

Willerby Carr Lane

Primary School



Catch-up Premium Strategy

POLICY MANAGEMENT

Approved by	School Improvement Committee
Date approved	1 December 2020
Effective date	n/a
Next review date	Spring Term SIC
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What catch-up funding is for

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds.

Funding allocations

School allocations will be calculated on a per pupil basis. Mainstream school will get £80 for each pupil in from reception to year 11 inclusive. Our allocation is £33,440

Using catch-up funding

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 curriculum expectations for the next academic year.

All pupils continue to be taught a wide range of subjects. Where needed, remote education is high-quality and safe, and aligns as closely as possible with in-school provision.

School should teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later.

For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, music and the arts, physical education and sport, religious education and relationships and health education.

School should aim to return to their normal curriculum in all subjects by summer term 2021.

School should plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.

Schools should develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of local restrictions.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students.

Accountability: school leaders and governors

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.

Monitoring by Ofsted

Ofsted will visit some schools during the autumn 2020 term to discuss how they are bringing pupils back into full-time education. These discussions may include plans schools have to spend their catch-up funding. Ofsted may resume routine inspections from January 2021 although the exact timings are being kept under review.

When routine inspections restart, Ofsted will make judgements about the quality of education being provided and how school leaders are using their funding and catch-up funding to ensure the curriculum has a positive impact on all pupils.

Strategies employed since the start of September

Use of assessment to prioritise learning

- All classes ran baseline assessments in the second week in order to identify gaps. We made use of last Summer's PUMA/PIRA/GPS tests which had been missed due to lockdown.
- All teachers are using on-going assessment to inform their teaching
- All teachers are adapting their planning to fill gaps with an emphasis on reading, writing and maths
- Extra phonics sessions have been run in Key Stage 1
- Comprehensive phonics baseline assessments have been carried out by the intervention team across Infants and into the Juniors
- The intervention lead has ensured that all staff are consistently providing daily quality –first phonics teaching. This includes comprehensive training for NQTs as well as existing staff.
- The intervention team have been working closely with teachers to plan individual and small group catchup based on assessments
- The intervention team have planned and are running a carefully mapped out range **if** intervention and support using 1:1 teaching, small group teaching and larger group teaching.
- The intervention team are also making use of the Hub, new technologies and Apps to have a wide impact across the school.
- The staggered start time has allowed for extra catch-up work to be fitted in.
- PE has been reduced from 2 hours to 1 hour to allow for extra catch-up work in core subjects. (This has also been necessitated by the loss of the Infant Hall due to storage of excess furniture etc due to Covid). Children are coming in to school in trainers so they can more easily take part in exercise during their playtimes.
- Extra catch-up and revision slots are being run by Key Stage 2 teachers

- Our intervention lead has been improving our management systems and wrap around support for children presenting with behavioral and/ or mental health issues. This includes arranging for the most appropriate targeted support from a range of internal and external specialist staff.
- Our newly employed school ELSA has been working directly with pupils supporting the pupils with their emotional needs
- A Year 6 TA is running interventions every afternoon with small groups in reading, maths and GPS.

Remote Learning

- No classes have been sent home due to staff shortages and the school week has not been shortened. Children have only been sent home as directed by PHE.
- A Teaching and Learning Continuity Plan has been drawn up and shared with parents. This sets out the details of our tiered offer for remote learning depending on the level of self-isolation.
- Our remote learning offer, supports both individuals and/ or whole classes that are self-isolating.
- Our remote offer aim has been to support parents through:
 - online face to face, real time meeting between staff and the class twice a day
 - lessons recorded over by teachers which allow children flexibility to watch at a convenient time and pause where necessary
 - work scheduled daily to help provide structure to each child's day
 - a range of work in a range of subjects
 - teaching which mirrors the content that the children would have had if they were at school so that they do not fall behind during these periods
 - work at screen as well as some tasks away from the screen
 - some activities designed just for fun to keep everyone's spirits up
 - parental support via class Dojo as well as the school office
 - online marking
 - 1:1 telephone calls from staff in the year group and/ or staff in our intervention team
 - a focus on supporting children and families mental health and well-being as well as their academic learning
 - clear, open and regular communication from school
- Surveys have been conducted and results attached

Strategic decisions for the use of Catch-up Premium

All of the above has been achieved using the school's own funding. This includes:

- Approximately £10,000 for the setting up of the Hub over the Summer, including fibre link, wifi, alarm, interactive board
- Approximately £10,000 for the purchase of a new set of iPads for the Intervention / SEN team

- A dedicated full-time teacher to design, deliver and audit our interventions as well as support teachers
- Our Pupil Premium champion, dedicated to ensuring that our disadvantaged pupils are having their needs met
- A newly appointed Emotional Learning Support Assistant
- An increase in the staffing levels in our intervention team

Going forward we now have decisions to make to build on our work and to achieve the best outcomes with our Catch-up funding. Below are various options which might be considered as running on their own or in combination.

