



# Rosehill School - Catch up Premium Implementation and Impact Report



Impact report based on EEF COVID 19 guidance

Catch Up Premium Summary	
School	Rosehill School
Period	Sept 2020 – July 2021
Number of eligible pupils	114
Catch Up Premium allocated	£27,360
Amount of Catch Up Premium received per pupil	£240

Current Attainment – Based on March 2020 Progress Data			
	Whole School (116)	FSM (54)	Children in Care (2)
% achieving expected or above progress based on their individual target in reading	88%	92%	50%
% achieving expected or above progress based on their individual target in writing	83%	77%	50%
% achieving expected or above progress based on their individual target in maths (average across the strands)	89%	100%	99%

Quality First Teaching				
Evidence for Approach/ Impact of lockdown	Action/ How the Catch-Up Funding be Spent	Staff Lead	Impact (Reviewed Dec/ March/July 2021)	Evidence/ Next Steps
Concerns about interrupted learning and slowing down of progress as a result of the majority of the school population not attending school for term 5 and 6 of 2019-20, due to national lockdown. Specific content has been missed, leading to gaps in learning, due to the content having to be taught in a holistic	Provision of supply cover to facilitate the effective release of internal staff to support individual pupils on targeted catch-up plans (those identified as most in need linked to limited engagement with home learning/evidence of lost learning). <ul style="list-style-type: none"> <li>To ensure the greatest level of success and impact, the delivery of the majority of this provision will be facilitated by a familiar adult, rather than external provider.</li> <li>The intervention staff will have knowledge about the pupil's individual learner journey (IPLJ) and catch up plans.</li> <li>Identified children will have 1:1 support and sessions.</li> </ul>	CS AH TR	<ul style="list-style-type: none"> <li>Pupils are effectively supported to catch up through intervention provision- measured through data outcomes at the start and end of the intervention period.</li> <li>Gaps in learning have reduced, and pupils have made progress against end of year targets.</li> </ul>	<b>Evidence:</b> <ul style="list-style-type: none"> <li>Internal benchmarking data identifying intervention pupils</li> <li>10 Strands assessment</li> <li>Intervention timetable</li> <li>Recuperation curriculum</li> <li>Return to school pupil survey (Sept) and pupil voice survey (June)</li> </ul>



<p>and practical way, they are 'behind.'</p>	<ul style="list-style-type: none"> <li>The intervention staff will work closely with the class teacher, support staff and specialists to ensure plans are reviewed and adjusted as required.</li> </ul>		<ul style="list-style-type: none"> <li>C/YP confidence and engagement in learning has increased.</li> </ul>	<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>SLT to review outcomes and progress and consider further interventions for 2021/22.</li> </ul>
<p>Many pupils have on-going speech, language and communication difficulties. One size fits all approach will not work. Impact on pupils as a result of Covid is unique to each C/YP and their SL&amp;C learning plan should reflect this. They require specialist assessment to ensure that communication targets are appropriate and integrated into learning, across all lessons/ environments. <a href="#">Education Endowment Foundation</a> oral language development +5.</p>	<p>Individual speech, language and communication assessments and SL&amp;C plans with SALT (those identified as most in need linked to SL&amp;C needs data).</p> <ul style="list-style-type: none"> <li>Provision of specialist Speech and Language Therapy linked specifically to Communication, as this remains one of the biggest barriers for pupils in the school.</li> <li>SALT will work with the Communication Lead in school to complete individual/small group observations in classrooms, providing recommendations- baseline and targets for those identified.</li> <li>SALT to facilitate meetings and staff training sessions, to support staff development and expertise in relation to maximising C/YP communication across the whole school day and increasing expressive communication opportunities (total communication approach).</li> <li>SALT to provide input regarding purchasing of resources to facilitate needs.</li> <li>SALT to work with the Communication Lead to facilitate parent/carer workshops and meetings in order to raise awareness of C/YP needs and develop skills in applying strategies beyond school i.e. use of low-tech aids.</li> </ul>	<p><b>AH SALT</b></p>	<ul style="list-style-type: none"> <li>Impact on pupils' SL&amp;C needs during Covid is minimised, with a clear learning pathway in place and additional SL&amp;C support, where appropriate.</li> <li>Improved use of communication systems across the curriculum to support reintegration of pupils with communication difficulties.</li> <li>Pupils have access to individualised communication aids and objects of reference which are appropriate for them.</li> </ul> <p><u>See SALT impact report.</u></p>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>SL&amp;C data</li> <li>Communication &amp; SALT plan</li> <li>SALT observations</li> <li>IPLJ targets</li> <li>Staff training</li> <li>Return to school pupil survey (Sept) and pupil voice survey (June)</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>Additional speech and language input through working with independent SALT to assess and plan interventions for 2021/22.</li> <li>Communication groups set across whole school with SALT.</li> </ul>
<p>Many pupils present with on-going sensory processing challenges; this includes difficulties with understanding and expressing their own sensory preferences. One size fits all approach will not work. Impact on pupils as a</p>	<p>Individual sensory assessments and Sensory Journals with Sensory Occupational Therapist (those identified as most in need linked to sensory profiles).</p> <ul style="list-style-type: none"> <li>OT to work with Senior Leadership Team to identify those most in need of intensive therapeutic input, linked to clear evidence of lost learning, disengagement, increased deregulation of sensory needs, and emotional wellbeing needs.</li> </ul>	<p><b>CS AH OT</b></p>	<ul style="list-style-type: none"> <li>Through increased provision of activities, such as sensory breaks, C/YP deal better with sensory input from the environment and how they behave in reaction to that sensory input.</li> </ul>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>10 Strands assessment data</li> <li>OT action plan and outcomes</li> <li>Sensory Journals</li> <li>Staff training</li> </ul>



