



Coronavirus (COVID-19) catch-up premium Planned spending for 2020-21

1. Summary information				
Total premium	£142,560	Number of disadvantaged pupils	355	
2. Identified priorities (groups and/or year groups)				
A.	Providing academic, social and emotional support for all DA students where necessary in years 7-11 to help diminish the gaps in learning.			
B.	To support students in years 7-11 who need to catch up with literacy and numeracy so that they can access the curriculum and make improved progress.			
C.	To provide opportunities for all students to be supported in their academic learning beyond the school day so that any identified knowledge or skills gaps have been addressed.			
D.	To remove barriers to learning and support personal and academic growth of targeted students so that they achieve their full potential.			
E.	Providing additional resources for students to address gaps in learning caused by lockdown.			
3. Selection of interventions				
1.	<u>Targeted Support: One to One and small group tuition</u> - High impact & quality tuition provided by: Assertive mentors, PP Champions, Assistant PP Champions			

	<p><u>Rationale:</u> There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy. It is estimated that the average impact of one to one tuition is 5 additional months of progress (EEF 2020b). More investment is needed to support DA students, the EEF Impact Report states that school closures are likely to reverse the progress made to narrow gaps in the last decade. Assertive mentoring was first developed at Hurworth secondary school in Darlington, County Durham where it proved highly effective at substantially raising the attainment of students, particularly those who came from homes where there was little expectation of progression to FE and HE. The programme has since been used successfully in many other schools to improve outcomes for students.</p>
2.	<p><u>Targeted Support: Intervention Programmes</u> - Reading scheme, Learning Village to support NTE students, catch up maths and literacy plans, subject specific Intervention programmes to plug gaps in learning, subject specific resources for targeted interventions – see appendices.</p> <p><u>Rationale:</u> Students with poor literacy skills will fall further behind and intervention programmes that meet a specific need such as oral language skills (NTE Programme) or aspects of reading (Reading Plus Programme) are likely to have the greatest impact, particularly when they are regular sessions sustained over a period of time (EEF Covid-19 Support guide for schools). The Reading Plus Scheme has been in development for 14 years and is researched and developed by Harvard University. Baseline assessments mean that it targets readers with appropriate lexile ranges and encourages reading ‘beyond comfort zone’ within pupils own interests. After reading 40 texts over 10-12 hours pupils increase their reading speed by 50 words per minute and their comprehension by 12-18 months. Using the subject expertise for targeted interventions and high quality resources which is linked to evidence from the classroom and termly tracking data can have an impact on progress and attainment.</p>
3.	<p><u>Targeted support: Extended school time</u> – Subject specific support to help students to catch up provided by RMA teachers in school and online tuition provided through the National Tutoring Programme. To be most effective, it is important to ensure that tuition is guided by the school, linked to the curriculum and focused on the areas where students will most benefit from additional practice or feedback.</p> <p><u>Rationale:</u> Tuition delivered by qualified teachers is likely to have the highest impact. There is evidence that extending school time can have a positive impact on learning as well as improving other outcomes such as attendance and behaviour. (EEF Covid-19 Support guide for schools)</p>
4.	<p><u>Wider Strategies: Access to technology</u> – Purchasing IT resources to ensure all students can access home learning and online tuition & providing support and guidance on how to use the technology.</p> <p><u>Rationale:</u> Technology can be valuable in facilitating access to online support and resources. EEF Rapid Evidence Assessment: Distance Learning states that ensuring access to technology is key, particularly for disadvantaged pupils. “Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology.” In full or partial school closure, technology is invaluable in facilitating access to teaching resources, so that students can access RMA remote learning resources which follow the Rushey Principles of Direct Instruction, so that continued academic progress can be made.</p>

PLANNED EXPENDITURE 2020-2021

Objective	Chosen action / approach	Intended Outcome	Lead	Cost	Impact
A. To provide academic, social and emotional support for all DA students where necessary in years 7-11 to help diminish the gaps in learning.	<ul style="list-style-type: none"> - Appoint 5 additional Assistant Pupil Premium Champions, one extra per year group to strengthen the team and increase support for DA students in every year group. - Mentoring sessions with Pupil Premium Champions will be brief, occur regularly and be maintained for a sustained period of time as well as running after school sessions part of the extended day support plan. 	<ul style="list-style-type: none"> - That the impact that school closure has on DA students is diminished through one to one and small group targeted intervention so that students make as good progress as their peers. - That barriers to learning are removed and the personal and academic growth of targeted students is supported so that they achieve their full potential. - That students' self-esteem, independence, work ethic and high aspiration are promoted and reinforced to support their academic learning so that they make progress in line with their peers. 	HMU	£10,000	<p>The additional support of Assistant PP Champions has increased support for DA students in every year group. Barriers to learning have been identified and students have been supported overcome them so that they achieve their full potential.</p> <p>Decrease in consequences for engagement with remote learning for targeted students. Decrease in behaviour / homework consequences for students who were being supported for organisation. Feedback from Maths and English teachers shows a higher level of engagement leading to better progress from students who were targeted for intervention.</p>
B. To support students in years 7-11 who need to catch up with literacy	<p>Maths:</p> <p>Purchase a selection of resources for year 7-11 to complement and enhance the curriculum and use this to provide</p>	<p>Maths:</p> <p>Students improve their performance in AO1, AO2 knowledge and are better equipped to understand mathematical concepts and through</p>	LBR/ ARA	Maths: £17, 000	In Maths and English, students have been provided with additional resources which have plugged gaps in learning caused

