



**Headteacher:**  
Dr R P Petrie BSc PhD

## **Cockermouth School Catch-Up Premium 2020/21**

*aspire • enjoy • include • respect • community*

## **Covid 19 Catch-Up Premium**

As a result of coronavirus (COVID-19) pupils have experienced significant disruption to their education, with the impact on those from the most vulnerable and disadvantaged backgrounds often being the greatest.

The DfE has allocated £650 million to schools to be spent on ensuring all pupils have the chance to catch up on lost teaching time and supporting schools to enable them to do so.

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. While schools have the flexibility to spend their funding in the best way for their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

The funding is allocated on a per pupil basis, providing £80 for each pupil in years 7 to 11 at Cockermouth School.

Cockermouth School will receive £88,000 for the 2020/21 academic Year.

### **Accountability: school leaders and governors**

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School leaders must be able to show they are using the funding to resume teaching a normal curriculum as quickly as possible following partial or full school closure.

Governors and trustees should scrutinise schools' approaches to catch-up from September 2020, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

At Cockermouth School we have carefully considered how we will allocate the funding and have identified the following key areas of focus:

<b>Areas of need</b>	<ul style="list-style-type: none"> <li>• Gaps in literacy and numeracy</li> <li>• GCSE subject-specific catch-up</li> <li>• Mental health / resilience</li> <li>• Pastoral support</li> <li>• Access to devices and resources to support with remote learning</li> <li>• Communication and support for families</li> </ul>
<b>Assessment of need (Sept-Oct 2020)</b>	<ul style="list-style-type: none"> <li>• Literacy baseline online screening (reading/comprehension/spelling age and phonic gaps) Y7-11</li> <li>• Assessment programme in Maths Y7-13</li> <li>• Y7 CATs</li> <li>• Y11 and Y13 formal assessment across all subjects</li> <li>• Maths/English have timetabled for continuity of class and teacher 2019-2020 &amp; 2020-2021</li> </ul>
<b>Allocation of resources</b>	<ul style="list-style-type: none"> <li>• <b>Purchase of 1.5 hours of Teacher Assistant (agency)</b> <ul style="list-style-type: none"> <li>○ Train 2 additional Senior Teaching Assistants to deliver Thinking Reading (for students more than 2 years lower than Reading Age)</li> <li>○ Deliver evidence-based literacy intervention/withdrawal (for students within 2 years of Reading Age)</li> </ul> </li> <li>• <b>Deploy HLTA Maths specialist</b> <ul style="list-style-type: none"> <li>○ Train in 5/7 year plans of department methodology</li> <li>○ Deliver bespoke intervention</li> <li>○ Expand after-school Heagarty Maths intervention with subject-specialist support</li> </ul> </li> <li>• <b>Use of tutoring programmes 1:1 and 3:1 (NTP &amp; internal need)</b> <ul style="list-style-type: none"> <li>○ Use assessment data to identify need.</li> <li>○ Use of My Tutor (online) to support students with GCSE subject specific catch up</li> <li>○ Face-to-face tuition with local teachers/tutors with QTS for those students identified as needing support.</li> </ul> </li> <li>• <b>Increase in hours for school counsellor</b> <ul style="list-style-type: none"> <li>○ Expand current provision in response to need</li> </ul> </li> <li>• <b>Deployment of pastoral support</b> <ul style="list-style-type: none"> <li>○ Additional staff deployed alongside pastoral leaders to support students and their families across KS3/4 to focus on students' emotional needs and general well-being.</li> </ul> </li> <li>• <b>Devices</b> <ul style="list-style-type: none"> <li>○ Using audit result purchase devices for students to access remote learning.</li> </ul> </li> </ul>