

Raynes Park High School - Catch up Premium Strategy Statement

School overview

School name	Raynes Park High School	Catch Up Premium Lead	Andrew Hogarth (Deputy Headteacher)
Pupils in school	1088 (16/11/20)	Pupil Premium Lead	Laurence King (Deputy Headteacher)
Catch up premium allocation	Estimated - £75K + (10K PP)	Chair of Governors	Michael Ross
Publish date	November 2020	Review date	September 2021

Overarching catch up strategy aims

Priority 1	To secure the best outcomes for our KS4 and KS5 students in Summer 2021
Priority 2	To reduce the gaps between key groups created / widened as a result of lockdown and lost learning time
Priority 3	To support the transition of Year 7 and Year 8 students to secondary school – many of whom missed one third of Year 6 or 7 and had their transition disrupted
Priority 4	To re-establish school routines and to reset our high expectations of behaviour to achieve. To support the mental health and wellbeing of all our students to enable them to be successful learners
Barriers to addressing these priorities	<ul style="list-style-type: none"> ▪ Key gaps in skills and knowledge, widened by enforced school absence ▪ In every year group literacy levels are below national average. This has been exacerbated by the lockdown ▪ The lockdown has dented students' self-confidence and self-belief across the curriculum ▪ A number of students have mental health and wellbeing issues related to the lockdown

Outcomes to be achieved for each aim

Aim	Outcome	By when
To secure the best outcomes for our KS4 and KS5 students in Summer 2021	To achieve the aspirational academic targets set by the school for the 2021 cohorts in Year 11 and Year 13	Summer 2021
To reduce the progress gaps between key groups created / widened as a result of the lockdown	To minimise gaps between key groups of students such as boys v girls, PP and Non PP	Ongoing
To support the transition of Year 7 and Year 8 students to secondary school – many of whom missed one third of Year 6 or 7 and had their transition disrupted	To ensure students have a positive transition - we will use evidence from CATS, the Wellbeing Survey, PASS Survey and parent / teacher communication - to inform our actions and effective interventions. We will put in place a broad enrichment offer once COVID-19 restrictions allow – to support the above and to bolster students' personal development	Subject to ongoing review
To re-establish school routines and to reset our high expectations of behaviour to achieve. To support the mental health and wellbeing of all our students to enable them to be successful learners	We will monitor students' mental health and wellbeing and use key staff and outside agencies to support students when this is needed. We will continue to monitor and track behaviour and attendance to ensure timely intervention, as required	Subject to ongoing review

Actions to achieve priorities

Priority	Activity	Status	Projected Cost
Priority 1	Use of MyTutor to support Year 11 students in Maths and Science – 1:3 or 1:1 tutoring. English tutoring / support to follow.	Started 8 th December	
	Retrieval starters in lessons and other low stakes quizzing incorporated to identify students' gaps. This is in addition to formal testing at the end of topic / term / year and mock exams for KS4 and 5. Whole school	Ongoing	
	Year 11 Revision Conference to support PP students with exam skills	Completed 4 th December	
	Intervention classes during P6 to support students' progress in a wide range of subjects (KS4 and 5)	Ongoing	

	'Drop down' days for some subject (in both KS4 and 5) to allow students to complete coursework in practical based subjects e.g. Art and Photography which was not completed during lockdown due to limited access to resources.	Ongoing	
	New AHT role with focus on tracking and monitoring the progress of KS3 students to identify those most affected by lockdown	In place	
	Resources to support the catch up in Maths – revision guides, practice exam papers etc. to be used in tutor time.	To start in 2021	
	New tutor time reading programme launched across KS3 and 4 to increase reading engagement, literacy levels and improve students reading ages	Currently operating in Years 7 and 8. Years 9 and 10 to roll out in the New Year	
	Appointment of new literacy support assistant to focus on improving the reading ages and literacy of students in Year 7	In place	
	6th form students in Years 12 and 13 that require additional support to receive extra timetabled lessons and / or intervention after school Periods of compulsory study are added to student's timetables to provide time, resources and support to catch up Where required 1:1 intervention with key staff e.g. careers advisors, HOY or other pastoral support is offered	In place	
		Priority One Costs	£30,450
Priority 2	Pastoral Support Mentors for KS3 and KS4 to mentor students to remove barriers to learning (attendance, punctuality and engagement). Mentors to also support students' wellbeing and mental health	In place	
	Homework clubs for all Year groups across KS3 and 4 to support students' catch up and engagement with homework tasks. Targeting those with significant gaps and / or poor access to technology	Ongoing – until the end of the academic year	
		Priority Two Costs	£28,400
Priority 3	Senior Teacher responsible for BFL to ensure disruption free learning for all students	In place	
	"Boys to Men" programme to support students in KS3 that suffered from the disruption and loss of routine	This will take start for eight weeks for ten Year 8 students in January	