<p>and numeracy so that they can access the curriculum and make improved progress.</p>	<p>targeted interventions based on evidence from the classroom and tracking data.</p> <p>To use subject expertise from the maths faculty to provide specialist after school tuition sessions for years 7-10 for carefully identified students.</p> <p>English:</p> <p>Tailored intervention strategies for students identified as underachieving including bought in packages for reading, writing and spelling that together will diagnose gaps and provide approaches for addressing these.</p> <p>To use subject expertise from the English faculty to provide specialist after school tuition sessions for years 7-10 for carefully identified students.</p>	<p>repeated practice of fundamental skills, improve their progress in maths and catch-up.</p> <p>Students develop fundamental mathematical knowledge, hone their reasoning skills and can demonstrate this through effective problem-solving.</p> <p>English:</p> <p>Targeted students perform well in their identified areas for improvement of reading, writing and/or spelling and make accelerated progress so that they can gain knowledge and skills to bring them in line with their peers.</p> <p>Students are guided by subject experts with a knowledge of the RMA curriculum to deepen their understanding of component parts needed to make rapid progress and perform well at the composite skills.</p>	<p>MCL/ SAL</p>	<p>English: £22,093</p>	<p>by school closures. This has enabled students to catch up on missing content and to practice exam questions to further enhance their learning both at home and in school. This has also helped in terms of teacher delivery with remote learning. The impact has been seen by using low stakes formative tests as part of retrieval practice and revision practice. However further impact will be measured from the assessments which will be carried out at the end of the academic year,</p> <p>Purchasing reading sets has enabled the school to have a good variety of titles to meet various reading levels so that any future reading groups we're able to run will be resourced well. And the single titles has allowed students to make independent but confident choices for their own leisure reading. If they are familiar with the format and level, then they are likely to be successful when they read it by themselves, which increases confidence and enjoyment and</p>
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					the likelihood of repeating the behaviour.
C. To provide opportunities for all students to be supported in their academic learning beyond the school day so that any identified knowledge or skills gaps have been addressed.	<p>Students are specifically targeted by each faculty to attend extra study clubs after school or at weekends.</p> <p>Faculties to provide extra classes after school each faculty once a week @£33 per hour for 40 weeks.</p> <p>Pupil Premium Champions to run additional support sessions for DA students to support with organisational & study skills.</p> <p>National Tutoring programme used for additional online tuition after school.</p>	<p>That gaps in learning from school closure are diminished so that students continue to make good and excellent progress.</p> <p>That students have extra time for practical work missed during existing and future school closures.</p> <p>That students have access to materials and equipment unavailable to students at home.</p> <p>That students are able to have extra guided support from teachers beyond the school day which re-builds subject knowledge and skill through specialist input.</p> <p>That students' self-esteem, independence, work ethic and high aspiration are promoted and reinforced to support their academic learning so that they make progress in line with their peers.</p> <p>That identified students have additional support from qualified teachers to plug gaps in learning.</p>	<p>HOFs</p> <p>PP Champions</p> <p>HMU</p>	£20,262	<p>Provided the opportunities for all students to be supported in their academic learning beyond the school day so that any identified knowledge or skills gaps have been addressed. Subject specific support to help students to catch up has been provided by RMA teachers in school and online tuition provided through the National Tutoring Programme. The tuition sessions have been effective, as they have been guided by the school, linked to the curriculum and focused on the areas where students will most benefit from additional practice or feedback. The content of the sessions was informed by formative assessment and student tracking data. Students were specifically targeted by each faculty to attend extra study clubs after school or at weekends. DA students were targeted and actively invited to these tuition sessions.</p> <p>Weekly sessions have been carried out over 30 weeks in</p>

					<p>English, Maths and science. Sessions were also run in Business studies, Computing, BTEC sport, health and social care, Art and photography,</p> <p>The National Tutoring Programme run by the Brilliant club was used in order to impact the progress of HA DA students in English, Chemistry, Biology and Physics.</p> <p>This extra guided support has ensured that gaps in learning from school closure have been diminished so that students continue to make good and excellent progress.</p> <p>That students have had extra time for practical work missed during existing and future school closures. And have benefitted from additional support from qualified teachers to plug gaps in learning.</p>
D. To remove barriers to learning and	Appoint an assertive mentor to improve study & organisational skills. Mentoring aimed at deepening the independent learning culture of targeted students and the impact this has on their learning.	Interventions have an impact on improving the attitudes to learning and diminishing the gaps in learning for targeted students. Learning and study skills of targeted students improve.	MWA	£19,113	Interventions had a huge impact on improving the attitudes to learning of identified students which resulted in lower behaviour points (see case studies for examples)

