

King's Academy Ringmer COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	463	Amount of catch-up premium received per pupil:	
Total catch-up premium budget:	£21,680	£46.83	

STRATEGY STATEMENT

In addition to the Academy's commitment to closing the gaps in attainment for vulnerable groups, as well as accelerating progress and attainment for all detailed in the Academy Improvement Plan, the following measures have been put in place to address the impact of 'lockdown' and any further measures put in place to mitigate the impact of COVID-19. The plan is split into three strands with the following associated aims:

- 1. Pastoral care** To monitor and support the well-being of the KAR community
- 2. Tailored curriculum** To ensure all students get 'back-on-track' in terms of their academic progress and attainment particularly those in Key Stage 4 and in more vulnerable groups (Pupil Premium, SEND etc.) where gaps have increased/emerged.
- 3. Routines and expectations** To quickly re-establishing routines, expectations, standards, relationships and values

Levels of support for each strand will be implemented in a tiered approach:

Universal support Elements of provision that are applicable and appropriate for all students led by tutors and class teachers, examples include the use of Tassomai, Anki, Hegarty Maths online resources to support catch up across all year groups as appropriate and focused staff CPD on Metacognition to support students in becoming better independent learners. Allowing them to better cope with blended learning.

Focused support Additional measures for groups of students that can be delivered in class or with additional support, led by Key Stage Progress Leaders and Heads of Faculty.

Examples include low stakes testing as appropriate in Year 8-10 to identify gaps in student knowledge and adapt curriculum accordingly, as well as reviewing intervention groups in Key Stage 3 for maths and English, ensuring that any students falling behind are added to these. Focus on literacy for Year 7 cohort to address missed learning/gaps from Key Stage 2 based on NGRT testing and CATs scores.

Targeted support Highly targeted bespoke support led by SLT, examples include the National Tutoring Programme, In-school small groups tutoring. Dedicated one-to-one MHEW support.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	Year 10 and Year 8 Key Stage 2 prior attainment in maths was well below the national average. For low prior attainers, the mathematics element of Attainment 8 (2.8) was in the lowest 20% of all schools in 2019.
B	Year 10 Key Stage 2 prior attainment in writing was well below the national average.
C	GCSE Language results historically have been below the national average and students experienced a disrupted year due to staffing.
D	

ADDITIONAL BARRIERS

External barriers: (issues which require action outside school such as home learning environment and low attendance)

E	Need to ensure that those disadvantaged pupils who frequently miss school attend school regularly so that they can catch up with other pupils nationally.
F	An increase in anxiety based school refusal requires targeted intervention to ensure students access the curriculum in school, full time.

Planned expenditure for current academic year

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?
TASSOMAI LICENCE YEAR 11	Improved progress in their GCSE and to fill any knowledge gaps due to the lockdowns	Tassomai uses a formula to target questions at students, so that if students get a question incorrect, they will be asked that question again in the future. Tassomai has been shown to be effective at improving knowledge in science.	<ul style="list-style-type: none"> - Teachers to track usage data regularly - Teachers to analyse data and ensure that this data informs future lesson planning - Teachers to regularly send emails home for good use and poor use - Teachers to regularly remind students both in class and on Google Classroom to complete their weekly goals - Teachers to celebrate success in class with students 	CNE	July 2021
TASSOMAI LICENCE YEAR 10	Improved progress in their GCSE and to fill any knowledge gaps due to the lockdowns	Tassomai uses a formula to target questions at students, so that if students get a question incorrect, they will be asked that question again in the future. Tassomai has been shown to be effective at improving knowledge in science.	<ul style="list-style-type: none"> - Teachers to track usage data regularly - Teachers to analyse data and ensure that this data informs future lesson planning - Teachers to regularly send emails home for good use and poor use - Teachers to regularly remind students both in class and on Google Classroom to complete their weekly goals 	CNE	November 2021