<p>result of Covid is unique to each C/YP and they require specialist assessment to ensure that any increased sensory deregulation needs leading to social and emotional difficulties are catered for within sensory journals and IPLJs.</p> <p><a href="#">The Education Endowment Foundation</a> self-regulation approaches +7.</p>	<ul style="list-style-type: none"> <li>• OT to work with class teachers and support staff in school to complete individual/small group observations, providing recommendations and offering class-based support/ interventions/ modelling.</li> <li>• OT to facilitate meetings and staff training sessions, to support staff development and expertise.</li> <li>• OT to provide input regarding purchasing of resources i.e. sensory circuits/ diets/ whole school resources.</li> <li>• OT to work with the SLT to facilitate parent/carer workshops and meetings in order to support home life.</li> </ul>		<p>This had led to higher levels of engagement in learning activities and gains in attention and in cognitive and social skills.</p> <ul style="list-style-type: none"> <li>• C/YP emotional wellbeing improves.</li> </ul> <p><u>See OT impact report.</u></p>	<ul style="list-style-type: none"> <li>• Return to school pupil survey (Sept) and pupil voice survey (June)</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Additional OT input to assess and plan interventions for supporting self-regulation, health and emotional wellbeing, across the whole school.</li> <li>• Input for parents.</li> </ul>
<p>The majority of our pupils missed sizeable chunks of terms 5 &amp; 6 2019/20 academic year and additional periods due to closures of bubbles since Sep 2020.</p> <p>Feedback from parents/carers regarding success of bespoke home learning resources.</p> <p>Limited engagement in home learning during school closure due to:</p> <ul style="list-style-type: none"> <li>• Issues around access to online devices. (The school has worked to provide access to devices in line with government guidance).</li> <li>• Behaviour that challenges as result of change in routine and expectations</li> </ul>	<p>Improve pupils' access to home learning and resources to support learning remotely.</p> <ul style="list-style-type: none"> <li>• Procedure in place for home learning involving teachers and support staff setting and feeding back on work.</li> <li>• Teachers and support staff made aware of home learning requirements through CPD.</li> <li>• Learning packs are ready in classrooms to go home when bubble self-isolates. Resources are personalised in line with EHCP, to assist with learning at home and improve and enrich daily life skills e.g. visual timetables/ social stories/ sensory activities/ communication books.</li> <li>• Parents and carers informed of the provision for home learning through personalised guides accompanying learning packs, which ensure the provision is of a high quality e.g. modelling, scaffolding, questioning, assessing as recommended by the DfE - <a href="https://www.gov.uk/government/publications/remoteeducation-good-practice/remote-education-goodpractice">https://www.gov.uk/government/publications/remoteeducation-good-practice/remote-education-goodpractice</a></li> <li>• Purchase of a set of devices to support with bubble closures to ensure all pupils within bubbles at their time</li> </ul>	<p><b>KT</b> <b>CW</b> <b>CS</b></p>	<ul style="list-style-type: none"> <li>• A strong remote learning offer is in place increasing the likelihood that parents can sustain home-learning if required.</li> <li>• Increased access to tailored provision when learning remotely maximised to further impact on knowledge and skills.</li> <li>• Pupils are better equipped and prepared to engage with remote learning provision, resulting in higher levels of engagement.</li> <li>• A new and improved platform is in place (Teams/Zoom and Purple</li> </ul>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Internal benchmarking data. identifying intervention pupils</li> <li>• Engagement monitored for all pupils- assessments and home learning impact reports.</li> <li>• Resources for home learning on server/ website.</li> <li>• Parents/ carers/ pupils surveys.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Ongoing dedicated support through teachers and Family Liaison Officer during any self-isolation period.</li> </ul>