<p>support personal and academic growth of targeted students so that they achieve their full potential.</p>	<p>Learning and Behaviour Mentors to identify key students for Assertive Mentoring, so that a targeted intervention programme can be implemented to support return to school.</p> <p>Mentoring sessions with Assertive mentors will be brief, occur regularly and be maintained for a sustained period of time</p>	<p>Organisation skills of targeted students improve.</p> <p>Students more confident and take ownership of their learning.</p> <p>Identified students behave well and improve their attitude to learning.</p>			<p>Frequent contact was made with students and their families during school closure via check-in calls, emails & MS Teams which supported students to take ownership of their learning and increased engagement with home learning.</p> <p>Students with low or no engagement were identified and barriers to access learning were removed through; inviting them to school provision, providing laptops, tutorials in accessing emails or using MS Teams.</p>
<p>E. To provide additional resources for students to address gaps in learning caused by school closures.</p>	<p>Purchase subject specific catch up resources sourced by each Curriculum leader / Head of faculty (see Appendix 1 for further details)</p>	<p>That subject specific resources are provided by each faculty to students in order to plug gaps in learning caused by school closure for faculties other than Maths and English (See Appendix for details)</p>	<p>HOFs</p>	<p>£23,854</p>	<p>In all subjects, students have been provided with additional resources which have plugged gaps in learning caused by school closures. This has enabled students to catch up on missing content and to practice exam questions to further enhance their learning both at home and in school. This has also helped in terms of teacher delivery with remote learning.</p> <p>The impact has been seen by using low stakes formative tests as part of retrieval practice and revision practice.</p>

APPENDIX 1 Overall Costings

Objective Ref	Approach	Cost	
A	Assistant PP Champion x 5 @£2,000	£10,000	TLR 3 @£2,000 x 5
B	English and Maths Catch up	£39093	Maths £17,000 English £22,093
C	Tuition beyond normal school hours	£20,262	all faculties taking part
D	Assertive Mentoring	£19,113	level 1 behaviour mentor salary
E	Faculty Catch up resources not maths and English	£23,854	all faculty requests not maths and English
		£112,322	TOTAL

APPENDIX 2: Costings Breakdown

Faculty	Resources & details	Cost per unit	Units	Total	Faculty Total
Maths	Dr Frost @Key skills' KS3 students	£500	1	£500	£17,000
	Just Maths Crossover Work books Year 11			£2,500	
	Printing of Churchill Problem Solving booklets - Year 11			£1,000	
	CGP 10 minute weekly workout KS3 students MA and HA. 'Catch up workbook' for LA students in KS3	3	750	£2,250	
	CorbettMaths revision cards & 5-a-day workbook Year 10 & year 11	£15	750	£11,250	
English	The Helen Arkell Spelling Test	£100	1	£100	£22,039
	Reading Plus - 3 year licence	£12,000	1	£12,000	
	OUP Resources: Read Write Inc. Fresh Start: Starter Pack	£299	1	£299	
	OUP Read Write Inc. Fresh Start: Super Easy Buy Pack	£1,205.50	1	£1,205.50	
	Regional training: Fresh Start Read Write Inc	£520	3 for 2	£520	
	Regional Training: Read Write Inc. Phonics	£520	3 for 2	£520	

	OUP Resources Read Write Inc. Phonics Reading Leader Handbook	£43	1	£43	
	OUP Read Write Inc. Phonics: Teaching Handbook 1	£65.50	1	£65.50	
	OUP Read Write Inc. Phonics: Teaching Handbook 2	£65.50	1	£65.50	
	Let's Think in English (LTE)	£2,920.00	1	£2,920.00	
	Step up to English AQA bridging course.	£500.00	1	£500.00	
	Revision booklets and past papers questions for year 11	£1,300.00	1	£1,300.00	
	Printing cost for small group tuition sessions after school	£500.00	1	£500.00	
	Badger books and Barrington Stoke books for reluctant/EAL/SEN readers in library	£2,000	1	£2,000	
Science	CGP Knowledge organiser and workbook double year 11	6.5	296	1924	£13,210
	CGP Knowledge organiser and workbook triple year 11	19.5	90	1755	
	KS3 CGP complete revision and practice	5.5	1064	5852	
	CGP Knowledge organiser and workbook double year 10	6.5	296	1924	
	CGP Knowledge organiser and workbook triple year 10	19.5	90	1755	
MFL	Blue folders x2 all DA students	£1	700	£700	£4,356.20

