

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 John Charles Academy will receive roughly £88,000.

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 Pupil 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	Progress Tests sat by students in Year 7, 8 and 9 identify that students have fallen further behind the national average for attainment in English, maths and science. The mean SAS in both maths and English is lower than previous cohorts.
B	Students reading ages are significantly lower than expected. Sixty-four per cent of students in Year 7 are reading below their chronological age.
C	Students in Key Stage 4 have developed wider gaps in their curriculum knowledge and have limited time to complete their courses. The proportion of students at KAP1 predicted to achieve the standard pass in the basics is lower than previous cohorts.

ADDITIONAL BARRIERS

External barriers:

D	Attendance has historically been lower than the national average, Covid-19 could exacerbate this gap.
E	Extreme levels of digital poverty limit the ability of many students to complete online remote learning. Thirty-two per cent of students do not have access to ICT equipment at home.
F	Lock down has negatively impacted upon the social, emotional and mental health of many students. There has been an increase in the number of referrals made for therapeutic care.

Teaching and whole-school strategies				
Action	Intended outcome	Monitoring	Staff lead	Success Criteria
Implement a robust identification process through the use of diagnostic testing in addition to the ongoing assessment procedures.	<ul style="list-style-type: none"> Knowledge gaps are identified. Students requiring catch up support are identified. 	Progress Test, NGRT, CAT test analysis. KAP1 Analysis	DR	<p>Progress Tests demonstrate that students have caught up with lost learning due to school closures.</p> <p>Internal data evidences that students have made accelerated progress and caught up with any lost learning.</p> <p>Improved Subject Progress Index scores across all three core subjects, in line with other students with the same starting points nationally.</p>
Staff are trained in Covid safe teaching practices including remote learning.	<ul style="list-style-type: none"> Teachers successfully deliver remote learning. Teachers maintain high standards of teaching and learning whilst following Covid-19 guidelines. 	Teaching and Learning evaluations	KS	
Students receive a curriculum that considers the lost learning due to the partial academy closures.	<ul style="list-style-type: none"> Students have no relative gaps in knowledge when considering the national curriculum content due to partial school closures. 	Long- and medium-term plans	AW	
Purchase online Resources; such as Educake and Hegarty Maths so that students have access to and complete regular low stakes testing.	<ul style="list-style-type: none"> Students engage in regular low stakes testing to develop their working memory. Students have access to high quality learning resources to support their learning. 	Engagement analysis	KS	
			Total budgeted cost:	£15,000

Targeted approaches				
Action	Intended outcome	Monitoring	Staff lead	Success Criteria
Extend the school day to provide unit 7 for Year 11 students in their core subjects.	<ul style="list-style-type: none"> Increased curriculum time targeted at double weighted GCSEs enables successful delivery of the recovery curriculum and revision of prior knowledge. 	KAP Analysis	SR	Progress Tests demonstrate that students have caught up with lost learning due to school closures.
Targeted academic support in reading to be delivered through small group tuition.	<ul style="list-style-type: none"> Targeted students make accelerated progress in reading. 	NGRT Analysis	EF	Improved Subject Progress Index scores across all three core subjects, in line with other students with the same starting points nationally.
Targeted academic support in English and mathematics to be delivered by Learning Mentors.	<ul style="list-style-type: none"> Targeted students narrow the gap with age related expectations. 	PT Analysis	MG/IZ	Students in receipt of additional reading support achieve more than twelve months progress in their reading age.
Targeted academic support in English Literature and Mathematics GCSE delivered by 'Tutor Trust' tutors.	<ul style="list-style-type: none"> Students develop their knowledge and understanding of specific sections of their exam specification. 	KAP Analysis	DR	Targeted students achieve a standard pass in both English and Mathematics.
Total budgeted cost:				£40,000

Other approaches				
Action	Intended outcome	Monitoring	Staff lead	Success Criteria
Progress review calls to be conducted remotely.	<ul style="list-style-type: none"> Parents/carers continue to be informed of their child's current progress and attitude to learning. 	Engagement analysis	GM	Parental contact figures are in line with previous years.
Ensure the school's ICT infrastructure has the capabilities to successfully deliver both the recovery curriculum and remote CPD.	<ul style="list-style-type: none"> The CPD programme and meeting structure successfully move to a remote model. The recovery curriculum incorporates a range of digital resources which support students to catch up with lost learning. 	Staff voice Engagement Analysis	SR	CPD and meetings are conducted remotely. Digital resources are embedded into the recovery curriculum.
Remove digital poverty as a barrier to accessing remote learning for our most disadvantaged students.	<ul style="list-style-type: none"> Students experiencing digital poverty are provided with the required ICT equipment to access remote learning. 	Engagement Analysis	KS	Targeted students fully access their remote learning.
Strengthen our ability to support students with social, emotional and mental health needs via increased support.	<ul style="list-style-type: none"> Students feel confident in attending school and have good levels of well-being. 	CPOMS	SD	Reduced number of therapeutic care referrals.
Total budgeted cost:				£33,000