

COVID Catch-Up Strategy and Spending Report

1 Teaching

High Quality Teaching For All

Maintenance of smaller class sizes throughout Autumn term (average size: 22) allowing for:

- Flexible Grouping (FFF)
- Explicit Teaching (targeted input)
- Teacher-led scaffolding

Attention on Diagnostic Assessment

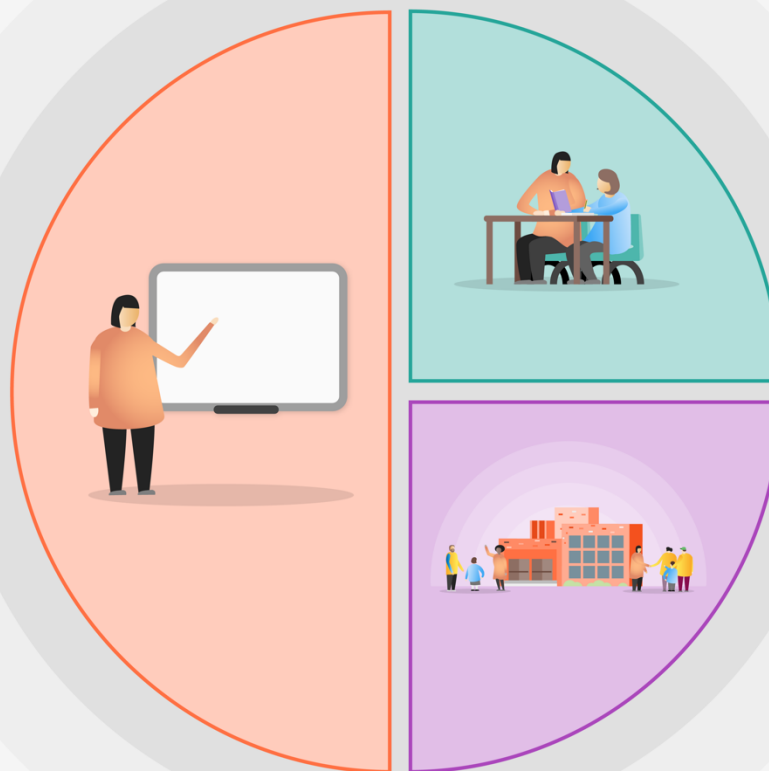
- Assessments
- Standardised and diagnostic
- Pre/Post Teaching (assessment follow-up)

Supporting Remote Learning

CPD and training for Home learning

Resourcing Home Learning platforms (software)

Resourcing Home Learning access (hardware)



2 Targeted academic support

One to one and small group tuition

- EY / KS1 Phonics Catch up
- 1:1 Precision Teaching / tutoring
- Catch-up Clubs

Teaching Assistants

- Class support – e.g. to release teacher to work with LPA
- IDL / NELI Intervention
- Specific SEND Support (e.g. for self-regulation)

3 Wider strategies

Supporting SEMH / SEL

- Pastoral Support, reactive and proactive (e.g. daily check-ins etc.)
- SPSW, ELSA programme
- SPSC, 1:1 and Wellbeing groups
- Development of SEL curriculum (RESPECT)
- SEL / SEMH CPD

Income Summary Information

Number on roll (census)	182
Funding per pupil	£80
Total Catch up Premium	£14,560

Specific Barriers to be Overcome

Ref	Issue	Explanation
A	Uneven profile of home learning engagement	Whilst a full programme of home learning was offered, pupil engagement varied due to a number of factors, including availability of parents (home working, deployed / away), viability of parental support (based on their own educational background), pupils' particular SEMH / ASD needs (dichotomistic approaches).
B	Moved in pupils who have followed different curricula	This is a service linked challenge that school always faces, but one which has been particularly exacerbated during COVID. Not only have pupils arrived from other schools and even other countries (often with prolonged additional absences due to quarantine requirements) which follow different national educational frameworks, their <i>experience</i> of those frameworks has also been hugely variable due to differences in schools' approaches to home learning. Thus some have had a comprehensive offer relevant to the English programmes of studies, whilst others have had a very inconsistent offer with little or no connection to their required learning now.
C	Specific issues relating to SEND	With 21% SEND (above national), the school has to accommodate a wide range of additional needs. Most of these pupils, particularly those with ASD and SEMH have found the last year especially hard. These children rely on predictable routines, structure, strong relationships and sensory management which has not been possible during lockdown. Even upon returning to the school, challenges persist due to COVID-security arrangements – e.g. bubbles, seating, staff deployment (including isolation, shielding etc.). These challenges need support to be overcome and promote readiness for learning.
D	High % of 'threshold' learners	The school has a significant proportion of children who sit on the cusp of attainment thresholds (e.g. scoring 98-101 etc.). This is largely attributable to multiple moves and educational disruption. Historically, the school has been able to 'boost' and consolidate learning for these groups throughout a year, ultimately securing ARE attainment. With the impact of the pandemic, early data suggests most of these learners will be more likely to tip 'just below' thresholds without additional support.
E	Low Emotional Resilience and High Anxiety	A pre-COVID challenge across service pupils nationally (and seen in our school) has been lower resilience and positivity scores (e.g. on Stirling Wellbeing Scale), with higher levels of anxiety. COVID has intensified this issue, with many of our pupils demonstrating higher pastoral needs, stress, emotional outburst and low levels of independence and resilience.