<ul style="list-style-type: none"> <li>Sensory sensitivities of pupils i.e. deregulation as a result of limited access to community experiences/ physical activities.</li> </ul>	<p>of absence can access the remote learning provision being provided including Purple Mash Platform.</p> <ul style="list-style-type: none"> <li>Staff training on use of remote learning resources/ approach including Purple Mash.</li> </ul>		<p>Mash). Staff are trained in its use.</p> <p><u>See Remote Learning impact report.</u></p>	
<ul style="list-style-type: none"> <li>Challenges experienced by parent/ carers i.e. bereavement, illness.</li> </ul>	<p><b>Cost £2,000</b></p>			

Targeted Academic Support				
Evidence for Approach/ Impact of lockdown	Action/ How the Catch-Up Funding be Spent	Staff Lead	Impact (Reviewed Dec/ March/July 2021)	Evidence/ Next Steps
<p>Lost learning opportunities in school which need to be addressed to support effective knowledge and understanding build up and progression- see 10 Strands data:</p> <ul style="list-style-type: none"> <li>C/YP are less fluent in their reading and the gap between those C/YP that read widely and those C/YP who do not is likely to now increasingly wide.</li> <li>Recall of basic maths skills has suffered – some C/YP are not able to confidently recall key maths facts and apply learning across different contexts.</li> </ul>	<p>Maths and English targeted teaching. Initially, provision will be sought for 16 Year 7 pupils, with a continuation of an additional 8 Year 9-11 pupils in the summer term 2021.</p> <ul style="list-style-type: none"> <li>Baseline assessments completed in Sept and engagement in home learning analysed.</li> <li>Tutoring will be provided by an external practitioner with SEND and autism experience and expertise. They will work with the class teacher to ensure provision is in-line with the school’s curriculum. Progress will be measured.</li> <li>Pupils will access 12-20 individual or small group sessions, face to face, across the year.</li> <li>Tutor to develop and use reading strategies (in line with Pathways) to improve comprehension, vocabulary and spelling. Reading resources will be purchased as required.</li> <li>Tutor to develop and use maths Pathways to promote number sense and problem solving. Maths resources will be purchased as required.</li> </ul>	<p><b>TR</b> <b>AH</b></p>	<ul style="list-style-type: none"> <li>Impact on pupil’s progress in maths and reading through focused and targeted sessions, developing pupil’s confidence, skills and knowledge.</li> <li>Through creating access to a wider range of personalised resources, pupils are more engaged in reading/number sense learning.</li> <li>C/YP are confidently recalling key information in maths.</li> <li>C/YP more confident and motivated by reading.</li> <li>Identified G&amp;T C/YP in upper department begin to work towards a person-tailored</li> </ul>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Intervention timetables</li> <li>Assessment data</li> <li>Recuperation curriculum plans</li> </ul> <p><b>Next Steps (in year):</b></p> <ul style="list-style-type: none"> <li>Increase intervention sessions for SuT 2021.</li> </ul> <p><b>Next Steps 2021/22:</b></p> <ul style="list-style-type: none"> <li>Continuation of Year 7 sessions, plus small group sessions for Year 9-11, to achieve accreditation entry level. (This will run for 2 years).</li> </ul>
	<p><b>Cost £3,200</b></p>			



