

## Clitheroe Royal Grammar School Catch-up Premium Strategy Statement 2020-21

<b>School</b>	Clitheroe Royal Grammar School		
<b>Academic Year</b>	2020-21	<b>Total Catch-up Budget 2020-21</b>	£57,280
<b>Total number of students</b>	Main School: 748 Sixth Form: 655		

### Overview of the Catch-up Premium Strategy: STRATEGY STATEMENT

- **Our school's catch-up priorities:**

- Securing the attainment and progress of KS4 students in English and Maths (with an emphasis on English)
- Addressing any learning gaps in English and Mathematics (as a result of school closures)
- Facilitating KS4 student access to remote revision materials (for example, GCSE Pod)
- Developing our Year 7 English communication skills including confidence-building and the use of spoken language
- Facilitating high quality access to remote learning for all students
- Ensuring that all curricular areas have a coherent plan for the “recovery curriculum”

- **Our core approaches and how these will contribute to helping students catch up missed learning:**

- Communication and professional development with colleagues to share pedagogical approaches
- NTP – TLC Live tutoring in English and Mathematics for targeted KS4 students
- Support KS3 students with their transition between school years, focusing on independent study materials in English, Mathematics and Science
- Providing devices to loan to students

- **The overall aims of the catch-up premium strategy:**

- To reduce any attainment gap between Disadvantaged (PP) and SEND students and their peers
- Secure boys' attainment at KS4 in English Language and Literature
- To secure the attainment of all students to close the gap created by COVID-19 school closures

Enhance student wellbeing and resilience

**BARRIERS TO FUTURE ATTAINMENT**

**Academic barriers:**

<b>A</b>	Lower attainment in GCSE English (0.09) compared with Mathematics (0.55)
<b>B</b>	Some of the Disadvantaged (PP) cohort have lower than average (for CRGS) KS2 English scores
<b>C</b>	Significant numbers of our students travel some distance to school so intervention needs to be planned at times when this can be effectively facilitated (high reliance on school transport)

Strategy area	Specific strategy	Success Criteria	Rationale	Evaluation	Expenditure	Staff lead	Review
<b>Quality of teaching for all</b>	Continue to develop the sharing of good practice, collaboration and professional dialogue through remote professional development opportunities.  Ensure robust remote learning	All teaching staff participate in CPD  All teaching staff are meeting the remote learning standard	The EEF found that school professionals can gain knowledge and skills through remote PD, ultimately leading to gains in pupil outcomes. Some specific benefits of remote PD include lower costs and time incurred through travel. Other design principles are likely to be more important to PD outcomes than whether delivery is face-to-face or	Student trails Drop-ins Student voice Parent voice Staff voice External evaluation as appropriate	CPD budget	CSR	Ongoing

	<p>procedures are implemented, e.g. Teams and Edmodo, and make good use of these to facilitate homework and student feedback.</p> <p>A planned and structured “recovery curriculum” is place in all curriculum areas</p>		<p>remote. There is not strong evidence that school-based PD should be delayed until it can be delivered face-to-face.</p>				
<b>Strategic leadership</b>	<p>Oversight and planning of the Main School strategy</p>	<p>Clear leadership of the programme, accountability and effectiveness of programme</p>	<p>Ensuring that we target support carefully, are data-driven and evaluate impact Clear communication Strategic vision for the programme and its succession planning</p>	<p>Parent and staff voice Line management meetings External evaluation as appropriate Reporting to Governors Performance data</p>	<p>£4227</p>	<p>CVF (CSR)</p>	<p>See left</p>
<b>Targeted Support</b>	<p>NTP lessons for 48 Year 11 students (34 boys and 14 girls) in Mathematics, English or both. 15 remote</p>	<p>Data collection and tracking shows clear improvement in student performance and Commitment</p>	<p>EEF suggests that a particular focus for interventions is likely to be on literacy and numeracy. Programmes are likely to have the greatest impact where they meet a specific need, in our case</p>	<p>Microsoft Forms student evaluation at approximately 8 weeks and final student evaluation at end of NTP lessons.</p>	<p>£3,600 £75 per student</p>	<p>CVF</p>	<p>Student voice Teacher and parent feedback</p>

	<p>lessons delivered at the same time each week starting January 2021.</p> <p>Students are in groups of 3 but they cannot interact with each other. The tutor will set individual tasks, monitor their completion and communicate directly with the student.</p>	to Learning (CTL) grades	<p>English and maths. The EEF states that regular sessions maintained over a sustained period which are carefully timetabled to enable consistent delivery are most effective.</p> <p>The EEF states that small group tuition is one of the lowest cost, highest impact teaching strategies to support disadvantaged pupils who need additional support.</p> <p>Using the NTP means that the tuition is structured and its delivery, is consistent and monitored remotely.</p>	Feedback / data from TLC Live.			
<b>Targeted Support</b>	<p>NTP lessons for 51 Year 10 students (27 girls and 24 boys) in either mathematics, English or both. 15 remote lessons delivered at the same time each week starting February 2021.</p>	Data collection and tracking shows clear improvements in student performance and CTL grades	<p>EEF suggests that a particular focus for interventions is likely to be on literacy and numeracy. Programmes are likely to have the greatest impact where they meet a specific need, in our case English and maths. The EEF states that regular sessions maintained over a sustained period which are carefully timetabled to</p>	<p>Microsoft Forms student evaluation at approximately 8 weeks and final student evaluation at end of NTP lessons.</p> <p>Feedback / data from TLC Live.</p>	<p>£3,825</p> <p>£75 per student</p>	CVF	<p>Student voice</p> <p>Teacher and parent feedback</p>