1. Teaching			
Action	Barriers Addressed	Evidence and Rationale	Cost
Maintenance of smaller class sizes throughout Autumn term, front loading support, especially KS2.	A, B, D C	<ul style="list-style-type: none"> - EEF toolkit – potential +3 months gain - Opportunity for tailored provision targeting input according to gaps - Flexible grouping “allows teachers to set up opportunities for collaborative learning – which research indicates can be effective in supporting pupils” (EEF GtSSP, p9) - Enhanced teacher time provides greater specificity for assessing needs - Determination of cumulative vs. hierarchical concepts can inform targeted approaches - Focus for Fifteen – 15minute focus pre/post teach sessions facilitated allowing explicit teaching 	0.2 FTE MPS Teacher £6,824
Diagnostic Assessments – contribution towards procurement of diagnostic test package (PIRA, PUMA, NTS) to inform T&L and illuminate gaps	A, B, D	<ul style="list-style-type: none"> - Important to “sensitively diagnose the actual impact that COVID19 closures may have had” (EEF GtSSP, p10) - Assessment can “support teachers to recognise the importance of each small piece of information which contributes to the bigger picture” (EEF GtSSP, p10) - Informs short, medium and longer term planning - Supports grouping and provision of targeted support 	PIRA / PUMA / NTS: £250
Specific CPD to address impact of COVID challenge, supporting teachers and / or support staff	D, A C, E	<ul style="list-style-type: none"> - Vital to help staff understand “what they should teach, and improve their confidence” (DfE Education Recovery, p7) - Provides staff with opportunities to reflect on pedagogical approaches and/or curriculum design to tailor to COVID needs - “Improving quality of teaching [is] almost always supported by high-quality CPD” (EEF GtSSP, p14) 	CPD costs (with ongoing support) £350
Home Learning – resource availability of home learning platforms, including both software and hardware, in view of potential for further lockdowns or pupil self-isolation	A	<ul style="list-style-type: none"> - Inevitably some pupils will face continued disruption to their learning in the coming year and it is important to ensure they can continue to access quality remote learning - “79% of students require a computer for at least half of the work provided” ISER, 2020 	Funded from core budget

2. Targeted Academic Support			
Action	Barriers Addressed	Evidence and Rationale	Cost
EY / KS1 Phonics Catch Up groups (small group tuition)	A, D B, C	<ul style="list-style-type: none"> - EEF Toolkit, potential +4 months gain - Significant skill required to successfully implement Systematic Synthetic Phonics programme, unable to be robustly delivered during home learning - Able to provide "structured supporting resources and lesson plans" (EEF GtSSP, p15) 	0.1 ATA £1,758
1:1 Precision Teaching / Tutoring	C, A B, D,	<ul style="list-style-type: none"> - EEF Toolkit, potential +5 months gain - Regular, brief sessions, repeated continually throughout the week offering consolidated learning for pupils with additional needs / significant gaps - All TA staff have received specialist CPD for precision teaching methodology - Precision teaching follows clear plan / structure 	0.1 ATA 0.1 GTA £3,116 CPD £250
Catch up Clubs (small group tuition, extending school day). These clubs are teacher led, with specific focus on threshold learners who will benefit most from strategies to close gaps.	D A, B, C	<ul style="list-style-type: none"> - "Tuition delivered by qualified teachers is likely to have the highest impact." "Small group tuition is effective" (EEF GtSSP, p17) - By using school staff, rather than external partners, oversight is maintained of exact progress in the programme of study, and accountability can increase. - Teachers are able to select pupils based on those for whom clubs would have highest impact, factoring in both academic and personal skills. 	6 weeks, 5 staff, x2 £1,500
Class based TA support – increased TA support to provide necessary cover for pupils with additional needs.	C, D, E A, B	<ul style="list-style-type: none"> - "TAs should be deployed in a way that supplements, not replaces the teacher" (EEF GtSSP, p16) - TA hours increased to accommodate moved-in high needs pupils and prevent negative impact on other children - TA deployment avoids allocation to LPA groups - Significant emphasis placed on supporting relationships and developing pupils' independent learning skills 	Funded from core budget, including E2.