			<p>accredited qualification in maths with the support of a specialist intervention teacher.</p>	
<p>Many families have not had access to enrichment provision and missed opportunities for extra-curricular activities such as theatre groups, artists and dance workshops has a significant impact on children’s wellbeing and engagement in learning.</p> <p><a href="#">The Arts Council and AET</a> research promote Arts and Cultural approaches to engage C/YP with a wide range of cognitive and behavioural needs, as being essential for moving pupils’ engagement with the world to a deeper level.</p>	<p>Provide lunch time, and after school clubs, offering the Arts and PE activities and experiences. Initially, provision will be sought for Key Stage 2-5, with a continuation of an additional club for Key Stage 4/5 in the summer term 2021.</p> <p>PE and Art lead to set up clubs for lunch times and after school.</p> <ul style="list-style-type: none"> <li>• PE clubs will be provided by external practitioners with SEND experience. They will work closely the PE Lead to ensure provision is in-line with the school’s PE and Dance curriculum. Progress will be measured.</li> <li>• Art clubs will run after school, led by Arts lead.</li> <li>• Rebound Therapy Club will run after school, for identified pupils (linked to communication/ sensory requirements).</li> <li>• The pupils will access at the minimum 1 term of sessions, face to face (Dance, PE, Art).</li> <li>• Additional whole school theatre experiences and workshops will enhance the Arts and SMSC curriculum offer i.e. DJ sessions.</li> </ul> <p><b>Cost of clubs £7,000</b> <b>Cost of theatre events £2,000</b></p>	<p><b>EW</b> <b>AP</b> <b>AH</b></p>	<ul style="list-style-type: none"> <li>• The school builds “cultural capital”.</li> <li>• There has been a high focus on ensuring disadvantaged pupils have access to cultural experiences.</li> <li>• Pupils are inspired by others; peers, staff and specialists. They have seen others’ engagement and enjoyment in learning and this in turn encouraged them to do the same.</li> <li>• Learners have built their confidence and self-esteem.</li> </ul>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Club timetables</li> <li>• Assessment data</li> <li>• PE and Art impact reports</li> </ul> <p><b>Next Steps (in year):</b></p> <ul style="list-style-type: none"> <li>• Run holiday club sessions to support pupils’ social skills, physical skills and mental health and well-being.</li> <li>• Art Lead to collaborate with local artists and Nottingham Castle (Take One Picture) to implement art sessions in art studio/art therapy sessions (2x half termly 50 min slots).</li> </ul>



Wider Strategies				
Evidence for Approach/ Impact of lockdown	Action/ How the Catch-Up Funding be Spent	Staff Lead	Impact (Reviewed Dec/ March/July 2021)	Evidence/ Next Steps
<p>Due to C/YP being indoors and less active during Covid isolation periods, C/YP's health and well-being have decreased making it even more essential that C/YP are engaging in high levels of physical activity and establishing good active behaviours for later life. C/YP have been using technology for both school work and entertainment. Many have become dependent on this resource and have found it challenging to move away from this (as reported by parents/carers), also many are lacking the confidence to take risks and be independent. The schools/ wider research i.e. <a href="#">Public Health England (PHE)</a> and <a href="#">Young Minds</a> evidence that outdoor learning improves health and wellbeing.</p>	<p>Develop outdoor learning provision and resources.</p> <ul style="list-style-type: none"> <li>• Host outdoor learning week during the autumn term 2020 to celebrate C/YP achievements, and promote the school's outdoor provision/healthy schools' approach.</li> <li>• Plan and deliver a range of outdoor learning-based projects; linked to PE, healthy schools, Eco schools and emotional wellbeing initiatives and projects i.e. Water Aid, Mental Health Week, Eco Schools, and Maths Week.</li> <li>• All pupils to access additional outdoor learning opportunities with a sharp emphasis on promoting emotional wellbeing, exploring nature and the environment and being healthy and active (linked to subject specific learning).</li> <li>• Purchase a range of resources i.e. bikes, trikes.</li> <li>• Further develop the school's playgrounds, courtyard areas, gardens and woodland walk– new outdoor classroom/ sensory walk established.</li> </ul>	<p><b>EP</b></p>	<ul style="list-style-type: none"> <li>• C/YP are engaged in an outdoor lifestyle which encourages a love of nature and builds confidence and independence.</li> <li>• The school has promoted good physical and emotional health, happiness and wellbeing.</li> <li>• Developed new ways of ensuring C/YP safely access social inclusion opportunities.</li> </ul>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Outdoor learning timetables</li> <li>• Outdoor learning week/ projects and impact reports</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Primary Parliament/ Student Council/ Classroom Ambassadors/ WRL- to further develop initiatives to improve the outdoors/ playgrounds.</li> </ul>
	<p><b>Cost of event £2,000</b> <b>Cost of resources £3,140</b></p>			
<p>Year 14 pupils have missed various transition events and special celebrations. Feedback from Year 14 pupils and parents/carers expresses the need to look at alternative ways to celebrate and</p>	<p>Arrange leavers event for Year 14 students and a range of activities, including careers input, to celebrate their school career and further support and scaffold new placements.</p>	<p><b>RS TR</b></p>	<ul style="list-style-type: none"> <li>• Year 14 students and their families have felt supported and engaged in the decision-making process.</li> <li>• They have contributed to their transition plan</li> </ul>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Awards ceremony</li> </ul>
	<p><b>Cost £420</b></p>			