	British Council Language Assistant	£7,312.40	0.5	£3,656.20	
History	GCSE Revision Guides	£375			£375
RE	Remote Revision Package	£200	1	£200	1,280
	Revision Cards for year 11	£9	72	£648	
	Revision book for year 11	£6	72	£432	
Business Studies	Training and support from specialist for OCR Cambridge Nationals Marketing and Enterprise	4 weeks	11 students	£160	£360
	Training and support from specialist for year 10s and 11	10 weeks	11	£200	
Computer Science	GCSE Computer Science OCR Exam Practice Workbook - for exams in 2021	£2.85 per book (85 students)		£242.35	£491.35
	GCSE Computer Science OCR 10-Minute Tests - for exams in 2021 (includes answers)	£2.25 per book (85 students)		£191	
	Walking Talking Mocks Webinar	£58 + VAT		£58.00	
Language Development	Mrs Wordsmith Vocab, spelling, phonics and writing booklets	£60	13	£780	£1,800
		£85	12 months	£1,020	
Creative Arts	DNA revision guide	33	£7.00	£231.00	£467.94
	Noughts and Crosses	33	£7.18	£236.94	

Art & Photography					£1,320
	Year 11 2 x Saturday revision classes	33 x 4 staff	10 hours		
Design Technology	GCSE workbooks for year 11	68	£2.85		£193.80
					£62,893

Faculty	Number of staff per week	Cost per unit	Units	Total	Extra Information
Maths	6 teachers per week	198 (6x33)	30 weeks	£5,940	See Maths plan (Appendix 3)
English	6 teachers per week	198 (6x33)	30 weeks	£5,940	See English plan (Appendix 4)
Science	6 teachers fortnightly: MAF, JPA, AAM, NBU, MST, VPA: targeted students	198 (6x33)	15 weeks	£2,970	Targeted underachieving students
Business Studies	2 sessions per group	4x33	4	£132	1 session to cover content, 1 session to cover Numerical skills

Art & Photography	Year 11 2 x Saturday revision classes SCH EMA HMA XCO	33 x 4 staff	10 hours	£1,320	2 Saturday either October after term or after Christmas break • Allows extra time for practical work - missed during existing and future school closures (including September enforced Y10 absence) • Allows extra guided support from teachers • Allows access to materials and equipment unavailable to students at home.
PP Champions	5 teachers per week	132 (33 x 5)	30 weeks	£3,960	support targeted underachieving DA students
Brilliant club NTP	Weekly sessions for 4 x 6 students in English, Chemistry, Biology and Physics	24 students (24x£65)	15 weeks	£1,560	support targeted underachieving HA DA students
Brilliant club supervision	Staffing sessions in school	33x15	15 weeks	£495	only needed to supervise when in school
				£22,383	Total

APPENDIX 3

Catch-up Premium 2020/2021 MATHS

Outline of strategies

Strategy: Use Dr Frost 'Key Skills' to set as additional work for KS3 students. This feature will allow for students to gain more exposure to key mathematical concepts and practise fundamental skills, allowing them to develop their component knowledge. Data can easily be tracked and teachers will be able to see which areas of learning need to be focused on more in class. The 'Generate Worksheet' option will provide teachers with a quick way to generate a set of questions and test the fluency aspect of the mathematical topic; this can be set remotely and monitored, or printed and completed in class.

Cost: £500

Measuring impact: ARA to identify students with concerns about progress after termly tracking. Teachers will be assigned a group of students to set work for and monitor on Teams in a 6-week intervention programme (this has been created and passed on to relevant teachers). Students will upload completed work to Teams and teachers can host short 'drop in sessions' to cover topics where there is still a lack of progress. As well as this, members of the department can report in faculty meetings about the level of success students have with AO1 type questions in termly assessments and discuss pedagogical approaches with these topics. ARA to see if students not making expected levels of progress in tracking 1 improve in tracking 2 with this intervention.

Strategy: Just Maths Crossover work books bought and supplied to all Year 11 students to use for independent learning and in lesson as the teacher deems appropriate. ARA to analyse termly tracking in October to identify students who are not making expected levels of progress; JustMaths 'aiming for/working towards' resources will be printed as necessary for students who are behind and assigned Teacher will monitor and track on Teams.

Cost: £2500

Measuring impact: Teachers to feedback in faculty meetings about the level of success students had with AO3 questions in the winter mock exam and common mistakes or areas of weakness they picked up on. ARA to analyse results after winter mock and identify students who are not making expected levels of progress and groups to be assigned to Teachers in the department to monitor and track on Teams. Effective use of JustMaths book booklets should see students improve by a grade in the March mock exams; ARA to see if students not making expected levels of progress in tracking 1 improve in tracking 2 with this intervention.

