



THE COOPERS' COMPANY  
AND COBORN SCHOOL

*Love as Brethren*

### **Covid 19 Catch-Up Premium 2020/21**

The DfE has allocated £650 million to be spent on ensuring all students (in Years 7 – 11) have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools (<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/>). There is also an allocation of £350 million for a National Tutoring Programme (<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/>), intended to deliver tuition to the most disadvantaged and vulnerable young people.

The DfE has set out the following **Curriculum Expectations**, to ensure that all students – particularly disadvantaged, SEND and vulnerable students – are given the catch-up support needed to make substantial progress by the end of the academic year:

1. **Education is not optional** - All students receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
2. **The curriculum remains broad and ambitious** - All students continue to be taught a wide range of subjects, maintaining their choices for further study.

#### **Remote Education**

The DfE asks that schools meet the following key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. Plan on the basis of the educational needs of students. Curriculum planning should be informed by an assessment of students' starting points and addressing the gaps in their knowledge and skills.
4. Develop remote education so that it is integrated into school curriculum planning.

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered approach:

#### **1 Teaching**

- Supporting great teaching, e.g. via mentoring, coaching and CPD
- Effective use of student assessment and feedback
- Providing transition support

## **2 Targeted support**

- High-quality one to one and small group tuition
- Intervention support, e.g. in literacy, numeracy, behaviour, and social and emotional needs
- Extended school time, e.g. support during school holidays

## **3 Wider strategies**

- Supporting parents and carers, e.g. improved communications, advice and guidance to parents
- Access to technology
- Summer support (the DfE is providing separate funding for summer schools, ideally targeted at Year 6 students who are about to transition to Year 7)

*Please note: this document will be regularly updated as we go through the academic year, in order to accurately reflect current spend.*



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## Catch-up Premium Plan KS3 & KS4

<b>Total number of students Years 7 - 11</b>	995	<b>Allocated Catch-up funding</b>	£78,000
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Teaching		
Strategy	Intended Impact	Cost
<ul style="list-style-type: none"><li>CATs tests for new Year 7 and 12 students (cohorts joining in September 2020 and September 2021).</li></ul>	<ul style="list-style-type: none"><li>Effective baseline assessment in place to inform curriculum and teaching plans and support effective transition.</li></ul>	£12,000
<ul style="list-style-type: none"><li>Range of teaching materials purchased for departments.</li></ul>	<ul style="list-style-type: none"><li>Departments have a suitable range of resources to support students at all levels of progress and will be able to back fill any gaps due to the lockdown.</li></ul>	£6,000
<ul style="list-style-type: none"><li>Purchase and usage monitoring of Seneca Premium.</li></ul>	<ul style="list-style-type: none"><li>Year 11 students supported to access learning at home and staff can analyse data to identify and address any learning gaps.</li></ul>	£1,800
<ul style="list-style-type: none"><li>Purchase and usage monitoring of GCSE Pod.</li></ul>	<ul style="list-style-type: none"><li>Year 10 students supported to access learning at home and staff can analyse data to identify and address any learning gaps.</li></ul>	£3,957
<ul style="list-style-type: none"><li>Transition days/activities.</li></ul>	<ul style="list-style-type: none"><li>Resources to support a positive transition Year 6 – 7, for both students and parents.</li></ul>	£2,000.

