitate assessment in subjects (Dance, Drama, Sport) as assessed work can be recorded as evidence and feedback can be provided by staff. 	<p>This strategy will be useful for three main reasons:</p> <ul style="list-style-type: none"> ● For sharing regular best practice of COVID T&L ideas with all teachers ● For staff to record themselves and request feedback from the LPs ● To enable students' practical work to be evidenced and assessed. 	<p>£1000</p>
<p>B2, B3, B4, B5, B7 Use of Faculty INSET and Twilight time to create resources that facilitate students learning from home via online lessons.</p> <p>Film subject-specific practical demonstrations key to student knowledge to be shared with students via video.</p>	<p>Ensure students can access the full curriculum both at home and in the classroom with suitable teacher input including:</p> <ul style="list-style-type: none"> ● recorded explanations ● modelled work with annotations and voice-overs on PowerPoints to ensure quality learning. 	<p>Remote Learning CPD lead (cost already calculated)</p>
<p>B2, B3, B4, B5, B7 CPD on strategies to enhance the quality of remote learning such as:</p> <ul style="list-style-type: none"> ● effective use of visualisers for modelling ● adapting low stakes quizzes and effective strategies for meaningful and timely feedback. 	<p>To ensure that quality first teaching is maintained as lessons take place remotely.</p> <p>All teaching staff to have a range of effective T and L strategies to use as well as training on how to use different technology and software to deliver effective remote lessons.</p> <p>Embedded strategies for giving students feedback, that allows for meaningful planning of lessons.</p> <p>Consistency in the delivering of the planned curriculum in each subject area.</p>	<p>Remote Learning CPD lead (cost already calculated)</p>
<p>B2, B3, B4, B5, B7</p>	<p>To ensure consistent practice is embedded throughout the remote education curriculum and ensure all students access:</p>	<p>Remote Learning CPD lead (cost already calculated)</p>

<p>Dedicated Inset day on Remote Learning focussing on:</p> <ul style="list-style-type: none"> ● Google Classroom ● Technology and Remote Learning ● Advanced Technology ● Assessment and Feedback 	<ul style="list-style-type: none"> ● Consistent setting of work ● Quality first remote teaching ● Regular and meaningful assessment and feedback 	
<p>B3, B4 Identify students who require ICT support (Chromebook and/or wifi-dongle or Mobile Data Top-Up) and organise the sourcing, set up and distribution of devices. Students to be targeted based on:</p> <ul style="list-style-type: none"> ● Vulnerable families ● Pupil Premium status ● Self-isolation requirements ● Non-exam assessment requirements ● In periods of school closure, roll out to any student in need 	<ul style="list-style-type: none"> ● All students are able to access live lessons without being disadvantaged. ● All students remain engaged and attend in line with 'normal times.' ● All students engage in enrichment and virtual extracurricular activities during periods of school closure. 	£6,467.90
<p>B2, B5 Directed time for Faculty Leader implementation of bespoke recovery curriculum plans and additional online learning materials</p>	<p>Ensure all Faculty Areas have effective and meaningful strategies in place to address:</p> <ul style="list-style-type: none"> ● Bespoke learning deficits as a result of COVID-19 ● Specific strategies to mitigate lost learning time ● Specific strategies to adapt curriculums given the restraints of COVID-19 ● Ensure all students make good progress 	N.A
<p>Total cost of Teaching and Whole School Strategies</p>		£44,216.44

Targeted and bespoke academic support		
Actions	Intended impact	COST
B3, B10, B12	To ensure all students in Y11 leave with qualifications in core subjects:	£3,360 for term 1

