

## New River College Secondary: Summary of Catch-Up Strategy

School information			
School	New River College Secondary		
Academic Year	2020-21	PP and Catch-Up Funding Received 2020-21	PP £36,677.50 Catch up £19,680 Total £56,357.50
Total number of pupils	24	% Disadvantaged Pupils	88%

### Contextual Information (if any)

Attendance rates for pupils 64% in 2016-17, 76% in 2017-18, 76.1% in 2018-19, 67.92% in 2019-20.

Although NRC remained open throughout lockdown including provision during the Easter holiday, many children remained at home. Remote learning was provided with lessons uploaded and available on the school shared area online as well as links on the school website and use of programmes including LEXIA, Mymaths, Educake, Maths watch. Paper-based work packs, revision guides and practice papers were sent home. Pupils engagement was variable and only a minority of pupils returned completed work to school.

30 % of pupils have EHCPs (not including re-integrated dual registered pupils) with further pupils currently undergoing assessment. These pupils' high needs mean they need significantly higher levels of support and differentiated planning for. New River college has an above average pupil premium.

1. Current attainment		
	<i>Pupils eligible for PP (NRC)</i>	<i>Pupils not eligible for PP (NRC)</i>
% achieving 5 grade 4 and above incl. English / Maths (2019/20)	16%	0%
% achieving expected progress in English / Maths (2019/20 only)	33%/92%	100%/100%
Progress 8 score average (from 2019/20)	N/A	N/A
Attainment 8 score average (from 2019/20)	N/A	N/A

2019-20 - KEY STAGE 3						
PUPIL PREMIUM	READING		WRITING		MATHS	
	EOY Target Met	Aspirational Target Met	EOY Target Met	Aspirational Target Met	EOY Target Met	Aspirational Target Met
YES	78%	33%	78%	22%	78%	0%
NO	50%	50%	0%	0%	0%	0%

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2019-20 - KEY STAGE 4 – Year 11				
PUPIL PREMIUM	ENGLISH		MATHS	
	EOY Target Met	Aspirational Target Met	EOY Target Met	Aspirational Target Met
YES	33%	25%	92%	67%
NO	100%	0%	100%	100%

### Summary of Key Priorities *(related to overcoming challenges for pupils catching up on lost learning)*

<b>A.</b>	Progress in Maths and Reading for KS3 and KS4 due to a. pupil's starting at much lower on-entry levels than the national average expectation, b. Social, Emotional and Mental Health (SEMH), history of exclusion and trauma are having detrimental effect on their academic progress.
<b>B.</b>	Gaps in learning due to COVID-19 and lockdown exacerbated by families challenges around engaging children in remote learning (including access to ICT).
<b>C.</b>	To re-engage pupils in learning across the curriculum and supporting them to manage in class.

### Summary of Expected Outcomes

<b>A.</b>	All Pupils to make at least expected progress by the end of the year. This will be evidenced using in school progress tracking, progress in reading ages, teacher assessment and achievement in nationally recognised qualifications.
<b>B.</b>	Improvement in remote learning strategy significantly improves pupil engagement at school and home.
<b>C.</b>	Pupils make good progress in their Personal development as measured through evaluation of the personal development curriculum and progress from starting points using the personal development assessment framework.

Year Group	Average Reading Age	Average Age
KS3	9 Years 2 months	13
Y10	9 Years 6 months	14
Y11	11 Years 4 months	15