Option 1: Catch-up through Technology

Proposal:

- Purchase 3 more sets of iPads. This will allow for 1 set of iPads to be allocated to each of:
 - Year 6
 - Year 5
 - Year 4
 - Year 3
 - Infants
 - Intervention/SEN
- Purchase licences for software:
 - Lexia
 - Reading Plus or Accelerated Reader or both
 - Spelling Frame
 - Doodle Maths
 - Doodle English
- Direct curriculum time to each year group to ensure all children receive the specified frequency and duration on the relevant educational Apps
- Utilise Apps for homework
- Provide motivation for children to access Apps at home outside of homework

Costs:

- Overall cost circa £40,000 – requires extra top-up funding from school (which is available)

Benefits:

- All children benefit from individualised work based on what they can already do
- Learning on these Apps is automatically tuned to the individual child
- Initial trials of software and feedback from other schools, shows very promising potential progress
- Legacy is that this can continue indefinitely

Research base:

- Lexia is currently under trial by EEF who are spending £280,000 evaluating it. A number of previous studies of Lexia have found promising results and the balanced approach, combined with the initial diagnostic assessment, is well aligned to the evidence summarised in the EEF's guidance report [Improving Literacy in Key Stage One](#). However, most of the existing studies have been relatively small or had other limitations and this will be the first study conducted in England.

See <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia/>

- Reading Plus: EEF : *“Developing reading and comprehension strategies can improve progress by 6+months.”* Very limited specific research available for ReadingPlus. *Optometry and Vision Science study: “Each 6th and 8th grade group saw average ITBS reading gains of 1 year 5 months for this educationally disadvantaged group compared with 1 year and 1 month gain for the school’s average student population.”*
- Accelerated Reader has also been tested through a previous EEF efficacy trial involving four secondary schools and 350 Year 7 pupils. The project found a positive impact on all pupils of an additional three months’ progress over the course of an academic year. The results also suggested that AR was particularly beneficial for children eligible for free school meals, with these pupils making an additional five months’ progress, however due to the smaller sample size this result was less secure. This project will now test the intervention in more schools – including 200 primary schools (a £900,000 project is currently underway and due to report soon).

Considerations:

- EEF: New technology can often appear exciting. However, it can become a solution in search of a problem unless it is introduced in response to an identified need
- Without a clear plan for support and implementation, technology is much less likely to have an impact. This includes considering what initial training will be needed, what time and resources are required, and what ongoing support should be available.
- EEF: Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.
- Monitoring how technology is being used, including by checking that all learners have the skills they need to use it effectively, is likely to reduce the risk that technology becomes a tool that widens the gap between successful learners and their peers.
- Some forms of technology can also enable teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in which students are required to apply new skills.
- Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.
- Technology has the potential to improve assessment and feedback, which are crucial elements of effective teaching.
- Technology can be used to provide feedback directly to pupils via programmes or interventions, but in all cases careful implementation and monitoring are necessary.
- Some recent studies have found high impacts from individualized tuition. These projects have tended to employ Digital technology to individualise instruction, and the use of this might explain the higher impacts. For example, technology may enable more immediate feedback on the individualised tasks
- Feedback via technology is likely to be most beneficial if it is provided in addition to, rather than instead of, other forms of feedback.
- See attached: EEF Digital Technology Summary of Recommendations
- See <https://educationendowmentfoundation.org.uk/tools/guidance-reports/using-digital-technology-to-improve-learning/>

Option 2: National Tutoring Programme

Proposal:

- Buy in tutoring from the National Tutoring Programme – 11 companies listed.
- Tutoring can be online or in person
- Tutoring is bought as a block of 15 hours delivered typically once or twice per week

Typical Costs:

- £270 1-1 in person for 15 hour block with subsidy applied
- £405 1-2 in person for 15 hour block with subsidy applied
- £195 1-1 in online for 15 hour block with subsidy applied
- £292 1-2 in online for 15 hour block with subsidy applied

Benefits:

- Highly personalised
- Motivation comes from face-to-face interaction
- Can be targetted at defined gaps

Research base:

- EEF: Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.
- Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.
- Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.
- Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.
- Programmes involving Teaching assistants or volunteers can have a valuable impact, but tend to be less effective than those using experienced and specifically trained teachers, which have nearly twice the effect on average.
- Where tuition is delivered by volunteers or teaching assistants there is evidence that training and the use of a structured programme is advisable.