<p>First Class - face to face tuition for school refusers / disengaged</p>	<ul style="list-style-type: none"> ● students who are shielding or not attending onsite provision currently receiving intervention in core subjects ● Engagement with the provision has been excellent - attendance improved for both students currently receiving the provision ● Detailed reports provided weekly by First Class provision identifying progress made, the well-being of the child and areas to develop. 	
<p>B2, B5 Academic mentoring programme. Sixth Form students from WSSC are taken on to deliver online sessions, planned by Subject Directors and FLs, in English, Maths and Science to help convert Grades 7+.</p>	<ul style="list-style-type: none"> ● Improved outcomes at Grades 7+ in English, Maths and Science. ● All students within the cohort move on to study A-Levels in the next phase of their education. 	<p>£500</p>
<p>B10, B12: Appointment of a new LAC mentor to ensure that LAC students are not disadvantaged during periods of school closure.</p>	<ul style="list-style-type: none"> ● All LAC students engage with remote learning - measured by attendance to online lessons. ● Improved outcomes for LAC students. ● Improved effort grades for LAC students. 	<p>£1500</p>
<p>B6, B10, B11, B12, B13, Directed leadership time for SENDCO to design and coordinate SEND risk assessment (Action Plan in the event of a partial or full school closure)</p> <p>Implementation of 3 tiers of provision for all SEND students:</p> <ul style="list-style-type: none"> ● Universal offer ● Targeted offer ● Specialist offer 	<p>Ensure that all students with SEND have an entitlement to an enhanced remote provision in the event of:</p> <ul style="list-style-type: none"> ● self-isolation ● partial school closure ● full school closure <p>Ensure no SEND student is disadvantaged in any way regarding learning, well-being or mental health.</p>	<p>£3,315.60</p>
<p>B10, B11, B12, B13 Directed leadership time for DSL and safeguarding team to design and coordinate Safeguarding and Vulnerable Student risk assessment (Action Plan in the event of a partial or full school closure)</p>	<p>Ensure that all students identified as ‘vulnerable’ have an entitlement to an enhanced remote provision in the event of:</p> <ul style="list-style-type: none"> ● self-isolation ● partial school closure ● full school closure <p>Ensure no vulnerable student is disadvantaged in any way regarding learning, well-being or mental health.</p>	<p>£7,169.70</p>

<p>Implementation of 3 tiers of provision for all vulnerable students in the event of a partial or full school closure:</p> <ul style="list-style-type: none"> ● Red (specialist) offer - enhanced onsite curriculum ● Amber (targetted) offer - enhanced remote curriculum ● Green (universal) offer - remote key worker provision 		
<p>B12 Ensure students are safe and well during their online learning</p>	<p>Installation of Securely on all school devices to ensure any safeguarding, anxiety or well-being concerns are flagged up immediately to ensure:</p> <ul style="list-style-type: none"> ● Directed support is provided for students promptly ● Liaison with parents is prompt ● Referrals to external agencies can happen in a timely fashion where necessary 	<p>£625</p>
<p>B1, B2, B5, B8 Break time intervention</p>	<p>To improve student outcomes through revision videos/quizzes</p> <ul style="list-style-type: none"> ● Students complete a topic/piece of coursework during a break time each day. ● Students are provided with links/revision videos that link to the topic to help develop revision and retention techniques ● Teaching staff intervene where whole class misconceptions are evident from break time intervention 	<p>£0</p>
<p>B1, B2, B5, B8 Period 5 curriculum plan and holiday schools</p>	<p>To improve student outcomes through targeted intervention including:</p> <ul style="list-style-type: none"> ● A bespoke timetable of intervention sessions for students to attend ● Period 5 and Twilight sessions to work on coursework elements of the course ● Food provided for both staff and students during twilight sessions ● Options staff to identify any other students who they feel could improve their outcome through targeted intervention ● Core and EBacc subjects to work with targeted students ● February half term and Easter holiday provision 	<p>Cost of phase 1 provision £4,718.70</p>
<p>B1, B2, B5, B6, B11, B12, B13 TAs to work with small groups out of hours (before / after school)</p>	<p>Ensure all students who need targeted intervention as a result of falling behind receive it including those with:</p> <ul style="list-style-type: none"> ● SEND ● Knowledge deficits ● Literacy (SFA) and numeracy cohorts 	<p>£2682.83</p>