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STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES							
Element of Strand	Action/Strategy	Target pupils	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Improved Asynchronous and synchronous remote teaching	<ul style="list-style-type: none"> <li>Contingency and action plan for remote learning – See separate action plan.</li> <li>Ensuring access to technology - A full audit of pupil and staff access to ICT and supply of a device if needed.</li> <li>Set up a well organised digital classroom that is easy to navigate and consistent across the school.</li> <li>CPD and sharing good practice in effective remote learning approaches that give access to high quality remote resources and strategies for independent learning with focus on effective teaching i.e. revisiting prior learning, chunking up new knowledge, teacher explanations / modelling, scaffolding, pupil practice, learning checks.</li> <li>Online safeguarding in place via CPD, pupil, parent/carer acceptable use agreements and settings for synchronous lessons ensure safeguarding of staff and pupils.</li> <li>All students have a timetable aligned to their normal curriculum and can access learning online at home from Day 1. Remote learning timetable available for pupils who are refusing school as a way to re-integrate them back in and for sessions as they build up to a full-timetable.</li> </ul>	All	<p>All learning opportunities in school are resilient to disruptions caused by COVID-19.</p> <p>Staff, students and parent/carers are confident to use and access remote and online learning.</p> <p>Students access live lessons at home if they are in quarantine from day 1.</p> <p>Pupils continue to make progress as they would in school in line with national expectations with continuity between home learning and class learning.</p> <p>Pupils stimulated and motivated to continue to learn the curriculum</p>	ML / WD / MGI	<p>Lesson observations, learning walks and evidence of work</p> <p>Planning scrutiny</p> <p>PM targets for all teaching staff and senior leaders around effective remote learning.</p> <p>CPD evaluation</p> <p>Half-termly pupil progress and attendance data.</p>	<p>Zoom accounts for teachers £72 each £1368.00</p> <p>Provision of laptops for all teachers to use at home (donated from Arsenal Football Club)</p> <p>Provision of a laptop in class for all teachers, HOC, HLTA £455 each £6370.00</p>	

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	<ul style="list-style-type: none"> <li>• Remote learning includes pastoral opportunities such as check-in, and tutor time.</li> <li>• Parents/carers are supported in how to use remote learning and help their child manage time, set up routines and set goals.</li> <li>• Teachers use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos integrated into school curriculum planning</li> <li>• Trial the use of Oak National Academy resources, DFE recommended home learning sites.</li> <li>• Explicit teaching of pupils to ensure fluency in the use of platforms and applications and uploading and downloading documents.</li> <li>• Daily contact to check on progress of home learning and the wellbeing of both children and families.</li> </ul>		<p>and remain connected with staff and peers.</p>				
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<p>Teaching and learning in English</p>	<p>Explicit focus on teaching SPAG and opportunities to redraft work using appropriate SPAG.</p> <p>English department lead on engaging pupils in the Lexia programme.</p> <p>Integrated functional skills tasks with pupil vocational options.</p> <p>Reading lessons tailored for the needs of students.</p> <p>Carefully considered text choices. Diverse texts with appropriate level of challenge and support.</p> <p>Immersive reading where appropriate to support students in 'big picture' comprehension of a text</p> <p>Homework set at least weekly and a flipped classroom approach.</p>	<p>All</p>	<p>Students confidence and engagement in English increases. Significant increase in pupils making progress in reading (12 months 2020-2021) and English.