Costock CE Primary

Catch Up Strategy Statement 2020-2021

1. Summary Information	
Costock CE Primary	
Academic Year 2020 - 2021	Date of Review September 2021

2. Guidance
School allocations will be calculated on a per pupil basis. Mainstream school will get funding for each pupil from reception to year 11 inclusive. Similar to the pupil premium, schools should use the sum available to them as a single total even though funding is calculated on a per pupil or per place basis. 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. While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

3. Recommendations
The EEF (Education Endowment Foundation) makes the recommendation to use the funding in a tiered system comprising of: 1. Teaching (e.g. CPD and support for early career teachers, assessment and remote learning) 2. Targeted academic support (e.g. structured intervention, small group tuition, one to one support and support of Teaching Assistants). 3. Wider Strategies (e.g. Sustaining parental engagement, social and emotional learning, reinforcing behaviour routines,

Planned Strategies

1. Quality of Teaching			
Identified Need	EEF 2020 - evidence	Intervention Strategy and cost	Desired Impact
Identifying those children who have fallen behind their expected progress and attainment targets due to school closures	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.	Rapid assessment of pupil performance and use of Teacher assessment and test papers Phonics assessments in Years 1 and 2	All children assessed in reading, writing, and maths for gaps in learning Year 1 and 2 children assessed in phonics
		Data analysis by HT and senior teacher leaders Intervention planned with TA	Individual children and groups of children identified for intervention
Identifying children whose mental health has been impacted by the school closures	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 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	Use of ELSA SESSIONS with pupils	Children identified who require further support with mental wellbeing
Improving the delivery of mental wellbeing within the curriculum		ELSA programmes as needed Utilise resources - PSHE lessons Wellbeing assemblies	Staff more knowledgeable about and confident in the delivery of mental health strategies
Need for children to build independence and metacognitive strategies in preparation for remote learning		Staff Meeting for LT memory and metacognitive strategies	Staff more confident in remote learning delivery and metacognitive strategies built into teaching and learning

	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.		

2. Targeted Academic Support			
Identified Need	EEF 2020 - evidence	Intervention Strategy and cost	Desired Impact
Gaps in learning of some pupils, especially in basic punctuation and Grammar, Mathematical Fluency	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 catch-up 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. In order to support pupils who have fallen behind furthest,	Booster sessions led by Teaching Assistants Additional phonics sessions delivery by staff Gaps in learning closed	Gaps in learning closed Gaps in learning closed

	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 timetabled 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.		
Greater Depth performance impacted by school closures		Booster sessions led by Teaching Assistants	More children on track to achieve Greater Depth in reading, writing and maths - closing the gap
		CPD training for staff and parents (see also 'wider strategies') for GD in reading, writing and maths	

3. Wider Strategies			
Identified Need	EEF 2020 - evidence	Intervention Strategy and cost	Desired Impact
Improving/developing parental knowledge of the curriculum delivered in school	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.	Teaching Assistants to work 1:1 with children during wellbeing sessions	Staff more confident in remote learning delivery and metacognitive strategies built into teaching and learning
	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	Knowledge organisers for all subjects updated and shared with parents (release time) PowerPoints and recorded zoom training for parents' CPD (release time required) - Grammar knowledge - Maths strategies - Reading - Sounds and Syllables - Phonics - IT and E-safety	Parents feel more confident and knowledgeable to support children if remote learning is required
	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.		