	Pastoral Admin Support to communicate with families and ensure the effective operation of BFL systems support Senior Teacher, HOY and SLT.	In place	
	Move to online parents evening via School Cloud to be trailed with a Year 7 “meet the tutor” evening in December. If successful will be rolled out across the school for all other parents evening events.	First event took place successfully on 9 th December	
		Priority Three Costs	£7,500
Priority 4	Provide Christmas dinner for all non-pp students (whole school) to ensure that all students have a positive experience and to reward their resilience and to encourage attendance at the end of term.	W/C 14 th December	
	Weekly inclusion and safeguarding meetings to highlight and tackle issues arising in each year group	Ongoing	
	PASS Survey feedback meetings with DHT, SENCO and HOY	Completed 3 rd December	
	To buy an additional five laptops and five Chrome Books for the SEND Department	TBC	
		Priority Four Costs	£4,750
		Total Spend	£80,600

Monitoring and Implementation *(To record issues as they arise throughout the year)*

Area	Challenge	Mitigating action
To secure the best outcomes for our KS4 and KS5 students in Summer 2021	Students or staff having to self-isolate due to COVID-19	Setting work on Satchel and the use of Microsoft Teams to support hybrid and remote teaching
To reduce the gaps between key groups created / widened as a result of lockdown	RPHS has 39% PP and 26% FSM. SEN students also account for almost 25% of our cohort in Years 7 to 11. In addition, 15% are ‘double disadvantaged’. Therefore we face significant challenges – made worse by the impact of the lockdown and ongoing COVID-19 crisis.	Our new AHT has a specific focus on progress and closing the gap across all year groups. HOY complete LEARN boards to show how well students are working and we feel this has proved very motivational. Additional support provided such as intervention, 1:1 or 3:1 tutoring where required.

To support transition of Year 7 and Year 8 students to secondary school – many of whom missed a third of Year 6 or 7 and had their transition disrupted	See below.	The Learning Support Mentors have supported very strongly with this. We have also had an AHT in charge of Year 7. Also see below.
To support the mental health and wellbeing of all our students to enable them to be successful learners and to establish routines and the school expectations.	We have a high proportion of vulnerable students – 15% ‘double disadvantaged’ and high proportion of SEN students with 72 EHCPs. High expectations and strong routines are thus very important	We have put in place a very effective ‘bubble system’ – with each year group having their own area for learning and break times. All students do a line up three times a day and we have staggered start and finish to the day. All of this has had a very positive impact on behaviour to achieve. It has also supported our students’ resilience. We have had over 92% attendance for this term – compared to the NA of 87%. It also enables us to identify and tackle problems very quickly in year groups. Students have completed the PASS survey and wellbeing surveys. The results of which have been shared across the pastoral team to pick up any issues or concerns. Students of concern are highlighted at inclusion meetings and strategies put in place to support students.

Review: aims and outcomes *(to be completed at end of year)*

Aim	Outcome
To secure the best outcomes for our KS4 and KS5 students in Summer 2021	Awaiting review
To reduce the gaps between key groups created / widened as a result of lockdown	Awaiting review
To support transition of Year 7 and Year 8 students to secondary school – many of whom missed 1/3 of Year 6 or 7 and had their transition disrupted	Awaiting review
To support the mental health and wellbeing of all our students to enable them to be successful learners and to establish routines and the school expectations.	Awaiting review