

Catch up Premium Plan Cockington 2020/21

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition

	<ul style="list-style-type: none"> ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support
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Contextual Information

During the first lock down period Cockington school remained open for the children of key workers and vulnerable children. For all other children, access to learning was remotely from March to July. A total of 14 weeks of missed schooling.

Attendance Autumn 2020: Despite the pandemic, attendance has been fairly good for the Autumn term although the impact of two year group bubble closures dropped the overall percentage to 90%. Pastoral staff have been working hard to maintain contact with families including follow-up with welfare check calls. Class teachers have also been proactive in making contact with children not in due to COVID 19 and offering support where engagement with remote learning has been limited.

Safeguarding: We have had an increase in safeguarding calls for families previously not on our safeguarding radar. There has been an increase in the number of children on CP and CIN plans and an increase in referrals to the Targeted Help panel. There has also been an increase in pastoral time used supporting parents with anxieties that are Covid related and for encouraging school attendance. Pastoral team time has also been used for food parcel allocation/delivery and referrals.

SEND: Where pupils with EHCPs have been self-isolating, regular contact has been made with the families to ensure they are happy with temporary provision offer and the remote learning provided. All children with EHCPs have RAs covering their support during lockdowns.

Allocation of DFE devices

68 windows tablets

We have loaned all of these devices and 20 additional school devices to families requiring them during bubble closure in the autumn term and lockdown during the spring term. We have registered for additional free data and 4G routers on behalf of some of our families.

Engagement with learning during lockdown

Children at Cockington engaged well with online learning during lockdown in Summer 20. The provision was provided mainly by the SeeSaw platform which provided a means for teachers to share tasks, videos and information and a way for pupils to communicate and respond. Engagement varied across the school but ranged from 69% to 96% take up. There is of course no substitute for face to face teaching, assessment and feedback and some families found it more difficult to support their children and this also had a negative impact on learning.

Engagement during lockdown 3 has been maintained at around 92%, with 83,869 posts and 89,012 comments on pupils' work on Seesaw in January 2021.

Allocation	
Catch up fund allocation for Cockington	£46,400

We have identified the following barriers to achievement for children which may have impacted on their academic attainment during school lockdown. This document details how catch-up funding will be allocated and the rationale. This will then be reviewed with the successful outcomes for each area of spend.

Barrier	Evidence/Reasoning	Intervention/Area of Spend	Cost £	Intended Impact
		<i>All of the following are to support learning whether in school following periods of absence or children whilst at home during periods of absence due to illness.</i>		
<i>Access to language and development of vocabulary catch-up.</i>	Significant number of children in Reception are below ARE for S&L. Importance of this area of learning as building blocks for subsequent years. Baseline assessment showed 20% of cohort below ARE, with 5% of cohort significantly below. NELI has been	Nuffield Early Learning Intervention for children in Reception. This has been funded by DfE due to percentage of FSM. Children have completed baseline assessment prior to Spring lockdown. Staff have received training during Spring lockdown. 3 children using the in-school provision during spring lockdown have begun the programme.	-	Boost identified pupils' language development and see sustained improvement. (Measure – For children on the intervention to achieve an average percentile (25%+) on the exit assessment. For

	shown by EEF to be effective in rapid progress in S&L.			end of year TA in S&L to be expected.
<i>Concern over access to good quality reading books over lockdown and isolation periods.</i>	Although progress in fluency remains good in KS2, discussion with pupils indicates there was a lack of personal reading in lockdown due to a limited range of books available.	MyOn subscription. A digital library providing access to e-books matched to pupils' interests and reading ages, linked to AR quizzes and assessment.	£1000	Children have access to a greater number of matched reading books. Children continue to complete AR quizzes and making progress during lockdown.
<i>Access to resources to complete remote learning during lockdown</i>	During lockdown 1, 17% of pupils were unable to access remote learning online and were provided with paper copies of learning. From Autumn 20, we wanted to provide instant paper learning for children self-isolating, so that days would not be lost.	CGP workbooks for those children who do not have access to technology at home from the autumn term. For example, if a child is sent home with symptoms and will be absent from school while waiting for their results, or if having to isolate the household. These have not been used extensively during the Spring 21 lockdown as we have instead provided devices for the families. We will use them again once all children are back in school for individuals without online access who are isolating.	£1064	For children unable to access remote learning via technology to have learning linked to the curriculum and to continue to make progress.
<i>Support with early reading/phonics catch-up</i>	Assessments in the autumn term showed this to be a key area of regression/lack of progress in Y1, Y2 and Y3 as a result of lockdown.	2 x L2 full-time Learning Support Assistants Based in Y1 and Y3, trained as RWI tutors and running interventions full-time. 1 x L4 Learning Support Assistant Based in Y2, highly experienced Y2 and RWI teacher employed to provide additional support for children just below ARE in phonics.	£27,900 £15,550	For children not at ARE in phonics to make accelerated progress through the RWI programme.



<i>Support with KS2 writing catch-up and during lockdown.</i>	Discussion with pupils and families and reduction in stamina when writing on return from lockdown 1 indicated that there was a lack of extended writing from KS2 children.	Teachinglive subscription for all KS2 classes. The subscription pays for weekly live lessons with Pie Corbett and Deputy Mitchell, focusing on creative writing, leading to a piece of extended creative writing each week.	£900	Encourage more KS2 children to continue to write extended pieces during lockdown 3, leading to reduced gaps on their return. CPD for teachers. Extended vocabulary and increased knowledge of writerly techniques.
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