	Students are in groups of 3 but they cannot interact with each other. The tutor will set individual tasks, monitor their completion and communicate directly with the student.		enable consistent delivery are most effective.				
<b>Targeted Support</b>	<p>Implementation of GCSE Pod to support independent learning.</p> <p>To be moved to Year 9 students over the summer in preparation for Year 10.</p>	<p>Monitor student interaction with the programme. Improved working grades / predicted grades. Teachers directing students to complete specific tasks.</p>	<p>Development of independent study skills.</p> <p>Suitable for remote learning and revision.</p> <p>Materials can be personalised by the student to address their requirements.</p> <p>Recommended resource used in a variety of schools.</p> <p>Positive feedback from student and staff trial of the resource.</p>	<p>Feedback from initial student trial</p> <p>Student and staff voice feedback questionnaire</p>	<p>£6,748</p> <p>£22.49 per student</p> <p>£11.25 p.a.</p>	CVF	<p>Student Voice</p> <p>Teacher and parent feedback</p>
<b>Targeted Support</b>	NTP lessons for Year 9 students in either Mathematics or	Data collection and tracking shows clear improvements	See rationale for Year 10 and Year 11 targeted support.	Microsoft Forms student evaluation at approximately 8 weeks and final	TBC	CVF	<p>Student voice</p> <p>Teacher and parent feedback</p>

	<p>English. 15 remote lessons delivered at the same time each week.</p> <p>Start date TBC</p> <p>Students are in groups of 3 but they cannot interact with each other. The tutor will set individual tasks, monitor their completion and communicate directly with the student.</p> <p>The lessons will consolidate KS3 skills and prepare students for GCSE.</p> <p>The lessons will take place outside school hours.</p>	in student performance and CTL grades		<p>student evaluation at end of NTP lessons.</p> <p>Feedback / data from TLC Live.</p>			
<b>Targeted Support</b>	Year 7 'Communication Skills' small	Targeted students to access small	To bridge the general quality of communication as students had quite	RES to gather feedback from	£2,742	CVF (RES)	Student Voice and

	group intervention addressing reading, writing and spoken language skills. Students with lower than average (for CRGS) reading and spelling ages selected - W/C 4 <sup>th</sup> February 2021.	group support in specific areas. Students that are targeted to attend, have at least 90% engagement in sessions	some time out of primary school before starting secondary school.	students and parents.			Parent Feedback
<b>Targeted Support</b>	<p>Year 7 'Friendship Café' Approximately 22 regular attendees (90% of the SEND cohort).</p> <p>The sessions are relaxed and fun and usually focus on team work, discussions about various issues such as making friends, being happy, how to deal with conflict. LJS uses drama to develop communication skills.</p>	Improved confidence, supportive friendship groups established and students will feel happy at CRGS.	<p>In response to a number of Year 7 students (mostly SEND students) who were worried about making new friends at CRGS, LJS established the 'Friendship Café'.</p> <p>As the year group did not have the normal transition into secondary school, it provides enhanced transition and continuous support for the students.</p>	<p>Line management meetings</p> <p>Student voice</p> <p>Parent voice</p>	Pupil Premium budget	LJS	<p>Line management meetings</p> <p>Student voice</p> <p>Parent voice</p>

<b>Wider Strategies</b>	<p>Year 9 'Preparing for your GCSEs' intervention – targeting PP, SEND, low-attaining students and students high on the school's intervention list. Provision of GCSE revision guides and guidance from teachers about how to prepare for GCSEs.</p>	<p>Students have access to relevant study support materials to enhance their learning outside the classroom.</p> <p>Parents are able to utilise the materials to facilitate their child's learning.</p>	<p>The EEF suggests that providing additional books and educational resources to families over the summer holidays, with support and guidance, may also be helpful.</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>Student Voice / questionnaire to assess how the materials have been / will be used by the students</p>	TBC	CVF (LJS)	
<b>Wider Strategies</b>	<p>Year 7 and Year 8 students independent study materials. Provision of KS3 revision materials, focusing on English, Mathematics and Science. T</p> <p>To be distributed to all students.</p>	<p>Students have access to relevant study support materials to enhance their learning outside the classroom.</p> <p>Parents are able to utilise the materials to facilitate their child's learning.</p>	<p>Parents often ask for advice regarding how to support their child at home.</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>Supporting students to work independently can improve learning</p>	<p>Student Voice</p>	TBC	CVF (ELB)	



			outcomes. Students learning at home will often need to work independently (EEF).				
<b>Wider Strategies</b>	Loan laptops and/or headphones for students, particularly, disadvantaged students and those identified as vulnerable.	All students have the necessary loan equipment to access remote learning opportunities.			£8,565	(CSR)	