



THE CONSORTIUM
ACADEMY TRUST

Catch Up Premium Strategy Statement

The Coronavirus Pandemic has placed children and young people in unprecedented times with significant periods of lost teaching. We must be aware that the impact of lost teaching will be felt for a number of years to come within education.

In a support to address the legacy of lost teaching, the Government has allocated a one-off payment to all schools and academies to ensure that support can be offered to learners in the school environment to move forward and accelerate progress, maximising opportunity to succeed in their academic studies.

This single funding total allocated to each academy will be spent in the most appropriate way for individual learners, cohorts and circumstance to deliver a bespoke package of support relevant to each individual academy.

The impact of the funding available to each academy will be reflected in the sustained academic performance over the coming years. Local Governing Boards will hold Headteachers and Senior Leaders to account for the impact of their strategy.

School overview

| Metric | Data |
|------------------------------------|-----------------------------|
| Academy Name | Cottingham High School. |
| Learners on role | 962. |
| Proportion of disadvantaged pupils | 23% |
| Proportion of SEND learners | 16% |
| Total Catch Up Premium allocated | £66,000 |
| Strategy Published date | October 2020 |
| Review dates | Dec 2020/ February 2021 |
| Catch Up Premium lead | Kate Jordan/ Nicki Carlisle |
| Governor lead | |

Good Teaching priorities – strategies identified to maximise good teaching to move learners forward

| Measure | Activity |
|---------------------------|---|
| Quality first teaching | <p>Low stakes testing methods to build a picture of knowledge gaps.</p> <p>Adjustments made to the subject curricula to account for lost time.</p> <p>Whole class feedback -methods developed</p> <p>Approved AfL approach</p> <p>Improved use of technology</p> |
| Investments in technology | <p>Enhance virtual learning/ blended learning approach using webcams to provide live or recorded lessons.</p> <p>Subject leaders to source on line packages to support remote/ blended learning (similar to Hegarty and Memrise)</p> <p>Further investigation into office 365 notebook.</p> |
| Projected spending | £5000 |

Targeted academic support – strategies identified for individual or cohorts of learners where additional support is required

| Measure | Activity |
|-----------------------------|---|
| 1:1 and small group tuition | <p>Use of National Tutoring Programme, Mytutor, 6th form students.</p> <p>Through the NTP and Mytutor, small group (3:1) and individual (1:1) will be provided for identified cohort of students who have experienced difficulty in accessing remote learning for a variety of reasons. These sessions will take place after the school day has been completed in order not to exacerbate the issue of lost curriculum time.</p> |
| RST Wave 2 interventions | <p>Period 6 sessions will focus on those who have fallen behind and aim to fill knowledge gaps for these students whilst maintaining new learning.</p> <p>Holiday learning sessions will be provided for students to revise and recap, delivered by specialist teachers and experts.</p> <p>Extended Learning sessions will provide disadvantaged students with support, access to IT, a quiet work space and resources to enable them to work independently in a calm environment.</p> |
| Projected spending | <p>£1000 staff expenditure</p> <p>£4000 holiday session payment</p> <p>£2000 ELS staff and snacks and materials</p> <p>£38000 Tuition and interventions</p> |

Wider strategies for support – many learners will benefit from wider strategies to enable them to access learning and additional academic support

| Measure | Activity |
|---------------------|---|
| Raising Aspirations | <p>The Reverse Careers Path involves working with students to enable them to realise aspirational career goals. The focus is information, from the early stages of their education to support appropriate choices.</p> <p>The Brilliant Club is a nationally run programme staffed by current PhD students at local universities. This intervention is aimed at groups of students who are underrepresented at Higher Education. This cohort will participate in a PhD style research programme, attending tutorials, culminating in a 2000 word dissertation style essay.</p> |
| Well being | <p>A wellbeing survey will identify students who will benefit from a referral for specific wellbeing support.</p> <p>A PASS (Pupil Attitudes to Self and School) survey will identify individual needs for individual students in terms of self-esteem and engagement. It will provide specific interventions designed to address specific needs.</p> <p>A mentoring programme which specifically matches mentors to mentees will further support some of our disengaged or disaffected students. Mentors will work to a planned programme to ensure consistency of approach, which will be continually evaluated for impact.</p> |
| Projected spending | <p>£2100 The Brilliant Club programme</p> <p>£6000 rewards</p> <p>PASS £600</p> |

Monitoring of the Catch Up Strategy

| Area | Review Date | Impact/Review Statement |
|------------------|--------------------------|----------------------------------|
| Teaching | December 2020 | Click or tap here to enter text. |
| Targeted support | December 20/ February 21 | Click or tap here to enter text. |
| Wider strategies | December 20/ February 21 | Click or tap here to enter text. |

Review: aims and outcomes 2020/21

| Aim | Outcome |
|----------------------------------|----------------------------------|
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Access to National Tutoring Programmes to supplement in school strategy:

| Strategy | Rationale |
|------------------------------------|---|
| 5-16 National Tutoring Programme | Evidence suggests small group or 1:1 tuitions are effective in allowing students to catch up on any lost learning. NTP are giving access to high quality tutoring for the most disadvantaged pupils. |
| 16-19 Fund | |
| Academic Mentors | Applied for this programme as a proportion of our students live in areas that are in the top 10% most deprived areas in the country. |
| Reception Early Language Programme | N/A |