



Midhurst Rother College

Catch-up Premium Plan

Academy	Midhurst Rother College	Allocated funding (Catch-Up)	Covid Grant (minus Yr7 Catch Up Funding) 63,120
Number on roll (total)	1142	Allocated funding (National Tutoring Programme)	TBC
% Pupil Premium eligible pupils	13%	Number in sixth form	3 PP (out of 120)

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

- Attendance is an issue across all year groups and all groups of students. Whilst some attendance figures have remained similar to Sept 2019 – lockdown by year group, some of these figures were already below average and a concern:

Boys			Girls		
PP			PP		
	Sept 19 to End of February 20	Sept 20 - YTD		Sept 19 to End of February 20	Sept 20 - YTD
Year 7	93.95%	92.90%	Year 7	93.42%	91.65%
Year 8	92.34%	88.58%	Year 8	88.48%	89.06%
Year 9	85.86%	89.41%	Year 9	86.90%	90.69%
Year 10	83.05%	92.67%	Year 10	90.44%	86.33%
Year 11	93.52%	85.42%	Year 11	89.04%	82.41%

	Boys			Girls		
	SEN			SEN		
		Sept 19 to End of February 20	Sept 20 - YTD		Sept 19 to End of February 20	Sept 20 - YTD
Year 7	94.42%	93.36%	Year 7	91.29%	95.06%	
Year 8	89.19%	89.02%	Year 8	91.00%	84.36%	
Year 9	94.21%	84.38%	Year 9	88.88%	88.14%	
Year 10	90.76%	95.38%	Year 10	86.47%	91.03%	
Year 11	95.89%	88.33%	Year 11	92.07%	93.83%	

- Baseline tests show that gaps in knowledge are evident in a range of subjects and skills are rusty, although this is more prevalent in practical and option subjects.
- Reducing curriculum gaps between Pupil Premium and non-pupil premium and SEN and non-SEN students. In particular: Ensuring that core knowledge is revisited in line with the recovery curriculum.
- For significant number of students PP/non-PP/SEN/non-SEN a deficit appears across all core curricula. Department areas have made flexible and strategically planned recovery schemes of work to mitigate for the gaps. However, only through more personalised and focused one-to-one interventions will some students' gaps be closed.

- NGRT scores indicate that Year 7 students read well. Student reading ages are wide ranging, and most students have reading ages well above their actual ages. Small group of students in Year 7 and 8 who have reading ages at least 4 years below their actual ages. Intervention needed to combat this loss of skills for those with significant differences, along with stretching the majority of students further through a whole school reading programme.

- MidYIS results indicate that students have good vocabulary skills, with 35% of students categorised as Band A. However, vocabulary scores differ widely across the year group. There is a gap between high- and low-level vocab – especially for boys. However, students lack memory retention, perceptual speed and accuracy. A larger number of students struggle with proof reading skills and overall, a larger percentage of students fall into the lower MidYIS bandings (3&4) than previous 2 years. Through catch up intervention and the recovery curriculum, these skills are being addressed across our curriculum.

- Handwriting of LPA boys is weak and slow.
- Writing stamina for all students has been hindered due to closure of College. This is more noticeable for LPA in particular.
- “No More Marking” tests indicate that students writing averages as 9 years 10 months with boys being slightly behind girls in terms of their writing ages. There is no gap between Pupil Premium students and Non Pupil Premium students.

- The year group have settled in lessons very well
Noticeably the boys remain boisterous during break and lunchtimes.

Teaching and Whole School Strategies

Year Group			
7	Actions	Intended impact	Cost
Year 7	Catch Up Funding		
Whole School	Provide effective transition support including: <ol style="list-style-type: none"> 1. Online transition events 2. An online tour of the school 3. Online presentations 4. An online virtual tour of the school 5. Working with partner primary schools to share academic, pastoral and SEND information. 	Students joining in Year 7 will have a smooth transition into the school, receiving the academic and pastoral support they need.	£0
		Primary2Secondary two-way program with provided resources - £500	£500
Whole School	Overstaffing: (Teach First trainees) in core subjects leading to high quality KS3 teaching: UL Danny Davies, History Katy Belbin, English (English Tutor) to allow for smaller class sizes, withdrawal groups, bespoke catch up.	High quality, knowledge rich teaching for students in Maths at KS3. A more focused and personalised approach to delivering the highly ambitious UL curriculum to all. Having additional staff working in these core departments has allowed for smaller group, with bespoke catch up support in the classroom 'in the moment' using a range of formative assessment.	£50,000
Whole School	Use of the United Learning Pupil Facing common curriculum	Students who are unable to be in school can still access the entire school curriculum through the UL hub. Every lesson is available with appropriate resources and support. The impact of this will be students keeping up and not just catching up with subject knowledge.	£0

