



Covid Catch-up Strategy

Following the lengthy period of school closure we are being given funds from the government to support students in catching up work that was missed. In total we are expecting £49, 920 across the year. The process of strategically allocating these funds is ongoing. However, the principles upon which we allocated funding is outlined below:

- 1) Our focused curriculum planning and our quality teaching and learning are the most effective tools in supporting student to catch up work missed.
- 2) This planning and teaching will be based upon regular and accurate assessment of student learning.
- 3) Where this regular assessment indicates that students need extra support to catch up missed areas of knowledge or skills, and this is not something that can be done in the context of normal classroom teaching and planning, then that support should be offered on a one-to-one/small group basis. These sessions will be targeted on specific areas of missing knowledge/skills.
- 4) We will consistently recognise our responsibility for supporting the emotional re-integration of students (and staff!) into school. Specific planning will be undertaken to support this on a whole school/year group/tutor group basis. Where we assess that students need extra support, this will again be offered on a one-to-one/small group basis.

The strategies employed in acting on these principles include the following:

Teaching:

Action	Notes	Lead	Impact	Date
Creation of Online learning strategy and establishment of remote teaching timetable to ensure live lessons continue during lockdown	Clear pathway created for when lessons should be delivered online	HKE	Students keep up to date with their learning and are engaged. Structure to the student day.	March 2020 – Reviewed January 2021
Reduction in number of online lessons each day through timetable changes to support student wellbeing	Timetables created to help students to structure their day and support their mental health and wellbeing	KRA	Clear structure to the day. Reduced number of lesson change overs to minimise the possibility of technical challenges. Wellbeing considered and supported.	Spring 2020
Departments asked to consider strategies required to ensure students are caught up.	Plans reviewed in curriculum meetings with Deputy Head Curriculum and Deputy Head Teaching and Learning	HKE	Students making expected progress. Departments adapted curriculum to cover topics that were more accessible online. Spiral curriculum to ensure material is revisited. Plenty of interleaving to support student learning. Lunchtime catch-up sessions where necessary.	Ongoing
Regular assessment of student learning with regular data entry points. Data reviewed and student progress monitored.	Use of data to monitor progress and attitude to learning Liaison with HOD regarding data	HOY, DH (Teaching & Learning) and DH (Curriculum)	Data reviewed and student interviews to discuss progress when required.	Ongoing
Online teaching strategies shared on a regular basis by the Digital Literacy lead	Regular updates provided to teaching staff Useful top online teaching tips	HCM	Staff confident in delivering live lessons and setting/marking work via Teams.	Ongoing

Drop in sessions established for staff so they could develop their digital literacy skills	Face to face support to ensure staff can teach effectively online and manage feedback and marking digitally	HCM	Builds staff confidence and expertise.	Ongoing
Phased return of students following first lockdown to allow students time to re-establish routines.	Based on tight Covid restrictions		Enabled targeted interventions to take place and student anxiety was reduced due to lower numbers attending. Routines discussed and embedded quickly.	Summer 2020
PSHCEe programme (KS3) focus on Mental Health and wellbeing on return to school in September 2021	Topics chosen to reflect pressures students were facing while in lockdown and ongoing issues depending on their age.	MJM/ HCM/ HOY	Addressed concerns over return to school and issues faced during isolation. Staff able to identify any students presenting with mental health issues quickly and signpost to the most appropriate services or offer support when required.	September 2021
HOD asked to identify any student they consider is behind and requiring catch-up intervention.	HOD able to provide details of need and areas where gaps exist	HOD	Regular meetings to identify concerns. Students supported and offered guidance when required. Reduction in gaps in learning.	September 2021
Whole school literacy and numeracy coordinator offered online support to students requiring digital resources from the school library during lockdown	Support provided including EPQ support and provision of research materials as required	SD	Successful completion of EPQs. Students able to access online resources to support their remote learning.	Ongoing
September 2021 and January 2022 training days – departmental time to discuss student progress	Time provided for teams to discuss student need and plan materials to support catch-up	HOD	Time to review curriculum planning – adaptations made to assessments and	September 2021/ January 2022

and plans for the term ahead – focus on student interventions			teaching plans to meet student need.	
Teaching and Learning group reformed following lockdown – focus on teaching and learning post Covid	Opportunities to discuss best practice	HKE	Sharing of good practice and ideas for online learning.	Autumn term 2021
LUCID testing of Y7 and Y9 to help in the identification of those students requiring additional support.	Identification of areas of weakness in literacy to target additional support	SENCO	Identification of students requiring literacy/numeracy intervention and creation of intervention groups in different year groups.	Autumn term 2021

Targeted academic support:

