

Coronavirus (COVID-19) Catch-up Premium Strategy Statement 2020-21

School overview

Metric	Data
School name	The Rudheath Senior Academy
Pupils in school	453
Catch-up premium allocation this academic year	£36,240
Academic year or years covered by statement	2020 - 2021
Publish date	November 2020
Review date	November 2021
Statement authorised by	Lee Barber – Head Teacher
Catch-up premium lead	Julie-Ann Wilson – Deputy Head Teacher

Targeted academic support priorities for current academic year

Measure	Activity
Priority 1 for current academic year	Ensuring that any gaps in knowledge of Year 11 students as a result of school closures are eliminated through the use of one-to-one/small group tuition and intervention programmes using existing staff.
How this priority addresses barriers for learning	Target bespoke areas of lost learning and/or areas of underperformance, including low levels of numeracy/literacy and completion of NEA practical assessments/BTEC.
How will the effect of this priority on educational attainment be assessed	<ul style="list-style-type: none"> • Diagnostic tests before and following the intervention period. • Improvement in NEA outcomes for Year 11 students. • Completion of BTEC units for Year 11 students.
Projected spending	£6,000
Priority 2 for current academic year	Ensuring that any gaps in knowledge of disadvantaged Year 7 – 10 students as a result of school closures are eliminated through the use of one-to-one/small group tuition and intervention programmes using National Tutoring Programme (NTP) staff.
How this priority addresses barriers for learning	15 hours of face-to-face tuition for 108 identified disadvantaged students across Year 7 – Year 10, with focus on English, Maths and Science.
How will the effect of this priority on educational attainment be assessed	<ul style="list-style-type: none"> • Monitoring engagement of students and attendance of live lessons during COVID-19 lockdown. • Monitoring and tracking of contextual data alongside academic performance. • Faculties using a range of quantitative and qualitative audit tools to monitor against success criteria. • Diagnostic tests before and following NTP period. • GL Assessment for Year 7 students and whole school data capture in Summer term to assess overall impact.
Projected spending	£6,048

Teaching priorities

Measure	Activity
Priority 1	Increase staffing in English, Maths and Science faculties to allow smaller class sizes and small group intervention, developing engagement in STEM and CEIAG, alongside wider personal development through enrichment delivery.
How this priority addresses barriers for learning	Diagnoses lost learning, or misunderstandings, that have occurred during school closure. Consolidates students' learning. Prevents less resilient learners falling further behind.
How will the effect of this priority on educational attainment be assessed	<ul style="list-style-type: none"> • Ongoing diagnostic formative and summative testing. • Student voice to monitor impact of intervention in key areas. • SMID analysis for progress and attainment. • Quality assurance from Head of Faculty.
Projected spending	£25,714

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensuring that students have positive levels of wellbeing and are confident they can achieve, despite the period of partial school closure through a 6-week programme of one-to-one wellbeing support for children most emotionally impacted as a result of the COVID-19 pandemic.
How this priority addresses barriers for learning	Target identified areas of wellbeing and emotional deprivation to increase self-esteem, attendance, and attainment.
How will the effect of this priority on educational attainment be assessed	<ul style="list-style-type: none"> • Increase in attendance to school. • Reduction in persistent absence. • Identifying appropriate interventions and ensuring they are in place for subject learning and pastoral support.
Projected spending	£600
Priority 2	To improve literacy across whole school population through Literacy Assessment Online tool.
How this priority addresses barriers for learning	Identifies those students with lower literacy standards, targeting those behind their peers.

	Student progress is monitored and the tool will identify those who require additional support and intervention.
How will the effect of this priority on educational attainment be assessed	<ul style="list-style-type: none"> • Ongoing diagnostic tools provided by Literacy Assessment Online to monitor student progress. • Increase in reading age. • Qualitative data reported in good use of literacy across subjects. • Engagement in Millionaire's Reading Club.
Projected spending	£715