		In order to ensure that this provision is utilised by all students IT/Chromebooks must be purchased and students trained to access Connect/Teams and O365 resources.	
Whole School	Develop further the use TEAMS with full blended curriculum plan in place for remote teaching for individuals self-isolating or year group bubbles being kept home.	Students who are unable to be in school can still access the entire school curriculum through TEAMS and all lessons and resources. Every lesson is available with appropriate resources and support. The impact of this will be students keeping up and not just catching up with subject knowledge. Colleagues who are IT literate to set and feedback on work on teams. Produce LIVE lessons Teach live at least once a week for core, and once a fortnight for foundation (as a minimum).	£0
KS3	Audit of ICT and internet for all students to ensure access to home learning. Distribution of UL laptops and government funded laptops as appropriate	All students have access to remote learning in the event of self or enforced isolation. Learning continues as per their normal timetable and no learning is lost. Chromebooks allocated to all who indicated they have no device at home. Second wave is of those who have phone only, prioritised by Y11 and Pupil Premium. More chromebooks are due (no date set yet)	22950
KS4 & 5	Delivery of a Whole School Reading Programme – and high-quality Reading Homework	Students gain universal access to ambitious and appropriately pitched texts from an agreed canon. The exposure to a high number of tier 1 and 2 words will support students' understanding and ability to learn more effectively across the curriculum. Addressing problems for SEND students which can be addressed by using audio books (RNIB) and immersive reader in classes.	£8000

		Accessibility of homework – this includes differentiation for SEND students as expected in class. Addressing this can be systems/expectations such as scaffold boxes and help boxes.	
Whole School	Strategic timetabling of staff to ensure the right staff are in front of the right students.	Students receive high-quality, knowledge rich teaching at KS3	£0
KS3 & 4	Focus on Rosenshine’s strategies leading to all students knowing more and remembering more of the common curriculum being taught	Evidence-based strategies are supporting students’ learning potential in knowing more and remembering more.	£0
Whole School	Starters, fluency and KIP tests in place.	Opportunities for regular retrieval practice and interleaving and forms part of DDI to identify areas of re-teaching	£0
Total Cost Allocated cost from catch up Grant	SOW review and ragged	All departmental areas completed a RAG coding for their KS3/4/5 curricula in June/July 2020. Green coding signified work covered prior to lockdown that all students accessed in college. Amber indicated work covered in the lockdown period and would require departments to plan a recovery curriculum. A Red coding indicated work not yet covered, ie Y11 work. Y11 and 13 teaching has now planned for lesson-by-lesson teaching sequences – building in amber (recovery) curriculum teaching interleaved with red curriculum teaching. Homework/independent study maintains a green curriculum focus to minimise the forgetting curve.	

Targeted Strategies

Year Group	Actions	Intended impact	Cost
KS3	Rank Order Assessments	<p>Use of common UL assessments and assessment points to identify success and progress and those requiring additional support</p> <p>Consider access arrangements at every juncture. Investment in speech and language recognition programs for those who need a scribe</p>	£0
Year 11 & 13	<p>Dedicated 1:2 Maths tutor four days</p> <p>Dedicated 1: 2 English Tutor two days</p> <p>Overstaffing in Science in the spring and summer terms</p>	<p>Focussing on students closing the gaps</p> <p>Intervention programme in place</p>	£75000
Years 7&8	<p>NGRT reading test (start & end of the academic year)</p> <p>MIdYis</p>	<p>New Group Reading Test will identify students' current reading age and provide support about how best to improve this. School leaders will then provide catch up and intervention that focuses on reading age support. The end of academic year test will provide schools with an impact report and view improvements made and next steps.</p>	<p>£1932</p> <p>£1198</p>
KS3	<p>Targeted Speech and language support. Very small groups or 1:1.</p> <p>Costs covered within LC roles.</p>	<p>Focusing on students with weak receptive language skills, targeting key vocabulary, to support students who may not have completed as much work over the lockdown period as their peers.</p> <p>Impact would be greater understanding and application of vocabulary.</p>	£0