			<ul style="list-style-type: none"> - Teachers to celebrate success in class with students 		
TASSOMAI LICENCE YEAR 9	Improved progress and fill any knowledge gaps due to the lockdowns	Tassomai uses a formula to target questions at students, so that if students get a question incorrect, they will be asked that question again in the future. Tassomai has been shown to be effective at improving knowledge in science.	<ul style="list-style-type: none"> - Teachers to track usage data regularly - Teachers to analyse data and ensure that this data informs future lesson planning - Teachers to regularly send emails home for good use and poor use - Teachers to regularly remind students both in class and on Google Classroom to complete their weekly goals - Teachers to celebrate success in class with students 	CNE	July 2021
TASSOMAI LICENCE YEAR 8	Improved progress and fill any knowledge gaps due to the lockdowns	Tassomai uses a formula to target questions at students, so that if students get a question incorrect, they will be asked that question again in the future. Tassomai has been shown to be effective at improving knowledge in science.	<ul style="list-style-type: none"> - Teachers to track usage data regularly - Teachers to analyse data and ensure that this data informs future lesson planning - Teachers to regularly send emails home for good use and poor use - Teachers to regularly remind students both in class and on Google Classroom to complete their weekly goals - Teachers to celebrate success in class with students 	CNE	July 2021
TASSOMAI LICENCE YEAR 7	Improved progress and fill any	Tassomai uses a formula to target questions at students, so that if students get a question incorrect, they will be asked that question	<ul style="list-style-type: none"> - Teachers to track usage data regularly - Teachers to analyse data and ensure that this data 	CNE	July 2021

	knowledge gaps due to the lockdowns	again in the future. Tassomai has been shown to be effective at improving knowledge in science.	<p>informs future lesson planning</p> <ul style="list-style-type: none"> - Teachers to regularly send emails home for good use and poor use - Teachers to regularly remind students both in class and on Google Classroom to complete their weekly goals - Teachers to celebrate success in class with students 		
AQA KS3 ACTIVATE SCIENCE TEXTBOOK BOOK 2 FOUNDATION X2	All KS4 students to make good progress in their GCSE regardless of starting points	This key stage 3 book was ordered for a year 11 student who, because of significant learning difficulties, could not access the GCSE curriculum remotely during live lessons and even with the help of a TA in breakout rooms.	This book was sent to the student and the TA who worked with them 1:1 at times in a breakout room so that they could access the Science curriculum from a much lower starting point.	GWE	November 2021
PROGRESSING GEOGRAPHY: KS3 WORKBOOK 1 X2	All KS4 students to make good progress in their GCSE regardless of starting points	This key stage 3 book was ordered for a year 11 student who, because of significant learning difficulties, could not access the GCSE curriculum remotely during live lessons and even with the help of a TA in breakout rooms.	This book was sent to the student and the TA who worked with them 1:1 at times in a breakout room so that they could access the Geography curriculum from a much lower starting point.	CCA	July 2021
MBNWB31 - KS3 MATHS CATCH UP BUNDLE	All KS3 students access numeracy resources, to catch-up missed work during Lockdowns. Improve confidence in number work.	A majority of students engaged well during online lessons but mental numeracy methods were seen to be lacking in a large number of classes on their return to school. Intervention is being put in place during lessons and for homework to catch up these skills. A number of booklets have been purchased to promote confidence and progress in numeracy for ALL KS3 students.	Department development time has been used to promote and inform this. Lesson time had been allocated and homework time also.	JTA	November 2021

ELMO MX-P2 PORTABLE 4K VISUALISER	Improve the quality of teaching and learning	Quality first teaching is proven to be the most effective intervention. Visualisers enable teachers to provide high quality modelling in lessons and promote metacognition.	The use of Visualisers will be observed during DDIs.	LLO	July 2021
DR JEKYLL & MR HYDE AQA ENGLISH LIT	All KS4 students to have quality revision materials, accessible for all abilities.	This was a difficult text to explore over remote learning: the Study Guide has simple summaries and graduated tasks for access and challenge. Buying the Guide for all students future-proofed the impact of potential absence or further remote sessions. For PP students, the guide provides excellent resources that don't require speedy internet connections.	The Study Guide is used in lessons and for homework and revision. Students are taught to use it independently. The tasks are differentiated so provide challenge and well as basic understanding.	SHU	November 2021
MACBETH AQA ENGLISH LIT	All KS4 students to have quality revision materials, accessible for all abilities.	Remote learning interrupted the revision of this difficult text. Copies were bought for the Literacy Group led by JCN to support the weaker ability with their understanding and revision. For PP students, the guide provides excellent resources that don't require speedy internet connections.	JCN uses the Study Guide to support low-literacy students with understanding the plot and characters of the play.	SHU	November 2021
AQA COLLINS POWER AND CONFLICT POETRY ANTHOLOGY REVISION GUIDE	All KS4 students to have quality revision materials, accessible for all abilities.	Year 9 started their study of the GCSE poetry during remote learning in 2020. The use of the Study Guides ensures consistency in approaching difficult texts and allows for easy independent revision. For PP students, the guide provides excellent resources that don't require speedy internet connections.	English teachers have been using the Study Guides in lessons and to support individuals with intervention for lost learning during the first term of remote learning.	SHU	November 2021
THE BONE SPARROW BOOK	Low-literacy students were given a fiction text to read during remote lessons.	The KS4 literacy groups led by JCR (HTLA) were at risk of falling behind with their reading skills. Ensuring that this group had an engaging text for remote reading was a priority in	JCN read this book to the students remotely via Google Classroom and continued the associated comprehension and literacy tasks on return to school. These will now be	SHU	November 2021

