SCHOOL PLANNING FOR CATCH UP FUNDING (2020-21) – EEF TIERED MODEL

TRINITY PRIMARY PHASE

Education Endowment

Summary of Spending Approach

1 Teaching

Supporting great teaching

Improving blended learning approaches:

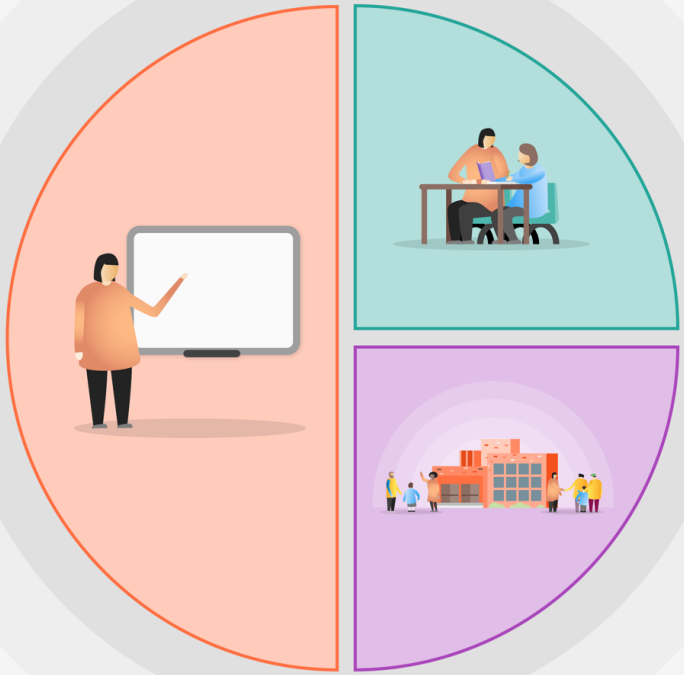
- Implementing learning platforms
- Developing paper resources for home learning
- Linking home phonics resources to in-class learning

Focussed external CPD using remote technology

Focussed internal CPD using innovative approaches

Pupil assessment and feedback

Transition support



2 Targeted academic support

One to one and small group tuition

Teacher / TA led catch-up / booster groups before and after school

Teach First academic mentors

Intervention programmes

Read Write Inc Fresh Start programme for KS2 pupils

Part time TAs offered extended hours

Extended school time

3 Wider strategies

Supporting parents and carers

Use of Zoom workshops and events

Access to technology

Technology for vulnerable families beyond Government scheme

Summer support

Holistic support for learners

Art therapy

Mental Health and Wellbeing counsellors

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Strategic Planning for Catch-Up Funding:

SLT bids	Strategy	Links to school priorities/SIP	Targeted pupils. Why and how were they chosen?	Provision (including costings)	Impact (both immediate and legacy)	Next steps
Teaching and whole-school strategies	Supporting great teaching	Long term memory – sequencing Confident leaders - CPD	All pupils	Zoom as a learning platform with full functionality (£1140) White Rose maths workbooks across whole school (£3600) Printed resources from Reach Academy RWI reading books to supplement phonics scheme (£3000) Focussed internal CPD using innovative approaches		White Rose workbooks to be ordered and trialled
Targeted Support	One to one and small group tuition	Long term memory – recovery objectives	Targeted pupils across from previous data sets and teacher formative assessment	Teacher / TA led catch up / booster groups before and after school (.....) Teach First academic mentors (....)		
	Intervention programmes	Long term memory – recovery objectives	Targeted pupils across from previous data sets and teacher formative assessment	Read Write Inc Fresh Start programme KS2 (1205 + printing resources) Part time TAs across Y2, 3 and 6 offered extended hours (....)		
		KICK	Targeted 121 mentoring for pupils in need	50% paid - £3000		