acknowledge their journey and career at the school.			and made positive decisions about their future.	
Pupils mental health and wellbeing has been impacted on during lockdown. Many families have described that family members have poor mental health and wellbeing due to trauma during the pandemic.	<p>The school will promote the well-being of the pupils, staff and families by building resilience through the use of initiatives and external wellbeing service to work with staff in making the most positive impact on the wellbeing of pupils by improving habits around:</p> <ul style="list-style-type: none"> <li>• Positive mindsets (yoga and counselling)- Regulating strong emotions (anger and anxiety)/ using therapeutic stories.</li> <li>• Physical activity, self-esteem, relationships and friendships.</li> <li>• Introducing wellbeing champions.</li> <li>• Promoting class ambassador roles.</li> </ul> <p>This will include:</p> <ul style="list-style-type: none"> <li>• Conducting welcome back to school surveys.</li> <li>• Completing 1:1 work with all those who need it.</li> <li>• Delivering mental health and wellbeing focused weeks.</li> <li>• Regular wellbeing champions meetings and initiatives.</li> <li>• SLT member appointed as designated lead for mental health and wellbeing.</li> </ul>	<b>AH</b>	<ul style="list-style-type: none"> <li>• The whole school community has been supported socially, and emotionally.</li> <li>• The strong focus on promoting emotional wellbeing have helped reduce difficulties they have, which may be preventing them from reaching their potential.</li> </ul>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Surveys</li> <li>• Fair workload charter</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Embed wellbeing champions project.</li> </ul>
<b>Total Cost</b>	<b>£27,360</b>			

**Autumn 2020 Summary:**  
 Catch up in the autumn term demonstrated that progress was been made across the school; this was encouraging. Reading is recovering as demonstrated in the learning walk by the English Lead and through lesson observations. The children are settled back into school routines and are happy as evidenced within pupil surveys. Tutors and external specialist have been able to offer support for individuals who needed this, which is roughly 26% of the school population. Tutoring and interventions has taken place within school using a specialist SEND expert and existing members of staff to support this catch up. We hope that by the Spring term, additional SALT, OT and tutoring will begin alongside increased opportunities for outdoor learning projects.



**Spring 2021 Summary:**

Progress rates have slowed compared to the autumn term; this is partly due to the 3rd lockdown in the beginning of the Spring term. Feedback from teachers indicates that C/YP who were less effected by the pandemic are starting to make a steady recovery. C/YP who have experienced significant challenges have required more intensive and therapeutic interventions and bespoke timetables and flexibilities have been provided. Attainment is recovering but SL&C remains a concern overall. PE and Outdoor Learning remain a strength, and specialist practitioners (i.e. Dance Therapist, Sports Coaches) are supporting with planning and giving guidance to class teachers. A full curriculum has resumed.

**Summer Summary:**

Data gathered at the end of the year (July 2021) gives only a particular picture of improvement. It is important to note some strategies will not have had sufficient time to have the desired or intended impact due to the ongoing impact of Covid.

- Inclusion of 10 Strands Data has created an improved awareness of levels of holistic progress for all pupils
- Improved coordination and monitoring of catch up strategies, led by Assessment, Maths and English Leads, have enabled the school to:
  - Increase the number of pupils undertaking Maths and English tutoring across the school next year from 9 to 15 based on need identified from baseline reviews
  - Introduced AQA qualifications in year 12 to ensure target pupils get the full benefit of the tutoring programme following a period of school closure
  - Establish additional reading groups to support the continuation of literacy development moving forward for key pupils identified
  - Assistant Head to explore the potential use of the additional accredited programmes with some pupils 2021/22