		continuing their reading development.	used as part of JCR's future reading schemes to support low-literacy students.		
AQA GCSE COMB SCIENCE REV EXAM PRAC SB/WL	All year 10 students have access to high quality revision material to improve their understanding of key specific knowledge for the AQA GCSE.	Research indicates that retrieval practice using knowledge organisers is an effective revision tool. Providing students with a full commitment of knowledge organisers has allowed students to access a high quality revision source during lesson time and when not in school.	Staff have already been using these knowledge organisers and are well trained to show the students how to use them. We have also created a "how to use my knowledge organiser" help sheet to support students and parents.	GWE	November 2021
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AQA GCSE PHYS REVISION EXAM PRAC SB/WL	All year 10 students have access to high quality revision material to improve their understanding of key specific knowledge for the AQA GCSE.	Research indicates that retrieval practice using knowledge organisers is an effective revision tool. Providing students with a full commitment of knowledge organisers has allowed students to access a high quality revision source during lesson time and when not in school.	Staff have already been using these knowledge organisers and are well trained to show the students how to use them. We have also created a "how to use my knowledge organiser" help sheet to support students and parents.	GWE	November 2021
AQA GCSE BIO REVISION EXAM PRAC SB/WL	All year 10 students have access to high quality revision material to improve their understanding of key specific knowledge for the AQA GCSE.	Research indicates that retrieval practice using knowledge organisers is an effective revision tool. Providing students with a full commitment of knowledge organisers has allowed students to access a high quality revision source during lesson time and when not in school.	Staff have already been using these knowledge organisers and are well trained to show the students how to use them. We have also created a "how to use my knowledge organiser" help sheet to support students and parents.	GWE	November 2021

AQA GCSE CHEM REVISION EXAM PRAC SB/WL	All year 10 students have access to high quality revision material to improve their understanding of key specific knowledge for the AQA GCSE.	Research indicates that retrieval practice using knowledge organisers is an effective revision tool. Providing students with a full commitment of knowledge organisers has allowed students to access a high quality revision source during lesson time and when not in school.	Staff have already been using these knowledge organisers and are well trained to show the students how to use them. We have also created a "how to use my knowledge organiser" help sheet to support students and parents.	GWE	November 2021
MBNWB31 - KS3 MATHS CATCH-UP COMPLETE BUNDLE: WORKBOOKS 1-5	All KS3 students access numeracy resources, to catch-up missed work during Lockdowns. Improve confidence in number work.	A majority of students engaged well during online lessons but mental numeracy methods were seen to be lacking in a large number of classes on their return to school. Intervention is being put in place during lessons and for homework to catch up these skills. A number of booklets have been purchased to promote confidence and progress in numeracy for ALL KS3 students.	Department development time has been used to promote and inform this. Lesson time had been allocated and homework time also.	JTA	November 2021
M6SBB222 - NEW KS2 MATHS SAT BUSTER BOOK 2 BUNDLE	Some students arrived at Ringmer significantly below secondary ready levels. These students have been identified and intervention put in place to help them catch up. The books have been used both in class and at home to boost numeracy.	Small group intervention is being used with these students using the booster material. Work is being completed both in school and at home with parental help.	Students were base tested prior to the program being implemented and they will be tested at the end to check for progress.	JTA	November 2021
Total budgeted cost:					5114.35