</p> <p>Students achieve at least a Level 1 in Reading and Writing Functional Skills.</p> <p>Students are able to work independently using lexia with a significant increase in students accessing at home.</p> <p>Students confidently articulate their opinions of texts. They are capable of identifying the author's message and aware of how the writer has used language and structure to create meaning</p> <p>Students know how to use punctuation effectively and how to correct spelling and grammar errors in their work.</p>	<p>AL</p>	<p>Learning walks, book looks, lesson observations, assessments and classwork</p> <p>Department meetings, curriculum overview</p> <p>Monitoring reports on use of Lexia.</p> <p>HOD English to observe reading classes and provide feedback / support.</p> <p>Half termly progress reviews following data drops and progress in students reading ages from Star reader.</p> <p>Language practice papers Classroom oracy</p> <p>Functional skills papers</p>	<p>Lexia renewal licence £775.00 (part of shared subscription)</p> <p>Star reader renewal £436.00 (part of shared subscription)</p>	
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<p>Teaching and Learning in Maths</p>	<p>Maths department lead on engaging pupils in using Mymaths and Maths watch programmes.</p> <p>Integrated functional skills tasks with pupil vocational options.</p> <p>Home learning tasks set weekly.</p>	<p>All</p>	<p>Students confidence and engagement in Maths increases. Significant increase in pupils making progress in Maths. Students achieve at least a Level 1 in Functional Skills.</p> <p>Students are able to work independently using My Maths and Maths watch with a significant increase in students accessing at home.</p>	<p>GA</p>	<p>Learning walks, book looks, lesson observations, assessments and classwork</p> <p>Department meetings, curriculum overview</p> <p>Monitoring reports on use of Mymaths and Maths watch.</p> <p>Half termly progress reviews following data drops.</p> <p>PM targets HOD and teaching staff</p>	<p>MyMaths subscription £339.00</p> <p>Maths watch subscription £450.00</p>	
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<p>Whole school approaches across the curriculum</p>	<p>Review and reinvigorate the whole school literacy strategy (speaking and writing in full sentences, word aware, reciprocal reading and marking for literacy) through whole school CPD.</p> <p>Literacy displays that are consistent in every classroom including reciprocal reading techniques, interactive connectives, definitions of command words, homophones, punctuation</p> <p>Monitoring of reading ages using Star reader at least annually which is linked to appropriate interventions where required.</p> <p>Continue to offer a tiered approach where pupils are able to work their way up through the qualifications on offer (Entry level, functional skills, GCSE) as this is proving to motivate pupils and develop their resilience to manage formal exams.</p> <p>Exam stress workshops each term delivered by CAMHs.</p>	<p>All</p>	<p>A comprehensive and effective strategy which underpins all efforts to improve students' Literacy is embedded across the school.</p> <p>Staff feel equipped and motivated to support students develop their Literacy skills. Students feel informed and supported to improve their Literacy.</p> <p>Students gain independence and take ownership of their learning. A culture which values spelling, punctuation and grammar is established and reinforced by staff and students</p> <p>Significant increase in pupils making progress in English and Maths. Pupil premium pupils to make greater progress in reading than in the previous two years.</p>	<p>AL</p>	<p>Staff and students are aware of policy and strategy is visible in lesson observations, learning walks and book monitoring</p> <p>Learning walks, lesson observations, book monitoring, reading ages and assessment</p> <p>Review of data that is available to all staff</p> <p>Functional skills and GCSE exam entries, mocks and in class assessment.</p> <p>PM targets HODs English and Maths</p>		
<b>Cost - Sub-totals</b>						<b>£9738.00</b>	

