

Reigate School Catch-up Funding report

Strategy information

Total number of children on roll: 1266

Amount of catch-up premium received per child: £80

Total catch-up premium budget: £101,280

Autumn 2020 payment: £25,320

Strategy statement

Reigate School is committed to using the catch up premium to:

- Reduce the attainment gap between disadvantaged children and their peers.
- Raise the attainment of all children that have been adversely effected by school closure
- Rapidly improve the quality of remote learning and minimise the impact of future enforced isolation.

Commitment 1 – Reducing the attainment gap between disadvantaged children and their peers.

Rationale

Rationale	Source of evidence
“There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy”	EEF’s COVID-19 support guide for schools
“The attainment gap is largest for children eligible for free school meals and those assessed with special educational needs.”	EEF attainment gap report
“In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.”	EEF’s COVID-19 support guide for schools
NTP – Best tutoring practice guide provides guidance on how to effectively implement tutoring.	NTP – Best tutoring practice guide
	Work completion reports from lockdown

Action plan

Action	Success criteria	Rationale	Implementation strategies	Review date
Provide 1 to 3 tutoring via Fleet Tutors and the NTP.	Selected children to make increased progress.	<p>“There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy”</p> <p>EEF’s COVID-19 support guide for schools</p> <p>“The attainment gap is largest for children eligible for free school meals and those assessed with special educational needs.”</p> <p>EEF attainment gap report</p>	Attend NTP training	March 2021
			Sign up to support the development of NTP	
			Set up 1-3 tutoring with Fleet tutors.	
			Identify disadvantaged children to be provided with tutoring.	
Organise summer camp	Improved academic progress and social engagement	Summer programmes can benefit pupils socially and academically	Summer camp activities to provide enrichment and academic support	

Commitment 2 – Raising the attainment of all children that have been adversely affected by school closure

Rationale

Rationale	Source of evidence
<p>“Supporting great teaching is the most important lever schools have to improve outcomes for pupils.”</p>	<p>EEF’s COVID-19 support guide for schools</p>
<p>“Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19”</p>	<p>EEF’s COVID-19 support guide for schools</p>
<p>“What happens in the classroom makes the biggest difference.”</p>	<p>EEF attainment gap report</p>
<p>Changes to GCSE specifications for 2021</p>	<p>DfE Proposed changes to the assessment of GCSEs, AS and A levels in 2021</p>
<p>“Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later”</p> <p>“Aim to return to the school’s normal curriculum in all subjects by summer term 2021. Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils’ knowledge with the aim of returning to the school’s normal curriculum content by no later than summer term 2021.”</p> <p>“Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils’ starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils’ work) while avoiding the introduction of unnecessary tracking systems.”</p>	<p>DfE guidance for full opening of schools actions for schools during the coronavirus outbreak.</p>

Action plan

Action	Success criteria	Rationale	Implementation strategies	Review date
Identify children that did not effectively engage with remote learning during lockdown.	Remote learning logs set up and emailed to staff.	A system is required to begin to identify how effectively children engaged with work during lockdown/	Set up a system for logging the completion of work during lockdown.	May 2020
	Completion logs completed.	Identification of children that failed to engage is needed to allow for targeted interventions to be put in place.	All staff to log children's engagement during lockdown.	Jun 2020
	Phone calls completed and logged	Further context is required to develop a better understanding of how individual children have engaged.	Staff to phone all parents to discuss how well their child has engaged with work during lockdown.	Jul 2020
Organise Easter and summer camps	Improved academic progress and social engagement	Summer programmes can benefit pupils socially and academically	Provide Easter and Summer camps to improve pupil progress, in particular maths and English	Sept' 2021
Adapt the Year 11 curriculum to meet the requirements of the adjusted specifications.	Curriculum adjusted and delivered effectively in lessons.	DfE Proposed changes to the assessment of GCSEs, AS and A levels in 2021	HoDs and SLT to read and understand all curriculum adaptations.	Dec 2020
			Curriculum adaption put in place and communicated to staff and children.	
Adjust SoW to take into account the impact of lockdowns	SoW adjusted	DfE guidance for full opening of schools actions for schools during the coronavirus outbreak.	HoDs to review the curriculum in light of lockdowns and make appropriate adjustments in short, medium and long terms plans.	Ongoing
Monitor the engagement of children during lockdown 2	90% of registers completed	Measuring attainment has limitations during lockdown. Monitoring engagement provides a basis for	Set up SIMs to allow attendance to be tracked.	Jan 2021