Strategy: Print and distribute Churchill Problem Solving booklets (created last academic year) to Year 11's in January. Depending on individual teacher guidance, these can be used as an extra source of revision at home for students to complete independently or as starters in lessons closer to the exam period. Mark schemes are located in the shared area but can be printed for DA students. Student's should be training to use the mark scheme effectively by their teacher and not just use it as a source to view the final answer; If this is done in class it will be a skill students' can use with at home when learning independently.

Cost: £1000

Measuring impact: Teachers to feedback in faculty meetings about the level of success students had with AO3 questions in the winter mock exam and common mistakes or areas of weakness they picked up on. ARA to analyse results after winter mock and identify students who are not making expected levels of progress and groups to be assigned to Teachers in the department to monitor and track on Teams. Effective use of Churchill booklets should see students improve by a grade in the March mock exams; ARA to see if students not making expected levels of progress in tracking 1 improve in tracking 2 with this intervention.

Strategy: ARA to analyse KS3 results after termly tracking and identify students with 'concerns' or making 'some' progress. Due to potential missed learning in Year 6, Year 7 MA and HA students in KS3 will be provided with a CGP '10-minute weekly workout book' and LA students with a 'Catch up Maths' workbook. These books will be an extra resource which students can work with at home. ARA will follow up with students on the following tracking cycle to see if there is any improvement. This model will also be replicated for Years 8 & 9.

Cost 250 per KS3 year group (at £3 each) x 3 years groups \approx £2250

Measuring impact: ARA to identify students with concerns about progress after termly tracking. Teachers will be assigned a group of students to set work for and monitor on Teams. Students will upload completed work to Teams and teachers can host shot 'drop in sessions' to cover topics where there is still a lack of progress. ARA to see if students not making expected levels of progress in tracking 1 improve in tracking 2 with this intervention.

Strategy: Provide all students in KS4 with CorbettMaths revision cards and 5-a-day workbook. The revision cards will provide a clear snapshot of key topics in mathematics and the 5 a day book means students will be able to complete manageable chunks of work independently as an extra source of revision at home which should develop retention if used effectively. Students can use these resources as a reference to catchup on key concepts missed over lockdown and gain the opportunity to practise questions from a variety of topics.

Cost: 750 students \times (£7 + £8) = £11,250 – Year 10 & 11

Measuring impact: If these resources are used correctly, students should perform better in AO1 and AO2 type questions in exams and fundamental mathematical

concepts will be retrieved more easily. Class teachers expected to refer student to correct set of revision cards after QLA analysis from mock exams and develop, or recap, knowledge of key concepts. Tracking grade should increase termly if revision cards and 5-a-day booklet have been used effectively by the student.

Strategy: Specialist maths teachers to hold catch up tuition sessions for year 7. 8. 9 & 10 students on designated days. On Tuesdays, 1-hour revision sessions to be held for Year 7 and 8 students identified by ARA from termly tracking and conversations with class teachers (note: these will not be the same students in the 6-week programme). Teacher to ensure fundamental skills are covered and problem-solving questions are tackled to develop reasoning skills. After each session students to be directed to relevant revision material on topic covered on Mathswatch/Dr Frost/Revision guide.

Cost: 6 teachers a week at £25 (£33) per hour from after first half term $\approx 6 \times £33 \times 30 \text{ weeks} = £5940$

Measuring impact: ARA to monitor tracking of students in catch up revision sessions. Feedback on A2L for homework and classwork to be feedback by class teacher to see if there is any improvement. Revision teachers will be expected to check if extra work set has been completed in every revision session.

APPENDIX 4

Catch-up Premium 2020/2021 ENGLISH

Year group	Numbers in each cohort								
	DA total	DA Girls	DA Boys	DA SEN K	Whole cohort SEN K	NTE AB	LA Target 3 or below	Spelling age below 9 yrs	Underachieving HPA (by 3 grades +)
7	59	30	29	7	36	16	41	tbc	
8	65	35	30	8	32	4	11	tbc	
9	77	42	35	8	34	3	10	tbc	6
10	82	34	48	9	29	3	10	n/a	12
11	71	37	34	14	29	11	27	n/a	7
Totals	354	178	176	46	160	37	99		25+

Background: There is a total of 354 students at Rushey Mead Academy who are disadvantaged. In year 7 there are 59 DA students. This year 2020 there are no KS2 English SATs or scaled scores for us to measure their literacy.

Year 7 have missed out on 6 months of education and their exams and our anticipated gaps will be their Reading and writing skills. The proposals below and attached are ideas, strategies and national programmes designed to address their gaps in their inference, deduction and analysis but also to target other LA or NTE groups with phonics and online accelerated reading programmes.

To date, our year 7 students have been in school 3 weeks and already they have had Midyis tests and in English they have sat a HAST test (Helen Arkell Spelling Test) to measure their spelling age so we can target those weak at spelling. They have also sat an external No More Marking non-fiction written assessment which will be

externally scaled using comparative marking methods. These results will come back to us by October half term. We have a specialist team of English teachers ready to run intervention groups after school with LA/NTE students, KS3 reading and comprehension groups and year 11 HA underachievers in English.