## New River College Secondary: Summary of Catch-Up Strategy

Total budgeted cost for Strand 1

### STRAND 2: TARGETED SUPPORT

Element of Strand	Action/Strategy	Target pupils	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Reading Intervention	<p>Approaches to reading</p> <p>Introduction of McGraw 'Corrective reading' strategies with pupils still needing phonics teaching.</p> <p>Reading room made more appealing. Displays to support reciprocal reading and inspire students to read. Furniture adjusted to look more calming and welcoming.</p> <p>Targeted students will have one lesson of Lexia per week. This will be encouraged through the use of a reward system that measures progress made and time spent using the programme.</p> <p>Targeted pupils for additional reading lessons weekly.</p>	<p>Students in blue and purple classes.</p> <p>Students with reading ages three or more years their actual age.</p>	<p>Significant increase in pupils making progress in reading (12 months 2020-2021) and English.</p> <p>Pupil premium pupils to make greater progress in reading than in the previous two years.</p> <p>We close the knowledge gap for students post lockdown.</p>	AL	Lesson observations, reading ages, language practice papers, functional skills exams	Phonics and corrective reading £215.00	

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<p>Personal development and academic Intervention programmes</p>	<p>Continue to develop an intervention tracker and map with targeted intervention programmes as part of a comprehensive and coherent personal development curriculum.</p>	<p>All - Pupils are identified through the focus areas for development</p>	<p>Personalised support and curriculum for all pupils and progress made in personal development assessment.</p>	<p>WD / AL / AWM / AK</p>	<p>Tracking, monitoring and reporting of pupil's progress in their personal development.</p>	<p>CAMHS / EPS</p>	
<p>Specialist targeted support (1:1 or group)</p>	<p>Implement procedures for identifying interventions and the formative assessment of pupils' progress between data drops.</p> <p>Recruitment of mentor via the Violence Reduction Unit</p> <p>Integrated CAMHS team who offer assessments (SEMH, mental state, risk) and interventions to students and parent/carers.</p> <p>Intervention groups linked to PDT that are jointly facilitated by CAMHS/EPS and NRC staff.</p>	<p>following their personal development assessment and progress in core subjects</p>	<p>Regular reviews with parent / carers.</p> <p>Improving student and families access to psychological support</p> <p>Improving emotional and behavioural wellbeing of students</p> <p>Developing students emotional and behavioural resilience via coping strategies and skills learnt</p>		<p>Fortnightly team around the school meetings review pupils progress in their personal development.</p> <p>CAMHS / EPS reviews with NRC staff half termly.</p>		

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<p>Extended school time (before and after school interventions)</p>	<p>HODs to designate one day of the week for interventions before and after school.</p> <p>Students to be offered additional support as well as opportunities for stretch and challenge. This opportunity can be used to nurture independence by providing an appropriate space to complete homework task or complete exam practice under timed conditions.</p>	<p>Students who are working at a higher level than their peers.</p> <p>Students identified as not being on track to achieve their targets</p>	<p>The knowledge gap is closed for students post lockdown.</p> <p>Students make expected progress or progress that is above expected levels.</p> <p>Students are supported to be successful in higher exams (e.g. Literature, FS Level 2)</p>	<p>HODs</p>	<p>Student attendance</p> <p>Learning walks, book monitoring, reading ages and assessment</p> <p>Half termly review of pupil progress.</p>		
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Implementation of a new positive behaviour policy	<p>CPD and consultation with all teaching staff to review behaviour system around trauma informed behaviour management</p> <p>Collaboration with CAMHS / EPS.</p> <p>Implementation of restorative tasks and reflection in place of time out</p> <p>Displays in class to support staff and pupils</p>	All	Reduction in incidents and exclusions.	JO, WD	<p>Behaviour walks</p> <p>Review of incidents and exclusions</p> <p>Debrief and reflective practice</p>		
To re-engage pupils in learning across the curriculum and supporting them to manage in class.	<p>Ongoing - Daily breakfast</p> <p>School staff used to cover classes rather than supply staff wherever possible</p>	All	Attendance improves	WD	Monitoring of staff absenteeism and use of agency staff.		
Support for families with challenges around home and remote learning	<p>1:1 Parent/carer meetings face-to-face or online with tutors around ways to support learning remotely at home, ICT use policy and using online programmes including Lexia and Mymaths.</p> <p>1:1 family support meetings</p>	Targeted families following feedback from tutor 1:1 meeting(s) to identify needs	All pupils are able to access the curriculum at home.	JL, PB	<p>Feedback and reviews with parent / carers</p> <p>Records of intervention and support at TAS.</p>		

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Support for staff and pupil well-being	<ul style="list-style-type: none"> <li>CAMHS led reflective practice for staff.</li> <li>Support with strategies through TAS and advice to teaching staff</li> <li>CPD around emotional regulation, diversity and trauma informed approaches</li> <li>Pupil focus meetings where CAMHS and EPS contribute to discussion</li> <li>CAMHS consultations offered to staff on 1:1 basis</li> </ul>	All staff and pupils	<p>Pupils make progress in their focus areas of personal development</p> <p>Staff surveys around well-being</p> <p>Staff develop better understanding of students SEMH needs and understand what is 'behind the behaviour'</p>	WD	<p>CAMHS undertake robust evaluation of work with pupils</p> <p>CAMHS staff meet with staff to share progress, concerns and strategies for dealing with issues on a daily basis.</p> <p>Annual feedback collected from staff about CAMHS support offered to staff</p>	£20,000	
<b>Cost - Sub-totals</b>						£20,000	
<b>Total budgeted cost for Strand 3</b>						£20,000	

### Financial Summary

<b>Cumulative Sub-total for all strands</b>	£61,613.00	
<b>Total budgeted cost for all strands</b>	£56,357.00	

### Additional Information (if any)

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