Targeted support					
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?
ZOOM WORKSHOP FOR DANCE STUDENTS ON 20 NOVEMBER 2020	Increased participation levels for the subject, motivational and inspiring to work with a west end professional.	Students starting their GCSE course missed out on lots of opportunities to watch live performances and take part in high quality performance workshops.	Students are studying the professional work delivered via the workshop. This gave them the opportunity to learn from and ask questions in a way they wouldn't be able to during this time. This work will all then be used for a component of their coursework.	HWI	July 2021
'MYTUTOR CREDITS' TO BE USED FOR ONLINE LESSONS 3:1	Improved GCSE results	Students who were not engaged in online learning or have historic engagement issues have been targeted to receive targeted and bespoke tuition in English, Maths, Science and MFL. PP students have been prioritised where necessary.	Prior data was used to identify students and their progress will be monitored via internal assessments. Reports from the tutor regarding progress are shared and teachers direct tutors what to cover. All sessions are monitored by the Senior Leadership Team	LLO	July 2021
AQA GCSE FOOD PREPARATION & NUTRITION - DIGITAL BOOK BUNDLE	Improve GCSE results and support students in the absence of a staff member.	These students have not had access to their specialist teacher due to staffing issues. This will enable specialist remote input, support menu planning and GCSE revision.	Teachers to track usage data regularly. Teachers to analyse data and ensure that this data informs future lesson planning.	PBU/SPO	July 2021 & November
MATTHEW BYROM MATHS INTERVENTION TUTOR	Key students in years 7, 8 and 9 have been targeted who are below secondary ready levels. Confidence and numeracy is being taught to increase confidence and skills.	All students selected for intervention 5 hours over a 10 week period are currently the lowest attainers in maths. Small groups have been selected and removed from numerous lessons to undertake extra maths. Current SATS and CATS including inhouse tests were used to determine candidates.	Students were base tested prior to the program being implemented and they will be tested at the end to check for progress.	JTA	November 2021

21-ADIBUN - ADVANCE INTERVENTION (3 AS BUNDLE UPFRONT) 3X COHORTS OF 20 STUDENTS LITERACY INTERVENTION PACKAGE - CATCH UP FOR STUDENTS	To help students improve their reading ages and develop phonological awareness and make links between unknown words using common prefix, root word and suffix definitions.	Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives. We have targeted 60 KS3 students with reading ages at least a year below their chronological age and therefore cannot access the wider curriculum as well as their peers.	We completed a baseline assessment and will complete an assessment at the end of the programme. We will also cross reference this with their internal English assessment data.	LLO	July 2021
ENGLISH AND SCIENCE INTERVENTION	Improved GCSE results through Y9 pre-GCSE intervention lessons	Targeted Year 9 students will be given small group tuition to prepare them for the GCSE and increase their engagement and motivation	Students will be baseline assessed prior to the start of intervention and will be tested following intervention. Student voice will also be taken before and after.	GWE/SHU	July 2021
Total budgeted cost:					13134.25
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?
STUDENT WELLBEING AMBASSADOR PROGRAMME FOR 30 STUDENTS	Students to develop an essential knowledge & understanding of a range of different concepts & techniques that have been found to improve wellbeing & use them in their own	If we want to change behaviour around mental health & wellbeing this needs to come from our students. The SWAP is a tool for empowering students to become wellbeing experts so that they can influence their peers in a positive manner.	Weekly monitoring & various campaigns led by our students	PPE	Ongoing link to engagement and attendance

	life & that of their peers				
STILL COACH TRAINING - DELEGATE : P PETERS	To help students manage & overcome anxiety by delivering a step by step approach which incorporates tools from a range of disciplines including neuro linguistics programming, CBT, positive psychology & personal development.	<p>There is growing evidence that mental health conditions are on the increase, especially after the pandemic. We have seen an increase in social anxiety, eating disorders & OCD.</p> <p>The STILL method, is a practical workshop which challenges these negative thought patterns & provides the students with lots of useful coping strategies</p>	Both coaches have received extensive training & ongoing CPDs are offered throughout the year.	PPE	Ongoing link to engagement and attendance
STILL COACH TRAINING - DELEGATE: D COOMBER	To help students manage & overcome anxiety by delivering a step by step approach which incorporates tools from a range of disciplines including neuro linguistics programming, CBT, positive psychology & personal development.	<p>There is growing evidence that mental health conditions are on the increase, especially after the pandemic. We have seen an increase in social anxiety, eating disorders & OCD.</p> <p>The STILL method, is a practical workshop which challenges these negative thought patterns & provides the students with lots of useful coping strategies.</p>	Both coaches have received extensive training & ongoing CPDs are offered throughout the year.	PPE	Ongoing link to engagement and attendance
Total budgeted cost:					2505.00

ADDITIONAL INFORMATION

- Student wellbeing record of concerns and actions
<https://docs.google.com/spreadsheets/d/1QR6m9H-ys6zArUXEcUaXWmkdpiS2YRDftdP1B5znXL0/edit#gid=0>
- Remote learning survey <https://docs.google.com/forms/d/1MNkJAKF9I67B8gcyG9ItYeqY8LCOXbhnn04dRnIDCM/edit#responses>
- student survey <https://docs.google.com/forms/d/15ndo6SVWra-QhNVs8ksriHleGGzZw8aLPv9I4NCUw8U/edit?ts=6061d637>
-