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Wider strategies	Supporting parents and carers	Personal development – mental health and wellbeing	na	Zoom workshops and events Use of Loom videos for targeted school communications		
	Access to technology	Long term memory – recovery objectives	Pupils targeted following technology survey of parents	Purchasing technology for vulnerable families not eligible for Government scheme (use of Ipads for in-school and then outside school sign out) (£5000)		
	Holistic support for learners	Personal development – mental health and wellbeing	Targeted pupils from in house assessments and/or parent/external advisors	Art therapist sessions (£1000) Mental health and well-being counsellors (%of salary for secondary councillor)		
			Development of PE to support the MH&W of all children in school; development of outdoor space	Yoga instructor leading whole class and small group sessions. Equipment (£500) £10,000		

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Key findings and implications (EEF rapid assessment research June 2020)

School closures are likely to reverse progress made to narrow the gap in the last decade:

The projections suggest that school closures will widen the attainment gap between disadvantaged children and their peers, likely reversing progress made to narrow the gap since 2011. The median estimate indicates that the gap would widen by 36%. However, the estimated rate of gap widening varied substantially between studies, meaning that there is a high level of uncertainty around this average. Plausible “good” and “bad” estimates range from the gap widening from 11% to 75%.

Supporting effective remote learning will mitigate the extent to which the gap widens:

Pupils can learn through remote teaching. However, ensuring the elements of effective teaching are present—for example through clear explanations, scaffolding and feedback—is more important than how or when lessons or support are provided. To increase access to teaching, it would also be valuable to test the feasibility of online tuition as a way to supplement the support provided by teachers to disadvantaged children.

Sustained support will be needed to help disadvantaged pupils catch up:

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It is highly likely that the gap will have widened when pupils return to school, even if the strongest possible mitigatory steps are put in place. Catch-up provision, including assessment of lost learning and targeted support, will be essential. However, it is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school closures. There is a risk that high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils.

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Recommended Strategies and Rationale outlined by EEF:

Teaching and whole-school strategies:	
Strategy:	**Rationale:**
Supporting great teaching	Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable. Almost all schools will also have made significant adjustments to organisational and logistical aspects of school life. Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school. 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.
Pupil assessment and feedback	Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. 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. For example, 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. 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.
Transition support	All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19. Planning and providing transition support, such as running dedicated transition events—either online or face-to-face, as restrictions allow—is likely to be an effective way to ensure pupils start the new year ready to learn. Transition events might focus on sharing information about school with children and their families or running activities designed to make pupils feel comfortable in their new school, for example by introducing pupils to their new teachers and classmates. Additional transition support might include using assessment to identify areas where pupils are likely to require additional support or creating opportunities for teachers to share information about pupils' strengths and areas for development with colleagues, including between primary and secondary schools where possible.

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Targeted Support	
Strategy:	**Rationale:**
One to one and small group tuition	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. However, both small group and one to one tuition can be effective catchup approaches. Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.
Intervention programmes	In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully time-tabled to enable consistent delivery. Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.
Extended school time	In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school. There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour. However, to be successful, any increases in school time should be supported by both parents and staff.

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Wider strategies	
Strategy:	**Rationale:**
Supporting parents and carers	Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils. Providing additional books and educational resources to families over the summer holidays, with support and guidance, may also be helpful—for example, offering advice about effective strategies for reading with children.
Access to technology	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. As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school. To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback— is more important than which form of technology is used. In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced.
Summer support	Summer programmes can benefit pupils socially and academically, helping to ensure that they return to school ready to learn. Summer support can also focus on a wide range of outcomes, such as confidence and wellbeing, and include a wide range of activities such as sports, music and drama that children might have missed out on during lockdown. One challenge for summer programmes is achieving high levels of attendance, particularly from children from disadvantaged families. Communicating with pupils and their families to assess levels of engagement and barriers to attendance is likely to be important. In addition, staffing is a key challenge, recognising the extensive demands placed on teachers and schools in recent months and the challenges created by public health requirements. For summer programmes to improve educational outcomes, they need to include high-quality academic support, such as small group tuition delivered by teachers or trained tutors.

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