<ul style="list-style-type: none"> <li>Resources and training for staff in order to support a strong reading culture in the school.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy, including disciplinary literacy, is crucial to education.</li> <li>All staff have access to up to date research regarding the importance of reading, and are able to implement it in their subject areas, across all year groups.</li> <li>A wide range of age appropriate and challenging reading resources are available in subject areas and in the library.</li> </ul>	£3,000
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<b>Targeted Support</b>		
<b>Strategy</b>	<b>Intended Impact</b>	<b>Cost</b>
<ul style="list-style-type: none"> <li>Training and development of Mental Health Champions.</li> </ul>	<ul style="list-style-type: none"> <li>Identified team of staff who will support students in all year groups with their mental health and well-being, leading to a reduction in negative mental health issues.</li> </ul>	£1,000
<ul style="list-style-type: none"> <li>Evolve and Adapt counselling/other counselling support.</li> </ul>	<ul style="list-style-type: none"> <li>Counselling in place for identified students who are at risk of becoming school refusers, enabling them to remain in school. This will also support students who are suffering from anxiety and other mental health issues.</li> </ul>	£1,500
<ul style="list-style-type: none"> <li>Targeted sessions for students in Years 11 and 13 during the Easter and May breaks.</li> </ul>	<ul style="list-style-type: none"> <li>Sessions will be used as catch up in preparation for the formal assessment period after Easter, which forms a major part of their final GCSE or A Level grades.</li> <li>Sessions will also be used as additional intervention for any students who are struggling.</li> </ul>	£3,000
<ul style="list-style-type: none"> <li>Use of maths specialist learning support assistant (qualified maths teacher) to provide small group and one to one tuition during</li> </ul>	<ul style="list-style-type: none"> <li>Students at risk of falling behind, and especially SEN students, provided with tuition in order to close any gaps in maths.</li> </ul>	£23,020

lockdown and beyond. SEND students in all year groups identified as a priority group.	<ul style="list-style-type: none"> <li>All students able to appropriately access the curriculum.</li> </ul>	
<ul style="list-style-type: none"> <li>License purchases of Hegarty Maths and MathsWatch.</li> </ul>	<ul style="list-style-type: none"> <li>Students in all year groups have access to online maths tutorials and activities, which can be monitored by the teachers and used for both assessment and intervention.</li> </ul>	£1,700
<ul style="list-style-type: none"> <li>Purchase of Lexia and Text Help programmes.</li> </ul>	<ul style="list-style-type: none"> <li>Lexia – an online literacy programme aimed at students with SEND. Students can access literacy support at home and at school.</li> <li>Text Help – help for students with SEND in extended writing and using predictive text. This can also be used to support students with in class assessments and exams.</li> </ul>	£4,620 £2,490.50

<b>Wider Strategies</b>		
<b>Strategy</b>	<b>Intended Impact</b>	<b>Cost</b>
<ul style="list-style-type: none"> <li>School Cloud.</li> </ul>	<ul style="list-style-type: none"> <li>More effective communication with parents during lockdown.</li> <li>Enable parent consultation evenings to take place in a Covid secure way, so that parents can be updated regarding their child's progress.</li> <li>Support parents of Year 6 students as they transition to Year 7 – this will enable events such as 'Meet the Tutor Evening' to take place in a Covid secure way.</li> </ul>	£1,298
<ul style="list-style-type: none"> <li>Google Classrooms license.</li> </ul>	<ul style="list-style-type: none"> <li>Any student absent from school due to Covid will be able to access lessons and complete assessments.</li> </ul>	£6,384

<ul style="list-style-type: none"> <li>Mote.</li> </ul>	<ul style="list-style-type: none"> <li>Enables teachers to give verbal feedback to students who are absent due to Covid, in order to support learning and progress.</li> </ul>	£2,500
<ul style="list-style-type: none"> <li>Elevate Programme.</li> </ul>	<ul style="list-style-type: none"> <li>Seminars in place to support students in Years 10 and 11 and their parents in effective learning and revision techniques.</li> </ul>	£541.00
<ul style="list-style-type: none"> <li>Maximise Programme.</li> </ul>	<ul style="list-style-type: none"> <li>Motivational seminars to support students in Year 11 in order to refocus on learning after lockdown.</li> </ul>	£1,500

<b>Summary Catch-up Premium Allocation</b>	
<b>Strategy</b>	<b>Cost</b>
<b>Teaching</b>	£28,757
<b>Targeted Support</b>	£37,330.50
<b>Wider Strategies</b>	£12,223
<b>Total Spend</b>	£78,310.50
<b>Total Allocation</b>	£78,000