Action	Notes	Lead	Impact	Date
Laptops provided for students who did not have digital access	Survey of PP students to ensure digital access All requests for IT support met (survey of access completed)	HKE/ HCM	All students had IT access so they could learn remotely. Student access checked.	Spring term 2020
Identification of students who have struggled during lockdown – through data analysis and discussions with teachers	Interventions applied where appropriate	MJM/ HKE	Creation of intervention groups including a KS4 maths afterschool group.	Summer 2020 and March 2021
All students received a report to provide details on progress and attitude to learning	Reports sent out July 2020	KRA	AtL data suggested students were re engaged with school and learning in the classroom.	Summer 2021
Students who were identified as struggling during lockdown invited to a meeting (online or in school) to discuss progress and strategies to support	Identification of concerns Strategies identified to offer support	HOY	One to one meetings - beneficial and ensured support was targeted to need.	Summer 2020/ Spring term 2021
Y11 students identified as needing support linked with a sixth form student for weekly subject support during form time	Group of 28 Y11 students identified and meeting on a weekly basis – record of meetings	HKE/ HN	Good attendance at the sessions and high level of enjoyment/engagement.	Autumn 2021

Timetable adaptations for small number of students identified as requiring additional support	Reduction in number of GCSEs Small group support	SENCO	Students engaged and making progress.	January 2022
Study skills groups establish in KS3/ KS4 to include those students identified as requiring literacy interventions	Small group support Targeted intervention	SENCO	Small group support meeting individual student need. Attitude and engagement good.	Autumn term 2021
Maths intervention – Y7	Small number of students identified as requiring additional support	NDW/VMP	Good student progress from those in the group.	Autumn term
Small science group created in Y11 including students identified as requiring additional support	Benefit of smaller class size and dual award science	RWG	Targeted support building confidence. Focus on Foundation paper examination questions.	Ongoing
National Tutoring Programme (Pearsons) explored to access how effective this will be for students identified as requiring catch-up	Identification of students required – to include identified PP students (after school)	HKE/SENCO/ HOD	Small group tutoring tailored to student need.	Autumn 2021
Pastoral support spreadsheet created	Students receiving additional support/intervention identified and monitored	MJM/ Pastoral Support Officer/ HOY	Improvements in mental health and wellbeing. Targeted support offered to students. Helping to keep students in school and accessing their education.	Reviewed Autumn 2021

Wider strategies:

Action	Notes	Lead	Impact	Date
Student Counsellor appointed	Students identified as requiring support offered counselling support over a 6-week period	HKE/MJM	Targeted intervention offered to students experiencing mental health and wellbeing concerns. Attendance improving for those who have struggled attending school. Improved	Autumn 2021

			feelings of self-worth and reduction in levels of student anxiety for those who are being supported by the student counsellor.	
Regular contact with students identified as experiencing SEMH issues throughout lockdown	Pastoral team made telephone or email contact on a weekly basis to offer support for those students who had been identified as a cause for concern	HOY/Pastoral team	Anxious students able to return to school following lockdown due to regular contact with a mentor from school. Students felt supported during lockdown.	Summer 2020 Spring 2021
Whole school online wellbeing day – activities and resources provided by HOD and Literacy coordinator	Range of activities suggested to support wellbeing	HKE/SD	Wellbeing and self-care promoted. Students continued to engaged with their online learning.	Summer 2020 Spring 2021
Whole School Reading Week	Students completed activities including reading logs to encourage reading for pleasure and help with mental health and wellbeing	SD	Wellbeing and self-care promoted. Students continued to engaged with their online learning.	Spring 2020
1:1 meeting with each Pupil Premium student to discuss progress and discuss need for any targeted intervention	Meeting to discuss return to school and offer support if required.	HKE	Welfare check. Students know who their point of contact is in school should they require support. Any support requests met.	Autumn term 2021
Extra-curricular programme re-established	All activities follow DfE guidance on compliance Sport and music clubs running during lunchtime and after school Concerts re-established Sign Language group established School musical rehearsals (See website for list of clubs and activities)	HKE	Student uptake of co-curricular activities improving. Enjoyment of clubs and activities supporting mental health and wellbeing.	Autumn 2021

Tees, Esk and Wear Valleys NHS Foundation Trust – working closely with RGS to support student mental health and wellbeing	Initial meeting with the team Base line survey to send out to all students and staff to assess mental health and wellbeing and establish priorities for the year ahead	HKE	Survey undertaken and action plan being created to establish priorities for the coming year.	Autumn 2021
Assembly Programme established to support reintegration into school life and address issues being faced in current society	Assembly themes designed to address current societal issues. Lead by SLT/HOY and teaching staff	MJM	Students awareness of societal issues improved and highlights and key concerns being faced by young people in the local area.	Ongoing
Peripatetic music lessons restarted	Commencement from the NYCC Music Services	MRB	Student uptake good and enjoyment high.	Autumn 2021
Library open at lunchtime for year groups to use	Wellbeing Wednesday activities	SD	Use of the library resources is excellent and students enjoy reading for pleasure in school.	September 2020 – Access in year group bubbles Autumn 2021 Full access
Library – student requests books to support reading for pleasure	Themed events in the library with cross curricular links e.g. Harry Potter library and English link	SD	Good use of the school library for reading book withdrawals. Supports literacy skills.	June 2021