		<p>English boost lessons with a focus on vocab building and reading</p> <p>Small group work will be taking place for students with significantly low reading ages through RWA and AMJ interventions. This has been cross referenced against MidYIS and “No More Marking” writing scores to ensure the right students are receiving support.</p>	
	<p>Additional ELSA support: Estimated that 10 hrs per week is spent on new cases with students who previously did not show SEMH concerns. 2 courses of 8-week ELSA for autumn term (16 weeks) @ 10 hrs per week for 2 members of staff.</p>	<p>Reassurance and emotional literacy support for students who may be feeling that they are struggling with mental health and well-being. Impact would be less anxiety, and reassurance for students. ELSA training required (£300-£500).</p>	£0
Whole School	Seneca Premium	<p>Students have access to smart assignments, bespoke revision materials based on a work completion algorithm, and wrong answer analysis for all subject based exam revision. Staff and students will be able to identify learning gaps and set bespoke homework and revision that covers these gaps. Analysis of students’ work then builds over time and interleaved practice and revision is created.</p>	£0
KS3	Targeted homework strategy	<p>Focused approach to homework supporting the core subject areas. Homework is set daily to support catch up which incorporates reading, self-quizzing through the use of subject wide knowledge organisers and Hegarty maths.</p> <p>Must be differentiated with challenge for SEND students</p>	£0

Years 8,9,10,11	Hegarty maths subscription (homework catch-up) Programme of targeted topics to be set for homework that were covered during lockdown	Close and systematic tracking of Hegarty maths student completion rates. Focus on number of questions answered correctly and time spent completing the tasks / videos. Monthly report produced tracking individual student success at class and school level.	£0
Year 7	Sparx maths subscription (homework catch-up)	Close and systematic tracking of Hegarty maths student completion rates. Focus on number of questions answered correctly and time spent completing the tasks / videos. Monthly report produced tracking individual student success at class and school level.	£0
Total Cost Allocated cost from catch up Grant			78130

Wider Strategies			
Year Group	Actions	Intended impact	Cost
Whole School	Support parents and carers with the return of their children to school – particularly the parents and carers of the most vulnerable students:	Parents have played a key role in supporting children to learn at home and it will be essential that we and families continue to work together as pupils return to school.	£0

	<ol style="list-style-type: none"> 1. Communicate the reopening plan to parents prior to the summer, provide an update in late August and produce a parent/carers guide. 	<p>Communication will focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. This will reduce the risk that high levels of absence after the summer pose for disadvantaged pupils</p>	
Whole School	<p>Implement an extended induction and reorientation programme on the return to school through:</p> <ol style="list-style-type: none"> 1. Initial staff training on revised and heightened expectations 2. A staggered return for each year group 3. A sequence of culture sessions and assemblies on each year groups' first day back 4. Ongoing modelling from all staff, led by SLT during roll call, online assemblies, around the school and in lessons <p>Deliberate practice of routines Wellbeing programme during period 6, 15 sessions, with resources provided</p>	<p>The programme will support students on return to school and heighten expectations of their wider behaviours around the school and in the classroom</p> <p>All students have access to a broad and balanced curriculum. We know, due to previous years' outcomes, that we have robust planned curricula across the full range of subjects. These have been additionally bolstered by the inclusion of recovery curriculum plans to fill gaps due to lockdown. Students have access to specialist lessons and teaching spaces (eg music, PE, technology, computer science, art, drama and some science provision too).</p>	£0
Behaviour systems	<p>Review the behaviour systems to support students returning to college</p>	<p>A primary function of reviewing behaviour has been to create a reassuring environment where students feel valued and are able to engage with their learning. Staff have received basic scripting to support the Establish, Maintain and Restore (EMR) model of behaviour. Alongside this has been a full review of Systems and Procedures that adapt and address the PHE and government guidance. This again has been designed to ensure that students are safe and can engage with their learning.</p>	
Whole School	<p>Attendance Support (redistribution of support staff)</p>	<p>Redeployment of support staff has meant a greater operational presence in following up on daily student absence. A restructure of the Attendance team will give</p>	£12000

		greater capacity, with new roles being created to specifically address emotionally school-based avoidance.	
Whole School	Relaunch the positive culture of celebration. Use of connect points	Increased opportunities for celebration and motivation	£0
Total Cost			£12000
Allocated cost from catch up Grant			

Summary Catch-up Grant allocation	
Strategy	Cost
Teaching and whole school	81450
Targeted	78130
Wider	12000
Total	171580
Allocation	63,120