B1, B6, B9 Temporary appointment of literacy and numeracy coordinators to ensure onsite and remote provision is fit for purpose	Ensure all students who require numeracy and literacy catch up have an effective provision through: <ul style="list-style-type: none"> ● Curriculum provision ● Planning and preparation ● Remote learning ● Assessment and feedback 	£1,149.20
B8 Brilliant club 1:3 in core subjects with PhD tutors. 15 hours over 15 weeks.	<ol style="list-style-type: none"> 1. To increase the number of students from underrepresented backgrounds progressing to highly-selective universities. 2. To deliver a programme of university-style tutorials with aspects of academic research. 3. For students and families to experience a 'graduation' 4. Students will develop their knowledge, academic study skills, awareness of suitable Higher Education Pathways linked to their interests. 5. Students will develop their sense of self-confidence and self-belief as the programme acts as a testament to their ability. 	£2100
Total cost of Targeted and Bespoke Support		£27,121.03

Wider strategies		
Actions	Intended impact	COST
B8 Virtual Work Experience - Reeds Virtual WEX	<ol style="list-style-type: none"> 1. To support schools in the achievement of Gatsby Benchmark 6 2. For students have multiple experiences with a range of different employees, and have two-way interactions through tasks, pre-recorded video, access to a virtual mentor. 3. To help students gain important workplace insights. 	£400
B4, B12	<ol style="list-style-type: none"> 1. All FSM students receive their entitlement during periods of school closure. 2. All FSM students eat healthy meals during the school day. 3. Prevent hunger as a barrier to learning. 	£1000

<p>Delivery of food packs containing healthy essentials to our 294 FSM students using our fleet of 3 x minibuses and six staff.</p>		
<p>B8 Virtual Extra-Curricular</p>	<p>Doc of the week:</p> <ol style="list-style-type: none"> 1. For all students to take a full and active role in enrichment activities. 2. To provide students with the opportunity to broaden their horizons 3. To be able to apply what they learn into their curriculum discussions. 4. An opportunity for students to access informative documentaries that they would not necessarily get access to in the classroom or at home <p>Enrichment grids:</p> <ol style="list-style-type: none"> 1. Provide students with the opportunity to explore different topics 2. Allow students to express their understanding, deepen their knowledge and develop and acquire skills in a way that best suits them as an individual 3. Build on cultural capital 4. Link with other whole school initiatives such as the Rawmarsh pledge tasks. 5. incorporate lots of different activities to engage different abilities and types of learner. 6. Work in tandem with PSHE themes and National or International days of recognition 7. Improve understanding of current affairs and British values in their modern world. <p>Rawmarsh extra:</p> <ol style="list-style-type: none"> 1. students to have access to a range of virtual tours, podcasts, competitions, tasks and challenges that are subject-specific to complement and enhance the curriculum. 	<p>TLR Coordinators - already costed</p>
<p>B7 Peripatetic Lessons</p>	<p>Ensure no student is held back with their musical ambitions and interests as a result of the restrictions caused by COVID-19 and:</p> <ul style="list-style-type: none"> ● provide opportunities for targeted students to engage in practical music ● Provide additionality to support Year 11 academic achievement ● Continue to empower Key Stage 4 students to have access to practical music safely 	<p>£3000</p>
<p>B8, B11, B12 Temporary appointment of Extended Learning Coordinators on TLR 2a</p>	<p>Ensure that all students have access to:</p> <ul style="list-style-type: none"> ● Virtual enrichment ● Opportunities to broaden horizons ● Opportunities to participate in the Rawmarsh Pledge ● Opportunities to read widely and often 	<p>£3,447.60</p>