1.Strategy: Years 7, 8 and 9 – (HAST) Helen Arkell Spelling Test consists of 65 spellings which get sequentially harder. The raw scores out of 65 are entered and a formula used to work out each student's spelling age compared to their chronological age. We would use this twice a year to monitor progress. This should identify the gap between their chronological ages and spelling age so we can identify those with spelling ages of below 9 to target within our classrooms. This information would be shared with classroom teachers. Classroom teachers would differentiate, adapt and tailor the SOW vocabulary to the needs of groups of students. They would also support students with their spellings in class using the Look, Cover, Write, Check method.

There are also many Quizlet KS2 spelling games and flash cards to boost memory of spellings – similar to the methods used in MFL. Those identified with a lower spelling age will be targeted with these apps.

COST: BOOK HAST-2: Version 2: The Helen Arkell Spelling Test £55

Printing Costs: £45

Measuring impact: We would redo this test at the end of the year with exactly the same spellings to measure if they have improved their spelling age compared to chronological age. Where students' spelling ages haven't increased, we can implement further differentiation and targeted support within the classroom based on individual needs. Students targeted will have support with vocabulary and spellings within classroom. Where students have significantly low ages of 5 or under, we will refer to SEN department for extra support.

2.Strategy: Reading Plus This is a digital reading platform which has already been introduced to one year 7 LA group taught by SHA. TRO the Pupil Premium Champion introduced this to the English faculty to try it out on a free trial. The future plan is to extend it out to the whole of year 7 and year 8 Lower and Middle ability groups if it is measured successful. Up to three to four lessons will be needed to train the LA/MA students in the use of this program but it will be used for reading homework at home on phones, tablet or laptops to either run alongside our current platform Weebly.com or to replace it with focus groups.

This is an online **reading** program designed to improve students' abilities to read faster, comprehend better, and learn new vocabulary. This is aimed at less engaged students on improving reading speed, fluency, vocabulary and comprehension. Following an initial assessment on the reading platform to establish their reading ability student read texts and answer questions to establish their comprehension.

Reading Plus was introduced this year on September 8th 2020 and early results look very promising. We have started to trial it with SHA's LA year 7 group at the start of school to see how it went and it has been working for only 3 weeks.

We intend to roll it out to other groups in year 7 and to the rest of KS3 LA/MA groups. It is designed to target vocabulary and reading age and it is particularly good for EAL kids as it even teaches the skills and processes of reading. It is accessible by laptop, tablet and phone from home.

COST: Currently a free trial. A 3-year licence costs £12,000

Measuring impact: By following this programme it should improve students' comprehension by 12-18 months. Students within the group have already improved by one-month difference after just 3 weeks.

The digital platform programme 'charts' individual students' progress, providing individual feedback to both the teachers and the students. This progress would be monitored by the classroom teacher SHA in their English comprehension during written comprehension assessments, engagement in lessons and with the library, the extracts in the booklets and the overall quality of the reading homework done on weebly.com. SHA would report this progress back to SAL who would also use termly

tracking and A2L to monitor if these target students are making expected levels of progress over time. The assessment by Reading Plus is very detailed and gives an accurate Reading Age.

3. Strategy: Read Write Inc The English, SEN and Language Development faculties would jointly bid for and implement the following two programmes. If both packages are bought all groups of students with specific leaning needs would be catered for including EAL/ NTE/SEN/LA. Student with extremely low-level reading ages are unable to access any of their school curriculum and reading is a high-level priority. We would target students who are

- With a reading age of 6 or below – SEN faculty with Phonics taken out of English – 2 lessons. TA (Poonam) would teach phonics to students below reading age of 6.
- New to English A and B – Language Development Faculty with Fresh start (TYU and AMA)
- LA low-level readers and NTE C and D – English faculty with Fresh Start in after school sessions (STA)

a) Fresh Start - Read Write Inc Intervention Programme for Identified Pupils.

The programme teaches students to read accurately and fluently with good comprehension. It teaches them to spell correctly and compose their ideas for writing step-by-step.

We would target our lowest level learners who have not got basic phonics skills. Fresh Start is, as recommended by the DFE Rose Review 2006, a Structured Synthetic Phonics style Programme with proven impact at secondary level (Effect Size of 0.34). Recommended by the DfE guidance ‘Literacy and Numeracy catch-up strategies’ 2012/18. The programme also supports group intervention making it cost effective.

Fresh Start (FS) is a catch-up literacy intervention for pupils at risk of falling behind their peers in early secondary schooling. It provides systematic and rigorous practice in phonics so that pupils are at an appropriate level to join the mainstream group after completion of the intervention. Pupils are assessed and then grouped according to their levels of reading ability. Teaching in these groups begins with recognition, practice and blending of sounds and graphemes, based on a set of module booklets.

