

Ellwood Community Primary School – Catch up predicted expenditure and plan 2020-2021

November 2020 DRAFT

Following the lockdown on March 28th, due to COVID 19, the children and staff of Ellwood Community Primary School had to adapt as teachers and learners and learning had to take place at home for the majority of our children. Therefore, they were unable to learn together in school and relied heavily upon online learning and more abstract teaching. Some of our children flourished at home during this time and were given lots of wonderful support and opportunities by their parents/carers. Others, however due to home circumstances, such as; (through no fault of their own) parents having to work, not being able to support their child unable to support their child SEMH needs, struggling with curriculum knowledge or other factors. As a result of children not attending school, they did not have that normal face to face contact with peers or teachers. This inevitably means that many children have gaps in their knowledge from the previous year group when they returned in September.

Aims:

- 1) To support pupils to catch up with lost learning so pupils can meet the curriculum requirements for the academic year.
- 2) To support pupils with the reintegration back into school and learning.
- 3) To narrow any gaps in learning between disadvantaged students and others.
- 4) To support and improve the well-being of pupils following the COVID lock down.

School Overview

Total number of pupils	140*
Amount per pupil	£80
Total COVID catch up funding	£11, 280* based on current numbers
Catch up lead	DM
Supporting leads	CP/NM/HW
Catch up Governor	CU
Date written	November 2020
Review	April 2021

*Based on current numbers - 140

** Based on student numbers from the October 2019 census - 141

What is the 'catch-up' premium funding?

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months and have the flexibility to spend their funding in the best way for their children and circumstances. In addition, we know that the Educational Endowment Foundation's (EEF) Teaching and Learning Toolkit looks at interventions

and strategies and the impact of these on pupil progress and we are aware of this when planning our interventions.

Ellwood Community Primary School has been allocated £11,280 additional 'catch-up' funding to support interventions designed to close gaps in attainment for this academic year.

At Ellwood Community Primary School, we have put together a 'catch-up' plan to ensure children 'catch up' on any lost learning time and potential gaps in knowledge. This plan will focus on quality first teaching, specific year group 'gap' filling, interventions, individual, group and classroom intervention, with the child's health and well-being at the centre of all we do. Even though the funding is allocated per pupil. We will use the sum available to prioritise the support. There are no specific requirements for who the funds are to be spent on and we have flexibility to spend the funding the best way for our cohorts and circumstances.

Who will benefit from the funding?

During September 2020, all children across the school have undertaken assessments in reading, writing, phonics, spelling and maths. Through careful analysis of this assessment data, teachers have identified groups of children that will benefit from 'catch-up' support or other interventions to enable them to close gaps in understanding and attainment.

How will spending decisions about interventions be made?

Since July, leaders in school have been looking at the best practice guidance documents and approaches published by the DfE (Department for Education) and the Education Endowment Foundation (EEF) to ensure the additional funding is directed in the most effective way (see Appendix 1). Approaches taken by the school will be driven by our detailed knowledge of children's current attainment and will draw upon approaches that are evidence-based that are proven to have a positive impact on closing gaps.

Ellwood Community Primary School takes a 'tiered approach' to closing gaps and raising attainment (see Appendix 2) through high-quality teaching in class, targeted support and additional interventions within the school day. We also intend to take part in new interventions and projects to support children.

During October 2020, the SLTs in school scrutinised the 'catch-up' premium strategy to ensure all strategies chosen will have a positive impact on children's attainment. The catch-up plan will link closely to the school improvement plans and Pupil Premium Strategy. Leaders must be able to account for how money is being used to achieve the goal of 'catch-up'. Assessment for learning in class and more formal assessments will evaluate learning and identify gaps. Ongoing and summative assessments throughout the year will assess attainment and progress.

Quality First Teaching

The curriculum will be adapted in the first term to deliver a recovery curriculum. This will focus on well-being, mental health, resilience, building relationships and new routines. By the third week will see the completion of a range of formal and informal tests to support the teachers planning. Once the children have settled back in to school we will focus on the key skills and knowledge that children need in order to access the wider curriculum. Teachers will focus on embedding these key facts in the first two terms for all core subjects whilst still teaching, if necessary in the short term, a smaller percentage of non-core subjects. All teaching will take into account the children's ability on return from the summer term 2020 and planning will be tailored to their needs. By the spring term, the normal, expected curriculum should resume.

The teaching will be monitored by the SLT each half-term to ensure a high quality of teaching across the school.

Focused in-class support for specific year groups

By the end of September, provision maps for targeted support and intervention will be in place and being delivered. These interventions will deliver specific targeted support within the school day by their class teacher and/or TAs, focusing on a range of different skills and knowledge.

The catch-up funding will specifically focus on a number of areas; speaking and listening, particularly in the lower infants, intervention for groups and individuals and taking part in an AFA project.

