

# Cottenham Village College: Covid catch-up funding strategy statement 2021-2022

## Covid catch-up funding 2021-2022

Covid catch-up funding was granted to schools in the academic year 2021-2022 – this was an additional amount of money to provide catch-up support for those students that required it. The table below identifies how we spent this funding over the academic year of 2021-2022.

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>

<b>Area 1: Teaching and whole-school strategies</b> <ul style="list-style-type: none"> <li>• High-quality teaching for all</li> <li>• Effective diagnostic assessment</li> <li>• Support the delivery of the curriculum through high-quality resources</li> <li>• Focus on professional development</li> </ul>	<b>Area 2: Targeted academic support</b> <ul style="list-style-type: none"> <li>• High-quality one-to-one and small group tuition</li> </ul>	<b>Area 3: Wider strategies</b> <ul style="list-style-type: none"> <li>• Supporting students’ social, emotional and behavioural needs</li> </ul>
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Below is a breakdown of each key area and the actions and strategies implemented over the course of the academic year 2021-2022

<b>High-quality teaching for all</b> <ol style="list-style-type: none"> <li>1. Carefully planned training and professional development calendar to ensure high-quality teaching is a central focus</li> <li>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)</li> <li>3. Use of national external assessment materials in addition to internal school assessment to support identification of</li> </ol>	<b>High-quality one-to-one and small group tuition</b> <ol style="list-style-type: none"> <li>1. Form-time interventions ran for small groups of identified Y7 and Y8 students in English, maths and science</li> <li>2. 1:1 and small group interventions ran for key identified students in Y7 and Y8 – these were for implementing reading and speech and language catch-up programmes (Fresh Start/Fix It/SALT)</li> <li>3. Group, small group and 1:1 after school ‘catch-up’ sessions ran after school every day for Y11 students. These were a combination</li> </ol>	<b>Supporting students’ social, emotional and behavioural needs</b> <ol style="list-style-type: none"> <li>1. Trauma-aware trained staff – this professional development enables support for students</li> <li>2. Provision of a school counselling service for students who need support</li> <li>3. Dog therapy for students who need further support</li> <li>4. Provision of specialist social, emotional and behavioural support sessions for students (and families where appropriate)</li> </ol>
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<p>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.</p> <p>4. Purchasing high-quality resources to support effective delivery of the curriculum</p> <p><b>Effective diagnostic assessment</b></p> <ol style="list-style-type: none"> <li>1. NGRT and CAT4 tests were taken by Year 7 students on entry to support identification of students who needed catch-up</li> <li>2. NGRT tests were taken by Year 8 and Year 9 students. These were also used to support identification of students in need of catching up with peers</li> <li>3. Baseline assessments were carried out in each year group (bar Y10 as GCSE courses were just being started), as a diagnostic tool across the curriculum.</li> <li>4. Summative mid-year and end-of-year exams in Y7-10 and Year 11 November and February mock exams were used as diagnostic tools to monitor progress across the curriculum</li> <li>5. Regular formative milestone assessments and unit tests used as diagnostic tools in all subjects</li> <li>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</li> </ol> <p><b>Support the delivery of the curriculum through high-quality resources</b></p>	<p>of small-group and 1:1 targeted sessions in English and maths, and larger, open 'catch-up' sessions in English, maths, Biology, Chemistry, Physics, French, Spanish, Geography, Drama, Music, and Computer Science. Run by specialist teaching staff to ensure high-quality sessions and knowledge of the students</p>	<p>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</p>
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<ol style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>4. Use of external revision guides and materials for subjects to support students in GCSE year groups</li> <li>5. Purchasing additional resources, revision guides, materials and supporting online access for all disadvantaged students to ensure they can access the curriculum fully</li> </ol> <p><b>Focus on professional development</b></p> <ol style="list-style-type: none"> <li>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</li> <li>2. Focus on revisiting previous CPD delivered by the Learning Scientists and further embedding retrieval practice, low-stakes</li> </ol>		
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<p>quizzing, dual coding etc. into curriculum and assessment models across all subjects</p> <ol style="list-style-type: none"><li>3. Sharp focus on revisiting and reviewing curriculum design – the summer term was used for curricular conversations in each subject about the KS3 curriculum</li><li>4. Trauma-aware training for key senior leaders to support development of social, emotional and behavioural support of students</li><li>5. Training for SLT and pastoral leads on EBSA (emotional based school avoidance) to support development of social, emotional and behavioural support of students</li></ol>		
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