Pupils on Read Write Inc. Fresh Start made 3 months additional progress in reading, measured using the New Group Reading Test, during the five-and-a-half-month trial which was run by EEF. <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start/>

COST: Standard training package: **Fresh Start Read Write Inc** offer in-school 2-day Fresh Start Training. In-school training packages start at £520+VAT including:

COST: Oxford University press resources, Read Write Inc Fresh Start

£299 + VAT Read Write Inc. Fresh Start: OUP Starter Pack Suitable for: Teachers of students in Years 5-8 (P6-S2) who have a reading age of 9 or below and require reading and writing intervention.

£1205.50 +VAT OUP Read Write Inc. Fresh Start: Super Easy Buy Pack

b) Phonics – Read Write Inc is aimed at students ages 4 – 8 years old. – SEN students with a reading age of below 6.

This would specifically target the 9 named students in the grid above with reading ages of below 6.

COST: Standard training package for schools new to Read Write Inc. Phonics

£520 +VAT

COST: Oxford University press resources for Read Write Inc Phonics

£43 Reading Leader Handbook- clear guidance on managing Read Write Inc Phonics

£65.50 Read Write Inc. Phonics: Teaching Handbook 2 -Teaching notes for Yellow to Grey Levels

£65.50 Read Write Inc. Phonics: Teaching Handbook 1- Teaching notes for Red to Orange Levels

£2655.00 Read Write Inc: Phonics Book Bag Books: Fiction and Non-Fiction Super Easy Buy Pack (1,180 books in total) This pack contains a Pack of 100 fiction Book Bag Books for each of Sound Blending, Red Ditty, Green, Purple, Pink, Yellow and Blue, Pack of 120 for Orange, Pack of 130 for Grey, Pack of 100 non-fiction Book Bag Books for Yellow and Blue, Pack of 130 Grey non-fiction: [Suitable for children aged 5 to 7 who are learning to read and write \(and struggling readers up to age 9\)](#)

Measuring impact: SA/TYU/VSH and specialist teachers and mentors to measure reading ability in targeted students by their increased fluency in reading and increasing knowledge of phonics to work out a “tricky” word. This package would work hand in hand side by side with the new **Reading Plus** digital platform to measure their reading age and ability to comprehend what the students have read. Over time, this will impact their writing and spelling abilities as well as their reading and the evidence will be in student books across all curriculum subjects.

4. Strategy: Let’s Think in English (LTE)

We would use LTE for groups of underachieving HPA/boys or Lesson 6 revision lessons to improve oracy and students’ critical thinking.

LTE secondary programme consists of a suite of high-interest lessons which are intended to be used fortnightly for two years in KS3 or KS4. We would trial this with HPA underachieving boys /girls as we are in the process of implementing a new 5-year English curriculum and would not use this in lessons initially. They are largely oral, based on reading, open-ended questioning and structured group discussion which increases students’ reasoning skills and metacognition (structured reflection). This makes students more aware of their thinking processes and how they think most effectively. The lessons are designed for Years 7 and 8 (the initial target years), and are also used very successfully in KS4 and KS5.

COST: The Let’s Think in English (LTE)= £2470 teacher training plus £450 for 3year subscription. Cost includes:

- Training and support package comprising a full day’s training, three afternoon/twilight support sessions and the primary or secondary suite of lessons.
- The secondary suite consists of 30+ KS3 lessons (lesson plans and PowerPoints).

Measuring impact: SAL to monitor attendance and tracking of students in small group tuition sessions. Feedback on A2L for homework and classwork to be feedback by class teacher to see if there is any improvement. Catch up teachers will be expected to check if extra work set has been completed in every session. SAL would use Termly Tracking, evidence from student books during work sampling, learning walks and A2L for KS4 year 11 HPA catch up

5. Strategy: AQA Step up entry level – a bridging course to GCSE for our year 9 LA groups

This Step-Up programme for AQA will support our weakest DA/LA/EAL students at Rushey Mead Academy in acquiring and developing the skillset they require for both GCSE Language and Literature. There are 2 levels. Silver Step (Entry Level 1 and 2) and Gold Step (Entry Level 3) so it can be tailored to the needs of our students. Our weakest students would study for these Silver step and Gold step Entry level certificates in year 9. It would also prepare them for their GCSE courses in language and Literature. The two-step approach is ideal to build confidence and provide access to the new GCSEs.

The target students in year 9 would be in our two year 9 LA groups who are attaining below a target 3 and are at risk of really struggling with the skills required at GCSE. There is a level of skill that is expected of students by the time they start the GCSE course and realistically some of our students simply do not have these.

AQA outline possible ways to teach the course ranging from either; 12-week course, a flexible short course or a 2 and a half term course.

If we introduced it in the year 9 curriculum the 12-week course or the flexible option could work well as a replacement unit instead of a unit from the year 9 English curriculum. In the event of a school closure there is also the option to teach it with the 1-year plan.