Considerations:

- Experience of Staff Delivering is unspecified: ranges across QTS/ TA / graduate
- Quality of staff delivering – (bearing in mind our Supply teachers are highly variable in quality and, typically, lower quality than our standard)
- Most require tutoring to be delivered on school site – most offers are online which would require our staff to supervise which adds to the cost and detracts from what our staff are already doing.
- If tutoring is delivered in person during the day, then this would require suitable spaces around school.
- For best impact, teacher needs to regularly liaise with tutor to ensure link between tuition and what is being taught in lessons. Demand on teachers unknown.
- If children's bubbles are self-isolating it could cause lost learning opportunities
- No details of any course content materials provided online.
- Demands on teachers to help design the actual tutoring programme: E.g. Teaching Personnel require tutors to meet with class teachers to discuss the individual needs of each child accessing tuition along with next steps to get started. Teachers then to organise and run an assessment task. Teachers to discuss progress each week with tutor to design next steps. Teachers to hold a mid and end of programme meeting.

Option 3: Tutoring using our own Staff

Proposal:

- Pay our own staff to provide tutoring after school.
- Teacher or TA to stay behind 3 times per week for up to 1 hour and run ½ hour sessions for 1:1 up to 1:3
- Tutoring runs for 3 times per week for 6 weeks

Typical Costs:

- Teacher £40 per hour (additional cost of 1 hour per week to plan, prepare and mark)
- Teaching Assistant £25 per hour delivered (additional cost of 1 hour per week to plan, prepare and mark). Additional cost of teacher who would need to plan work, train TA and modify work as they go along.

Benefits:

- Highly personalised
- Motivation comes from face-to-face interaction with staff the children know
- Seamless link with learning in class
- Can be targetted at defined gaps

Research base:

- EEF: Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.
- Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.
- Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.
- Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.
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- Where tuition is delivered by volunteers or teaching assistants there is evidence that training and the use of a structured programme is advisable.

Considerations:

- Quality of Staff can be guaranteed
- If children's bubbles are self-isolating it could cause lost learning opportunities
- Teaching Assistants would need course content defining and regular supervision by class teacher.
- Demands on teaching staff in particular who have been under great strain for a considerable time
- Impact on teachers time and ability to plan effectively for class
- Not desirable to offer to NQTs who should be putting their energies into learning their craft.
- Many senior staff are already being stretched with blended learning offer/ posting work online/ supporting NQTs.

Option 4: Employ new Staff at School

Proposal:

- Employ another apprentice HLTA on 30 hours per week

Costs:

- Apprentice £17,000
- Qualified HLTA £21,500

Benefits:

- Train staff to our standards
- Can be used flexibly to release teachers or to work directly with children

Research base:

- EEF: One to One tuition or small group Tuition evidence as cited earlier..

Considerations:

- Quality of recruit is all important
- Time demands to train them up – we are already training up and HLTA and 5NQTs and training other TAs in intervention programmes. Capacity would be highly problematic this year.
- Any support for identified children would need careful plan of work by teacher.
- Intervention Lead is already at capacity in training, deploying and managing existing team.

UPDATE: Strategic Decisions made by the School Improvement Committee on 1/12/20 for implementation January 2021 onwards

- 1. To continue with the wide range of catch-up strategies employed since the start of September 2020 (outlined earlier).**
- 2. To continue with the high quality remote-education offer (outlined earlier). To support home-learning further by:**
 - purchasing extra ChromeBooks for loan to our most disadvantaged pupils (£2,000)
 - allocating free SIM data cards to those in need from those donated by Vodafone
- 3. To implement “Option 1: Catch-up through Technology” (> £40,000)**
- 4. To consider further “Option 2: National Tutoring Programme” after Easter or September 2021**
- 5. To consider further “Option 3: Tutoring using our own Staff” after Easter or September 2021. To include, targeted before-school intervention.**
- 6. To implement “Option 4: Recruit a trainee HLTA” after Easter 2021 (£17,000)**