		identifying where catch-up need is greatest.		
	Reminds sent and registers updated.		Send daily reminders to staff to complete registers.	
	Non-engagement reports sent daily.	Pastoral leaders require records of engagement to enable instant follow up to minimize non-engagement.	Produce daily attendance reports.	
	Long term log created and completed.	A long term record of engagement is required to identify where catch-up is required and to monitor improvements in engagement.	Log non-engagement overtime.	
Improve the engagement of children during lockdown 2.	Attendance and engagement to increase.	Minimising the impact of lockdown 2.	Contact parents of children with low levels of engagement.	Jan 2021
			Identify individual barriers to engagement and attempt to resolve.	
			Follow up on persistent non-engagement.	
			Provide persistent non-attenders with a school place during lockdown 2.	

Commitment 3 – Rapidly improving the quality of remote learning to minimise the impact of future enforced isolation.

Rationale

Barrier or evidence based research	Source of evidence
“Pupils’ access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children”	EEF’s COVID-19 support guide for schools
“Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school.”	EEF’s COVID-19 support guide for schools
“Develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of local restrictions.”	DfE guidance for full opening of schools actions for schools during the coronavirus outbreak.

Identified barriers

Barrier or evidence based research	Source of evidence
Staff have insufficient knowledge of Microsoft Teams and Office 365.	
The school does not have appropriate software platforms to execute the remote learning plan.	
17 teachers do not have the correct hardware to effectively deliver the remote learning plan from.	Staff technology survey
20 classrooms do not have visualisers.	
At least 114 children do not have computer access at home	Student technology survey.
Children have insufficient knowledge of Microsoft Teams and Office 365	Child IT survey
Parents’ Evening cannot run in its normal format.	

Action plan

Action	Success criteria	Rationale / Problem	Implementation strategies	Review date
Develop and implement remote learning protocols and policies.	Remote learning protocols and policies in place and consistently implemented by all stakeholders.	Remote learning is a new concept for Reigate School. Careful consideration needs to be given to the most effective practice. All stakeholders need clear guidance on how to engage in effective remote learning.	Create initial remote leaning protocols.	Nov 2020
			Review and amend initial protocols.	
			Create remote learning policy.	
			Publish policy on school website.	
Set up the software required to effectively deliver remote learning.	All software set up and synchronised with SIMs.	Reigate School does not have an online platform capable of delivering live lessons.	Install MS Teams and Office 365.	Nov 2020
		Seating planner is required to monitor contact between children and reduce future isolation in the event of a positive test.	Synchronise MS Teams and Office 365 with SIMs.	
		To simplify how children access MS Teams, Office 365 and SMHW.	Install SMHW seating planner.	
Provide staff with the hardware required to effectively deliver remote learning.	All staff to have the hardware they require. All teachers able to deliver "live lessons"	20 classrooms currently don't have visualisers.	Set up visualisers in all classrooms	October 2020
		36 teacher desktop computers have insufficient processing power to effectively run live lessons.	Replace desktop computers within insufficient processing power.	
		Staff technology survey shows that 19 teachers do not have access to a computer (that can effectively deliver Teams lessons) at home.	Provide identified staff with laptops, microphones or cameras.	
Train staff to effectively implement the remote learning policy.	All staff consistently running "live lessons"	Staff are not trained on the use of MS Teams.	Train staff on the use of Loom and PowerPoint Audio and video.	Ongoing
			Train staff on the use of SMHW.	

	80% of parents to judge remote learning implementation as good or very good.	Many staff are not aware of appropriate pedagogy for remote learning.	Weekly monitoring of SMHW usage. Initial staff training on the use of MS Teams and Office 365 Train staff on the use of visualisers. External INSET training on MS Teams and Office 365 All staff to deliver one MS Teams lesson. Drop-in training sessions for MS Teams All isolating children to be streamed into live lessons. All isolating staff to deliver live lessons from home. SLT support for live lesson delivery.	
Teach children how to effectively engage with the remote learning plan.	No child unable to fulfil the requirements of the remote learning plan due to a lack of understanding of how to access lessons.	“Pupils’ access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children” EEF’s COVID-19 support guide for schools	Provide children with audio and visual instructions on how to access Office 365 and MS Teams Use tutor time to demonstrate MS Teams and Office 365 with children. Trial the introduction of live lessons with individual children. Monitor engagement of isolating children Contact children/parents where engagement is low and identify barriers.	Ongoing
Provide children with resources to enable them to effectively engage with remote learning.	No child unable to fulfil the requirements of the remote learning plan due to a lack of resources.	114 children do not have access to a computer at. (44 PP, 70 non PP). 18 children do not have a phone. Out of these 5 children don’t have access to a phone or computer. SOURCE <i>(Student technology survey</i>	Identify which children do not have access to sufficient IT at home.	January 2021

