



Cox Green School's values underpin the work that we are doing to support both staff and students during the Covid-19 pandemic. Wellbeing and support for staff and students are at the center of our plans. Cox Green School is expected to be allocated £76,000 in the form of Covid-19 Catch Up Premium funding.

Support Strategies	Commitment	Target Groups	Cost	Process for Monitoring	Expected Impact
Teaching	<p>High-quality teaching for all</p> <ul style="list-style-type: none"> Providing opportunities for professional development (e.g. support curriculum planning or focused training on the effective use of technology). Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support. <p>High quality teaching and learning in lessons delivered through supportive yet rigorous appraisal, induction, and teaching and learning processes. Professional development supports staff to develop pedagogical understanding of remote teaching and learning and those that are early career entrants in particular.</p>	All pupils	£3000	Learning walks, lesson observations, AP records, staff appraisal system. Evaluation of CPD provided.	Students achieve high level outcomes as a result of high quality teaching and learning.
	<p>Effective diagnostic assessment</p> <ul style="list-style-type: none"> Assessment can help teachers determine how to most effectively support their pupils. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach. <p>GL Assessments (Lucid Exact)</p>	All pupils Year 7 to Year 10	£2947	All tests undertaken. Results used to inform delivery/curriculum/need.	Identification of gaps/needs. Aspirational target setting for new students.

	<p>Supporting remote learning</p> <p>Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children.</p> <p>Support for disadvantaged pupils that do not have access to technology, e.g. routers.</p>	<p>KS4 PP pupils</p>	<p>£1,500</p>	<p>All pupils are able to access remote learning.</p>	<p>Pupils make progress in line with their peers.</p>
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Targeted Academic Support	<p>Academic support</p> <ul style="list-style-type: none"> Subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. As a rule of thumb, the smaller the group the better. Tuition delivered by qualified teachers is likely to have the highest impact. <p>School staff provide targeted intervention in small groups and tutoring in 1:1 situation, with priority given to disadvantaged groups.</p> <p>Access to curricular support materials Tassomai (Science, maths and English) Year 9 & Year 10 GCSEPod Year 11</p> <p>Additional access to subject specialists in practical subjects (Saturday School).</p> <p>Resources to improve reading skills.</p>	KS4	Equivalent of 805 hours	<p>Pre and post testing on selected topics. Mock results in Year 9 & Year 10.</p> <p>Use tracking and access data from electronic systems. Staff feedback.</p> <p>Evaluation form to be completed by lead teacher evidencing impact i.e. improved practical outcomes.</p>	<p>To raise students' attainment in line with targets. To cover identified gaps in content. Disadvantaged students perform as well as nondisadvantaged pupils. Students are provided with more face to face support while they are in school.</p>
			£4536		
			£2944		
			£1680		
			£1500		

	<p>SEND support Additional PA employed to support those pupils that have fallen behind during lockdown that are in the SEN support category (K)</p>	KS4 SEND	£13,200	<p>Mocks data. Internal assessments. AP data.</p>	<p>SEN support pupils make more progress at each AP compared to non-SEND peers.</p>
Wider Strategies	<p>Lunchtime supervisor To reduce the need for staff duties at Break/Lunch due to staggered lunch. We want to support staff well-being, pupil outcomes in lessons & learning and allow time for behaviour policy restorative conversations to take place.</p>	All pupils	£6,500	<p>Staff report improved wellbeing. Reduced low level disruption.</p>	<p>Behaviour improves as consequences are followed through more rapidly.</p>
	<p>Metacognition and revision Positively Mad videos and resources</p>	KS4 pupils	£500	<p>Pupils have a strong understanding of metacognition. Pupils have strong revision skills as indicated by improved grades at each AP.</p>	<p>Learning and revision skills enhanced. These skills will be embedded into a KS4 Tutor Programme.</p>

	<p>SEMH Mentor</p> <ul style="list-style-type: none"> Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support. Assessing pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support. <p>One term of support for pupils with SEMH needs as a result of Covid.</p>	All pupils	£6,600	<p>'On Call' record shows fewer incidents of pupils missing from lessons.</p> <p>'On Call' record shows increased engagement and fewer incidents of low level disruption.</p> <p>Number of L3/L4 sanctions relating to SEMH behaviours is reduced.</p>	<p>More pupils remain in lessons where they are fully engaged in their learning as measured by 'On Call' record.</p> <p>Increased engagement leads to fewer incidents of low level disruptions reported by staff.</p>
	<p>Additional Counselling</p> <ul style="list-style-type: none"> Assessing pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support. <p>School Counsellor employed for an additional day January to July to increase capacity to assess best mode of support and provide support where applicable.</p>	All pupils	£2875	<p>Student and staff wellbeing survey (DKE).</p>	<p>Students receive fewer sanctions for behavioural incidents as a result of having more emotional literacy and skills for communicating when in conflict.</p>
Total Spend:			£76,000		