Language intervention; as these children will not have had the full pre-school experience nor will have completed the full EYFS curriculum. Language development is vital and important to help develop other areas of the curriculum. Therefore, EYFS and yr 1 will continue to focus on language. EYFS will continue to implement EYFS Talk Boost and Talk boost will be purchased and introduced in to year 1.

The school will also take part in the Nuffield Early Language intervention, which is supported by the DFE. In addition to this, the school will start the AFA programme in spring 2021.

We will continue to select children at most risk of falling behind to partake in small group targeted intervention which will begin in October 2020. We will continue to focus on filling any gaps from the previous year groups objectives and accelerating progress, though booster and catch up sessions. These main areas are where we are investing the main bulk of the school's catch-up grant as we strongly believe it will have the most impact.

Classroom intervention and support

Teaching Assistants in each class bubble support children who are behind age related targets, most at risk of falling behind or not making the expected progress based on their starting points. This may also include middle and higher ability children. The children's needs will be planned for and differentiated and this will then, with the support of the TA or class teacher in the class, allow for smaller ratios and more targeted intervention, particularly for maths and English.

Targeted Group Support

Each class has a provision map for each term. The provision maps clearly identify the target children and the additional provision they will receive. Some of this support is individual targeted work, while others may be group work. The interventions will be monitored by class teachers, the SENCo and SLT. Additional 'catch up' / 'booster' sessions will be put in place in spring term for language development in EYFS and Year 1, additional phonics support in Year 1 and 2, and additional support in preparation for end of Year 2 and Year 6 statutory assessments. Some of these may be after school depending on the COVID restrictions.

Health and Well-being

We believe, for the first half-term in particular, the pace of school life needs to be a little slower in order to support our children in embedding key skills and knowledge to become good learners and in turn widen their curriculum knowledge. We also recognise that some children

won't have been affected negatively during the lockdown period but will have actually grown in many ways and have more determination to succeed in all that they do reaching their full potential and may have remained physically active. However, we realise that some children may not have been as active during the lockdown period and may lack motivation. We want to continue to support their well-being in terms of both physical and mental health. We will provide opportunities for children to remain active through PE and additional sports opportunities and will also support mental health through class lessons and through the FSW support if relevant. This will continue to be funded through the school's pupil premium and sports premium money.

Metacognition

We realise that feedback and reflecting on the learning process is beneficial, as recognised by the EEF research. Metacognition is not simply "thinking about thinking", it is much more complex than this. Metacognition is actively monitoring one's own learning and, based on this monitoring, making changes to one's own learning behaviours and strategies. We know that the teacher is integral to the development of younger pupils' metacognitive skills which is one of the main reasons for pupils being able to reflect on their learning. Staff will continue to focus on feedback, marking, enabling children to reflect on their learning, super learners and 4 before me.

To support pupils to catch up for lost learning so pupils can meet the curriculum requirement for the academic year and to narrow gaps.			
Intervention	Approach/Cost of intervention	Rationale/link to guidance/EEF	Success Criteria
<p>High quality teaching and learning in classrooms</p> <p>Tier 1</p>	<p>Continue with the morning teachers for English/Maths and Science to support smaller group sizes in key cohorts. Maintain morning teachers.</p> <p>CPD budget supplemented to provide staff training or develop specific needs of staff to support high quality T&L and to help support learning in previous years' objectives.</p> <p>Total £300</p>	<p>Quality First teaching</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</p>	<p>Smaller class sizes enable faster progress of groups. Outcomes of pupils show good progress.</p> <p>CPD to lead to enhanced teaching and learning opportunities.</p>
<p>In class targeted support for pupils within class in English, Maths (R-6) and phonics (yr 1).</p> <p>Tier 2</p>	<p>Provision Maps</p> <p>Identification of students who need additional intervention through assessment and monitoring by teachers.</p> <p>Identification of TAs to support small group interventions.</p> <p>Interventions planned to help with the narrowing of knowledge gaps.</p> <p>Total £1,000</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/within-class-attainment-grouping/</p>	<p>Close gaps in learning</p> <p>Revisiting objectives from previous year groups.</p>

<p>Additional provision / Booster Intervention for English, Maths, phonics (yr 1) and timetables (yr 4) for years 2 and 6 in preparation for statutory assessments</p> <p>Tier 2</p>	<p>Additional booster /catch up sessions</p> <p>£350 phonics intervention (1 TA an afternoon per week x 10 weeks)</p> <p>£250 yr 6 booster sessions (x2 TA for 10 weeks x1 1 hour)</p> <p>£250 yr 2 booster sessions (TA 1 afternoon week)</p> <p>Total £850</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/`</p>	<p>Data in line or better than national average.</p>
<p>Nuffield Early Language Intervention January 2021 - EYFS</p> <p>Tier 2</p>	<p>Nuffield Early Language Intervention January 2021</p> <p>£ Free training</p> <p>£600 (estimate) CPD training cost cover (2 days for a TA and teacher plus 2 hours Teacher/TA)</p> <p>£450 Teacher release time to register/plan/assessment - language screening/co-ordinate (3 days)</p> <p>£1,300 additional TA to deliver the programme (10 weeks 5 hours)</p> <p>Total (estimate) £2250</p>	<p>Government recommendation. https://www.gov.uk/government/news/early-years-support-package-to-help-close-covid-language-gap</p> <p>Appendix 1</p>	<p>Good progress from the language baseline assessment.</p> <p>Improved progress and attainment in GLD/Spoken language.</p>