		<p>“Pupils’ access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children”</p> <p>EEF’s COVID-19 support guide for schools</p>	<p>Provide identified children with laptops.</p> <p>Monitor engagement with laptops and follow up with phone calls where engagement is low.</p>	
<p>Provide parents with the resources and information required to enable them to support their children in engaging with the remote learning plan.</p>	<p>80% or more parents to describe the remote learning plan as good or very good.</p>	<p>“Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school.”</p> <p>EEF’s COVID-19 support guide for schools</p>	<p>EEF’s COVID-19 support guide for schools</p> <p>Provide parents with details of how to access and use “isolation work”</p> <p>Email parents with remote learning policy guidance.</p> <p>Provide parents with written and video instructions on how to use MS Teams and Office 365.</p> <p>Update the school website to include all of the above.</p>	<p>Dec 2020</p>
<p>Provide children with physical learning resources during lockdown 2</p>	<p>All exercise books organised and distributed to children.</p>	<p>Children do not have access to their exercise books.</p>	<p>Organise all exercise books into student piles.</p> <p>Contact parents to arrange collection.</p> <p>Deliver uncollected resources to children.</p> <p>HoDs to produce appropriate resources.</p>	<p>Jan 2021</p>

	Resources created/purchased and collected by children	Children will benefit from having worksheets and supporting resources.	Purchase science workbooks and distribute to children. Resources printed and placed in piles for collection. Provide Art supplies, A3 paper etc..	
Implement Educake for Geography and History	Humanities staff using Educake consistently in lessons.	Humanities staff don't have sufficient tools to effectively monitor engagement and provide individual children with feedback.	Purchase Educake Install and setup Educake for all children Train staff on the use of Educake	Jan 21

Budget Summary

Commitment	Cost of actions
Reducing the attainment gap between disadvantaged children and their peers.	£30,000
Raising the attainment of all children that have been adversely effected by school closure	£35,000
Rapidly improving the quality of remote learning to minimize the impact of future enforced isolation.	£37,000

Total expenditure	£ 102,000
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Catch up funding income	£101 280
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Balance	- £720
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Sources of information

Source	Key headlines
The EEF families of schools database	<ul style="list-style-type: none"> • 18% of children are PP • £255,255 PP allocation (see PP documentation to see how this funding is deployed at Reigate School)
DfE's catch-up premium guidance	<ul style="list-style-type: none"> • Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the curriculum expectations for the next academic year in actions for schools during the coronavirus outbreak. • To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. • School leaders must be able to show they are using the funding to resume teaching a normal curriculum as quickly as possible following partial or full school closure
DfE guidance for full opening of schools actions for schools during the coronavirus outbreak .	<p>The key principles that underpin our advice on curriculum planning are as follows.</p> <ul style="list-style-type: none"> • Education is not optional • The curriculum remains broad and ambitious <ol style="list-style-type: none"> 1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. 2. Aim to return to the school's normal curriculum in all subjects by summer term 2021. Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021. 3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of

	<p>regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.</p> <p>4. Develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of local restrictions.</p>
<p>EEF's COVID-19 support guide for schools</p>	<ul style="list-style-type: none"> • Supporting great teaching is the most important lever schools have to improve outcomes for pupils. • Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19 • All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19. • There is extensive evidence supporting the impact of highquality one to one and small group tuition as a catch-up strategy. • In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. • Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. • In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school • Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. • Summer programmes can benefit pupils socially and academically, helping to ensure that they return to school ready to learn.
<p>Staff technology audit</p>	<p style="text-align: center;"><u>Computer access at home</u></p> <p style="text-align: center;">No computer (or has to share with household): 10 teachers Internet issues: 2 teachers Sound issues: 3 teachers Webcam: 2 teachers Issues with speed of computer: 3 teachers</p>
<p>Student technology audit</p>	<p style="text-align: center;"><u>Mobile phones</u></p> <ul style="list-style-type: none"> • 1194 children (95%) have a mobile phone (198 PP, 90%) • 18 children (1%) do not have a mobile phone (8 PP, 4%)

