

Covid-19 Catch Up Premium Strategy 2020/21

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant will only be available for the 2020-2021 academic year. Each school will receive £80 per student. Cockburn School will receive is £101,760

Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months.

To support schools to make the best use of the funding, the EEF has published a support guide:

<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-supportguide-for-schools1>

A summary of their best practice is as follows:

Overall strategy area	Specific strategies
Teaching and whole-school strategies	Supporting great teaching Student assessment and feedback Transition support
Targeted approaches	One to one and small group tuition Intervention programmes Extended school time
Wider strategies	Supporting parents and carers Access to technology

As with all government funding, school leaders and governors must be able to account for how the money is being used. Therefore, the impact and spending strategy for this catch-up premium will be reviewed throughout the 2020-2021 academic year. When Ofsted recommence routine inspections, they will make judgements about the quality of education being provided which will include how we are using the funding to ensure the curriculum has a positive impact on all pupils.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Baseline assessments sat by students in Year 7, 8 and 9 identify that students have fallen further behind the national average for attainment in English, mathematics and science.
B	Students reading ages are lower than expected.
C	Students in Year 10 and Year 11 have some curriculum gaps after lockdown and have a reduction in time to complete courses
D	Some students not effectively working and engaging with remote and online learning through lack of support or access to technology

ADDITIONAL BARRIERS

External barriers:

E	Attendance has historically been in line with national averages but will likely be lower than previous years
F	Parents/carers potentially not engaging in school or able to support students when learning at home.
G	Lockdown period has negatively impacted upon the social, emotional and mental health of some students.
H	Staff absence, workload and wellbeing could be affected with the extent of changes put in place.

Teaching			
Action	Intended Outcome	Monitoring	Success Criteria
Implement a robust identification process through the use of diagnostic testing in addition to the ongoing assessment procedures.	Knowledge gaps are identified. Students requiring catch up support are identified.	Progress Test, NGRT, CAT test analysis.	Progress Tests demonstrate that students have caught up with lost learning due to school closures.
Staff are trained in Covid -19 safe teaching practices including remote learning.	Teachers successfully deliver remote learning. Teachers maintain high standards of teaching and learning whilst following covid-19 guidelines.	Teaching and Learning evaluations	High quality teaching in place
Students receive a curriculum that considers the lost learning due to the partial school closures.	Students have no relative gaps in knowledge when considering the national curriculum content due to partial school closures.	Long- and medium-term plans	Internal data evidences that students have made accelerated progress and caught up with any lost learning.
Purchase appropriate online Resources; such as Educake and Hegarty Maths so that students have access to and complete frequent low stakes testing.	Students engage in low stakes testing to develop their working memory. Students have access to high quality learning resources to support their learning.	Engagement analysis	High levels of engagement in online learning platforms Assessment outcomes informs teachers planning
Budget			£30,000

Targeted Academic Support			
Action	Intended Outcome	Monitoring	Success Criteria
Extend the school day to provide unit 7 for Year 11 students in their core subjects	Increased curriculum time targeted at double weighted GCSEs enables successful delivery of the recovery curriculum and revision of prior knowledge.	Regular Assessment analysis	2021 Exam results
Targeted academic support in reading to be delivered through small group tuition.	Targeted students make accelerated progress in reading.	NGRT Reading Tests analysis	Improvement in reading ages after each assessment
Targeted academic support in to be delivered by Learning Mentors in EBacc Subjects	Targeted students narrow the gap with age related expectations.	Progress of targeted groups within each subject	Identified students engage and make progress
Budget			£35,000

Wider Strategies			
Action	Intended Outcome	Monitoring	Success Criteria
Online CPD strategy to support staff professional development	Staff have login and training plans on National College and Leadership Matters Staff access online training in school in designated space	Performance Management Staff voice Engagement Analysis	CPD and meetings are conducted remotely. Face to face training only when appropriate
Additional pastoral staff in place to support student wellbeing and Attitudes to Learning	Additional Heads of Year in place to support promotion of positive behaviour, emotional support and attendance	Attendance and Behaviour analysis CPOMS records	Attendance at least in line with national averages

	Early Intervention therapeutic worker to support students identified as needing emotional and wellbeing support		Self- evaluation of behaviour and attitudes to learning remains outstanding
Ensure all students have access to digital devices and/or wireless connection so they can access remote education	All students have the necessary equipment to access remote learning and online platforms	Engagement analysis of online learning/ FROG and live lessons	All students can engage positively in remote education
Promotion of Staff Wellbeing	All staff can access appropriate support, advice and guidance	Regular review of Risk Assessment Regular review of workload, systems and processes	Positive staff feedback
Regular communication with parents to support progress, wellbeing, attendance and behaviour	Parents have regular communications with school and know how to support their child	Parent App in place Engagement with Progress Reviews – online/email/telephone	Positive parent feedback Parents/carers continue to be informed of their child’s current progress and attitude to learning.
Budget			£37,000