<p>IDL Intervention – increased TA hours to extend school day to provide oversight of SEND.</p>	<p>C</p>	<ul style="list-style-type: none"> - “Schools should adopt one or two well-chosen and well-implemented interventions, judiciously used to complement and extend class-based teaching and learning” (EEF GtSSP, p16) - Digital platform intervention with clear structure and format - Research-based, evidence informed approach 	<p>ATA additional hours £300</p>
<p>NELI early language intervention</p>	<p>C, D, E</p>	<ul style="list-style-type: none"> - “Through several robust EEF trials, has been shown to improve children’s oral language and early literacy skills [by] up to +3months of additional progress” (EEF, GtSSP, p15) - Historically low language levels on entry, likely exacerbated by lockdowns and reduced social contacts - Children’s oral skills underpin wider Literacy skills further on through the curriculum 	<p>Funded from core budget CPD grant funded</p>
<p>Specific SEND Support (e.g. for self-regulation and management)</p>	<p>E, C</p>	<ul style="list-style-type: none"> - “Self-regulated learners can see larger tasks as a series of smaller, more manageable steps” (EEF, GtSSP, p18) - A number of our high needs pupils struggle with self-regulation (as do other children); specific TA support to break learning down into small steps will support self-regulation and engagement, especially when addressing gaps. 	<p>Funded from core budget</p>

3. Wider Strategies			
Action	Barriers Addressed	Evidence and Rationale	Cost
Pastoral Support, reactive and proactive; delivered by ATAs trained to Compass L3 with additional areas of specific expertise.	E B, C	<ul style="list-style-type: none"> - “[Schools need] sustained focus on supporting and monitoring pupils’ social, emotional and behavioural needs” (EEF GtSSP, p19) - Children need to be ready to learn; high incidence of pastoral issues which must be addressed in advance if ‘catch up’ learning is to be attempted. - TAs embedded in Key Stage Teams and thus able to intervene responsively and rapidly when required. 	ATA hours Funded from SPP and core budget.
Service Pupils’ Support Worker (SPSW) - ELSA Programme	E B, C	<ul style="list-style-type: none"> - Evidence informed approach with definable outcomes and clear, sequenced activities connected to emotional skill development - Language provided for children to explore emotions and understand anxieties - Explicitly defined skills develop (taught purposefully, as per EEF’s Social and Emotional Learning Guidance). 	0.1 HLTA Funded from SPP.
Service Pupils’ Support Worker (SPSW) – 1:1 and Wellbeing groups	E	<ul style="list-style-type: none"> - Whilst less formulaic than a planned SEL curriculum, personalised and targeted provision for children struggling with Social, Emotional and Mental Health offers opportunity for role play and behavioural rehearsal to better compute confusing feelings, especially those linked to loss and insecure attachment. - Wellbeing groups have proven track record of being effective in promoting emotional regulation and thus increasing readiness for learning. 	0.1 HLTA Funded from SPP.
Development of SEL based curriculum	E, D C, B	<ul style="list-style-type: none"> - Longer term curriculum model predicated on building SEL skills being created to improve pupil outcomes, linked to SAFE principles (EEF GtSSP, p19) - RESPECT skills embedded in MTP and LTPs, and daily practice 	Curriculum Leadership time funded from core budget
SEL / SEMH CPD	E, D, C	<ul style="list-style-type: none"> - Ensures staff delivering interventions, pastoral work or offering 1:1 SEMH provision (e.g. to pupils with EHCPs) are fully equipped to do so with the latest, evidence-informed practice - “Teachers who have received training related to SEL are more likely to agree that SEL [is] fundamental to learning” EEF SEL Strategy, p92 	£200

Expenditure Summary Information

Teaching Strategies	£7,442
Targeted Academic Support Strategies	£6,924
Wider Strategies	£200
Total	£14,566

N.B. Significant additional funding from core budget, including Service Pupil Premium is required to address Catch Up Priorities listed above. This is estimated to be in the region of £60,000.

Documents Referenced

- *The EEF Teaching and Learning Toolkit*
- *The EEF Guide to Supporting School Planning: a tiered approach to 2020-21 (EEF GtSSP)*
- *Education Recovery Support for EY settings and Schools – DfE, June 2021*
- *Home Schooling, Understanding Society Working Paper 12 – ISER, University of Essex 2020*
- *The EEF Guidance Report on Improving Social and Emotional Learning in Primary Schools (EEF SEL)*