For this year only, we would take out the Poetry Unit from the English Curriculum to replace it with Step Up. In future however, it would be the Non-fiction Unit that would be replaced by Step up for 2 x LA groups in year 9.

There is no benefit in year 7 and year 8 doing this course as they lack the maturity as Step up is a bridging course to prepare students for GCSE. This is no different to English teachers teaching the 19th century novel GCSE text at the end of year 9 to prepare for GCSE.

COST: £361.00 Plus printing costs = **£500**

AQA Step up resource is a digital only resource with downloadable content. The licence is for 5 years.

We can purchase each component separately or as a complete bundle – options below.

Measuring impact: The assessment is on demand, with certification twice a year, so our students can complete assignments when they're ready. Therefore, the impact is measurable from the number of students who achieve Silver and Gold step Entry Level and go onto study and pass GCSE's later in year 10 and 11. SAL would also work with TYU who would deliver this course. SAL to measure progress by Termly tracking, A2L and GCSE results. SAL to see if students not making expected levels of progress in tracking 1 to improve in tracking 2 with this intervention.

6. Strategy: Revision booklets and past papers questions for year 11: The English faculty HOF's have sourced and customised quality revision booklets for each literature text studied and for both language papers 1&2. These include annotations and models as well as activities and tasks to work through on each text which will help to plug any knowledge gaps from lockdown. These customised packs are given to year 11 students after Christmas when the GCSE courses are both completely taught and revision has begun. Depending on individual teacher guidance, these can be used as an extra source of revision at home for students to complete independently or worked through with the teacher in class as part of their revision. Past papers questions are also printed off in booklets and these are used in class for walking talking exam practices which are peer marked using the mark schemes and guidance form the class teacher.

COST: £1300

Measuring impact: Teachers to use faculty moderation session and class feedback in faculty meetings about the level of success students had with language papers and Literature extract questions in the mock exams to monitor the common mistakes or areas of weakness overall. SAL to analyse results after termly tracking and mock exams to identify students who are not making expected levels of progress. Every year teachers write year 11 action plans using SISRA and Sims to identify and flag up underachieving HPA, Boys and DA students in order to plug the revision gaps with classroom interventions and after school revision sessions. SAL to liaise with Pupil premium champion for year 11 to target underachievers in English.

7. Strategy: Small group tuition sessions. Specialist English teachers x 6 to hold catch up tuition sessions for year 7, 8, 9 & 10 students on designated days. Specialist teachers would be paid per hour to run an intervention group using the two literacy reading and writing programmes outlined and proposed above.

Groups suggested:

STA: Lowest level readers struggling to read - using Fresh Start Read Write Inc

LGA: EAL/LA groups- using Fresh Start Read Write Inc

SHA: KS3/ Year 8 to plug gaps in reading and comprehension/ Year 11's who are disengaged and struggling

TRO: HPA underachieving boys using LTE programme (Let's Think English)

MCL: Year 11 underachieving HPA boys using Let's Think English programme

TYU: NTE using Read Write Inc Phonics or Fresh Start

Fresh Start Read Write Inc Intervention Reading Programme based on phonics to target our lowest level learners who have not got the basic phonics skills to read. We would target our lower ability students or NTE identified pupils who are still learning to read for this intervention strategy. SAL/TYU would identify the LA and NTE students using data and teacher recommendations. Any intervention done in small groups specifically targeting NTE/EAL students at KS3 that have been identified with low level literacy skills can be taught in 'catch up' tuition by TYU and AMR if required.

COST: Staffing has been costed within the main catch up budget.

Printing costs: £500

Measuring impact: SAL to monitor tracking of students in catch up revision sessions. Feedback on A2L for homework and classwork to be feedback by class teacher to see if there is any improvement. Revision teachers will be expected to check if extra work set has been completed in every revision session.

8. Strategy: Involve Rushey Mead Academy Librarian to include reading "nurture" group for those KS3 students not working at the expected standard on entry. The library is enjoyed by many pupils and we should use our librarian's vast experience to further engage and target students with low Reading ages. We already target the HPA students with our "8 for 8" and "9 for 9" reading challenges for years 8 and 9 so a similar intervention strategy should be introduced with a small number of students in the library with specifically chosen appropriate books for a small targeted group of DA/LA students to use. Badger books publish all genres including non fiction are already popular in our library especially in the horror genre. Our librarian also recommended Barrington Stoke Books who also have books for dyslexic and reluctant readers printed on cream or yellow paper. These Barrington Stoke books are 'hi lo', meaning the content is appropriate to the age of the reader but the text is edited to suit a lower reading age.

COST: £2000 for both Badger books and Barrington Stoke books.

Badger books = 8 x packs of 30-40 books at £198 a set = £1584

71 x Barrington Books are priced at an average of £6.99 each £500

Measuring impact: SAL/MCL in liaison with BHA to monitor library books taken out by identified LA/SEN readers. SAL to also look at Tracking, A2L and teacher assessments of these students.