	<ul style="list-style-type: none"> 45 children (4%) did not complete survey (15 PP, 6%) <p style="text-align: center;"><u>Computer access at home</u></p> <ul style="list-style-type: none"> 1098 children (87%) have computer access at home (162 PP, 73%) 114 children (9%) do not have computer access at home (44 PP, 20%) <ul style="list-style-type: none"> 45 children (4%) did not complete survey (15 PP, 7%)
Work completion reports from lockdown	<p style="text-align: center;"><u>Year 11</u> (2020/21)</p> <ul style="list-style-type: none"> 71 children were deemed not to have engaged effectively with remote learning. (39 of which were PP, 55%) 63 children were deemed to have partially engaged with remote learning. (9 of which were PP, 14%) <ul style="list-style-type: none"> 123 children engaged with remote learning effectively (11 of which were PP, 9%) <p style="text-align: center;"><u>Year 10</u> (2020/21)</p> <p style="text-align: center;"><u>Year 9</u> (2020/21)</p> <p style="text-align: center;"><u>Year 8</u> (2020/21)</p>
EEF guide to pupil premium	
National Tutoring Programme	
NTP – Best tutoring practice guide	<p style="text-align: center;">How can schools ensure the content of tutoring sessions aligns with classroom teaching?</p> <ul style="list-style-type: none"> Teachers are aware of the particular areas that pupils need support with, how to align these with classroom practice and how to receive feedback on progress from tutors. It is also useful to set an overall aim for what is expected to be achieved through a block of tutoring sessions with specific pupils. <ul style="list-style-type: none"> Systems are in place to manage and use feedback received from tutors on pupil progress. Pupils and regular class teachers are supported to sustain the impact of tutoring once they finish <p style="text-align: center;">When in the school day should tutoring take place?</p> <ul style="list-style-type: none"> Arrange tutoring sessions during standard school hours and rotate wherever possible, to minimise pupils missing core curriculum time. <ul style="list-style-type: none"> The timetabling of tuition is clear so that the planned block of tuition can be delivered with consistency. <ul style="list-style-type: none"> Individual tutoring sessions are relatively short; for example, 30–60 minutes. Delivery of tutoring sessions is sustained, with more regular, shorter sessions for younger pupils.

	<p style="text-align: center;">How should pupils be selected and grouped for tutoring?</p> <ul style="list-style-type: none"> • When selecting pupils, focus on those who are eligible for Pupil Premium funding. Consider using data on prior attainment, with low attaining pupils most likely to benefit, along with professional judgement on who would benefit the most. • If you are undertaking a mixture of small group and one to one tuition, prioritise more experienced tutors/teaching professionals in delivering small group tuition. • Arrange the majority of pupils into groups of three: consider the best approach based on the needs of your pupils along with advice from the tutoring provider who will be working with your pupils. One to one and one to two tutoring will also be available for pupils who need this support, including pupils with SEND and pupils attending Alternative Provision, as well as other pupils who may have specific needs. <p style="text-align: center;">How can positive relationships between tutors, teachers and pupils and their parents/ carers be established and maintained?</p> <ul style="list-style-type: none"> • Careful consideration of messaging to pupils and their parents/carers as to how and why they have been selected to receive tutoring, ensuring it is perceived as a positive activity. • Work collaboratively with tutors to identify and monitor any issues with pupil non-attendance to ensure that tuition can be delivered as planned. <p style="text-align: center;">How can pupils and teachers most effectively receive feedback from tutoring sessions?</p> <ul style="list-style-type: none"> • Consider how appropriate assessment will be used, particularly in the first half term of the 2020–21 academic year, in preparation for tutoring and to help set the aims for tutoring sessions. • Clear outcome measurement/ assessment structures are in place for pupils receiving tutoring. This will be important in enabling you to see if the tutoring is having the effect that you are hoping for and for informing any changes to tutor groupings. • Feedback mechanisms are in place between tutors and schools; teachers are briefed on how to use this information
<p style="text-align: center;"><u>EEF – Using digital technology to improve learning</u></p>	<ul style="list-style-type: none"> • Consider how technology will improve teaching and learning before introducing it • Technology can be used to improve the quality of explanations and modelling <ul style="list-style-type: none"> • Technology offers ways to improve the impact of pupil practice • Technology can play a role in improving assessment and feedback
<p style="text-align: center;"><u>EEF attainment gap report</u></p>	<ul style="list-style-type: none"> • The attainment gap is largest for children eligible for free school meals and those assessed with special educational needs. <ul style="list-style-type: none"> • What happens in the classroom makes the biggest difference.

	<ul style="list-style-type: none">• Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.<ul style="list-style-type: none">• How a project is implemented is vital and arguably as important as its content.<ul style="list-style-type: none">• The transition between phases is a risk point for vulnerable learners.
DfE Proposed changes to the assessment of GCSEs, AS and A levels in 2021	