<p>B8 Our future college/apprenticeship plans</p>	<p>The intention is to tailor post-16 options, careers and employability support to the individual needs of Y11 students, and, in particular, to identify a cohort of Y11 students prioritising an apprenticeship route as their preferred post-16 option in order to offer over the coming months bespoke support around vacancies and applications in vocational areas of relevance to them.</p> <p>Y11 students have been asked to complete a survey so that we have a clear idea of what their plans are after completing Y11 and what help and support they might need to achieve them.</p> <p>In particular, we wanted to know if they wished to secure an apprenticeship and if so in what type of work, so that we are able to share relevant information and new opportunities with them on an ongoing basis.</p>	<p>£4,030.90</p>
<p>B4, B11, B12 Signs of Safety CPD organised for all pastoral staff and key support staff to ensure we can follow the model of:</p> <ul style="list-style-type: none"> ● What is working well ● What are we worried about ● What needs to happen 	<p>Upskill pastoral team and support staff to ensure we have the capacity to perform safe and well checks across the whole school in the event of:</p> <ul style="list-style-type: none"> ● Students having to self-isolate ● Partial school closure ● Full school closure <p>Ensure all students receive effective personal development and wellbeing provision in addition to their normal academic curriculum.</p>	<p>WPT Trust Payment</p>
<p>B4, B11, B12 DSL Training CPD provided for all Senior Leaders and all Pastoral Support staff within the school.</p>	<p>Upskill the Senior Leadership Team and key Pastoral staff to ensure that:</p> <ul style="list-style-type: none"> ● Staff trained to designated safeguarding lead level can be deployed within each year group bubble ● Ensure all staff are up to date with changes in legislation and good practice ● Ensure key support staff have knowledge of the law, policies and guidance documents that contribute towards best safeguarding practice. ● 	<p>WPT Trust Payment</p>
<p>B11, B12, B13 Remote School Counselling Provision and Mental Health First Aid CPD to build capacity within the school counselling service and provide CPD to ensure that provision can continue, remotely where necessary.</p>	<p>Ensure students have access to:</p> <ul style="list-style-type: none"> ● Mental health first aid practitioners ● Specialist advice and guidance ● Anxiety support (WMIM) <p>To ensure that we have a positive impact on well-being to enhance both our academic and personal development curriculum.</p>	<p>£3,996.33</p>

<p>B3, B4 Home Learning offer is updated and in line with statutory requirements</p>	<p>Ensures all students are able to access meaningful learning whilst at home. Encompasses:</p> <ul style="list-style-type: none"> ● Live lessons totally at least 5 hours per day. ● A range of feedback including written marking and verbal strategies. ● Measuring engagement of students and contacting those who do not engage. ● SEN and vulnerable students having s modified offer to support their engagement and needs. ● Additional Chromebooks and internet access for vulnerable students 	<p>£6000</p>
<p>B13 Implement a system for virtual parent engagement (School Cloud) - particularly for Parents' Evenings - to provide meaningful feedback to both parents and students about learning.</p> <p>Provide CPD for staff on the new system and pilot before rollout.</p> <ul style="list-style-type: none"> ● JSK to research options and present at SLT ● Parents Evening subscription to 'School Cloud' (remote platform & booking system) ● Trial run with staff. Run 'School Cloud' for Y11 parents' evening (January 2021) 	<p>Enables the school to deliver Parents' Evening, virtual options evenings during periods of school closures, including adhering to government guidance, but, without compromising the quality of staff feedback to parents.</p>	<p>£3266.40</p>
<p>B11, B13 Increased communication with students and parents during periods of school closure through the MyEd (text system), RCS Podcast, RCS Newsletter and the cost of additional printing and postage for mail correspondence.</p> <p>Increased infrastructure costs to ensure regular, meaningful communication with</p>	<ol style="list-style-type: none"> 1. Parents and students remain engaged in school life during periods of school closure. 2. Parents actively support their child with home study, including remote learning. 3. Students feel valued and have their achievements recognised leading to effort and attendance remaining high. 	<p>£3000</p>

parents. Where necessary, immediate contact with parents. Use of MyEd program to do this.		
B11, B12 and B13 Hiring of Heras Fencing to mark out and secure year group bubble zones across the exterior of the school site, as well as the cost of coloured bands and signage to reinforce site protocols.	<ol style="list-style-type: none"> 1. Students remain in their year group bubbles during break times and reduce the risk of the spread of infection and the detrimental effect of potential lost learning. 2. Improved wellbeing of staff and students who feel safer in school. 	Already costed
Total cost of wider strategies		£28,141.23
Total allocation of COVID-19 Catch-up fund		£84,560
Total cost of COVID-19 Catch up		£99,478.70