Cottenham Village College: Covid catch-up funding strategy statement 2020-2021

Covid catch-up funding 2020-2021

Covid catch-up funding was granted to schools in the academic year 2020-2021 – this was an additional amount of money to provide catch-up support for those students that required it. The previous numeracy and literacy catch-up funding that schools received was part of the Covid catch-up funding. The table below identifies how we spent this funding over the academic year of 2020-2021.

There are three key areas through which we offered catch-up support, in line with current research findings and advice offered by the Education Endowment Foundation (EEF). More information from the EEF can be found here: https://educationendowmentfoundation.org.uk/covid-19-resources

Area 1: Teaching and whole-school strategies	Area 2: Targeted academic support	Area 3: Wider strategies
• High-quality teaching for all • Effective diagnostic assessment • Support the delivery of the curriculum through high-quality resources • Focus on professional development	• High-quality one-to-one and small group tuition	• Supporting students' social, emotional and behavioural needs

Below is a breakdown of each key area and the actions and strategies implemented over the course of the academic year 2020-2021

High-quality teaching for all	High-quality one-to-one and small group tuition	Supporting students' social, emotional and behavioural needs
1. Carefully planned training and professional development calendar to ensure high-quality teaching is a central focus 2. Strategic planning of further assessment points to support subjects to identify key students for catch-up work e.g. 'lockdown learning' baseline assessments and reports (see below assessment section) 3. Use of national external assessment materials in addition to internal school	1. Form-time interventions ran for small groups of identified Y7 and Y8 students in English, maths and science 2. 1:1 and small group interventions ran for key identified students in Y7 and Y8 – these were for implementing reading catch-up programmes (Lexia/Toe to Toe) 3. Small group after school 'catch-up' sessions ran after school for KS3 (Y7, 8 and 9) students	1. Trauma-aware trained staff – this professional development enables support for students 2. Provision of a school counselling service for students who need support 3. Dog therapy for students who need further support

assessment to support identification of students in need of support and to support teaching and learning in classrooms e.g. use of NGRT data for seating plans, lesson planning, assessment planning, differentiation etc.
4. Purchasing high-quality resources to support effective delivery of the curriculum

Effective diagnostic assessment
1. NGRT and CAT4 tests were taken by Year 7 students on entry to support identification of students who needed catch-up
2. NGRT tests were taken by Year 8 and Year 9 students because they had been unable to sit planned NGRT tests in the summer term of 2020 due to Covid-19. These were also used to support identification of students in need of catching up with peers
3. Baseline 'lockdown learning' assessments were carried out in each year group (bar Y10 as GCSE courses were just being started), as a diagnostic tool across the curriculum. Extra early reports for year groups to report on 'lockdown learning' assessment and also attitude to learning on return to the physical school environment in September 2020
4. Summative mid-year and end-of-year exams in Y7-10 and Year 11 November mock exams were used as diagnostic tools to monitor progress across the curriculum
5. Regular formative milestone assessments and unit tests used as diagnostic tools in all subjects

in English and maths for targeted, identified students from diagnostic assessment
4. Small group after school 'catch-up' sessions ran after school every day for Y11 students. These were small-group targeted sessions in English, maths, Biology, Chemistry, Physics, French, Spanish, German and history. Run by specialist teaching staff to ensure high-quality sessions and knowledge of the students

4. Provision of specialist social, emotional and behavioural support sessions for students (and families where appropriate)
5. EBSA trained staff – this training raised the understanding of emotional based school avoidance and small group intervention for social, emotional and behavioural needs of key, targeted students ran in the summer term of 2021

6. Widespread and regular use of low-stakes quizzing, retrieval practice and multiple-choice quizzing in all subjects to aid identification of misconceptions and gaps in knowledge

Support the delivery of the curriculum through high-quality resources

1. Use of high-quality internal resources – development of use of booklets in a range of subjects for classroom use, to support both revision and also developed to support any potential learning at home
2. Use of high-quality internal resources – online access to class resources. All resources shared as standard on Teams for students to be able to access at any time in the academic year
3. Use of high-quality external online resources (e.g. Hegarty maths, Massolit for English Literature, Moodle for history, Seneca for a range of subjects) to support students to access the curriculum and extend knowledge and understanding
4. Use of external revision guides and materials for subjects to support students in GCSE year groups
5. Purchasing additional resources, revision guides, materials and supporting online access for all disadvantaged students to ensure they can access the curriculum fully

Focus on professional development

1. CPD opportunities regularly offered throughout the academic year (including

lockdowns) through training days, twilight, reading groups, weekly teaching and learning briefings, curriculum development time with a sharp focus on use of technology to aid the delivery of a curriculum for all students

2. Focus on revisiting previous CPD delivered by the Learning Scientists and further embedding retrieval practice, low-stakes quizzing, dual coding etc. into curriculum and assessment models across all subjects

3. Sharp focus on revisiting and reviewing curriculum design – the summer term was used for curricular conversations in each subject about the KS3 curriculum

4. Trauma-aware training for key senior leaders to support development of social, emotional and behavioural support of students

5. Training for SLT and pastoral leads on EBSA (emotional based school avoidance) to support development of social, emotional and behavioural support of students