<p>EYFS SLT booster/catch up Tier 2</p>	<p>SLT intervention EYFS additional language sessions £450 (TA x 1 afternoon for 10 weeks)</p>	<p>Government recommendation. https://www.gov.uk/government/news/early-years-support-package-to-help-close-covid-language-gap Appendix 2</p>	
<p>Talk Boost Year 1 Tier 2</p>	<p>£500 - cost of resources £500 - cost of CPD and release time £300 - £30 a week x 10 to deliver and prepare intervention Total £1300 estimate</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/ EEF Appendix 2</p>	<p>End of KS 1 assessments improved Improved language development</p>

<p>Close the gap pilot Achievement for All programme.</p> <p>Tier 1 / 2 / 3</p>	<p>The <u>Achieving Schools Programme</u> is a two-year partnership programme recognised by Ofsted for accelerating progress and attainment in the lowest-achieving groups of learners.</p> <p>£3,500 for the cost of the programme</p> <p>£500 release time for SLT to lead the programme</p> <p>£500 staff training</p> <p>£500 release time for staff to complete activities</p> <p>Total</p> <p>£ 5,000</p>	<p>The aim of the pilot is to support Primary, Secondary and Special schools and Early Years settings to close the gap for vulnerable and disadvantaged pupils (PP, LAC, SEND, FSM, EAL, EHCP) or ANY pupils who you identify as not making expected progress.</p>	<p>Areas of existing strength and good practice identified, as well as identifying the areas of focus, priority and development for the pilot that will directly impact the targeted pupils and accelerate their progress and attainment.</p> <p>Improve leadership across the school.</p>
	<p>£11,150 estimate</p>		

We will continue with Tier 3 approaches as we would normally; SEMH support for pupils, PSE, parent consultations and shared conversations, FSW support, growth mindset, mental health and resilience work.

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/>

Frequently Asked Questions

Why does COVID Catch-Up funding exist?

The COVID Catch Up fund is a one off funding programme which has been designed to mitigate the effects of the unique disruption caused by COVID-19.

Which children will benefit from the Catch-Up funding?

Schools have the flexibility to spend their funding in the best way for their cohorts and circumstances. The funding is not ring-fenced to individual pupils.

How much funding will each school actually receive?

This year, schools will receive £80 for every pupil registered in primary school.

Where does the money come from?

The Catch Up funding is paid by the Government and is in addition to the school's budget.

Can schools spend the money on what they like?

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. Schools should use this document to help them direct their additional funding in the most effective way.

This could include, for example:

- small group or one-to-one tuition
- targeted group support
- early language development
- feedback

Who holds the school accountable for where they spend the funding?

School leaders must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Governors should scrutinise schools' approaches to catch-up from September, 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. Ofsted plans to resume routine inspections in January 2021. Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils.

Appendix 1 Children's Minister 24th August 2020 – Language Development Rationale

"Reception-age children will benefit from a multi-million pound package of funding to boost their early language skills.

Schools are being urged to sign up for an early years 'catch up' programme focused on raising outcomes in speaking and language skills among young pupils whose education has been disrupted by Covid-19 at a crucial time for their development.

Up to £9 million is available for the programme to provide schools with training and resources, helping them deliver one-to-one and small-group support for five-year-olds whose spoken language skills may have suffered as a result of the pandemic.

The investment is part of the National Tutoring Programme, a key plank of the Government's £1 billion Covid catch-up package announced in June. Every state funded school which has a Reception class will be invited to apply for this support, with priority given to schools with a high proportion of disadvantaged pupils.

Children's Minister Vicky Ford said:

"Nurseries and other early years settings have played a huge part in keeping our youngest children safe and supported throughout the pandemic, but too many children have missed out on education at a crucial point in their development.

Ahead of every pupil returning to the classroom full-time in September, we're increasing the support available to get them back on track and ready to learn.

We cannot afford for our youngest children to lose out, which is why this package of support is focused on improving early language skills for the Reception children who need it most, and especially those whose long-term outcomes who have been affected by time out of education.

Research shows that children who start school with poor vocabulary are twice as likely to be unemployed as an adult, so this investment adds to the significant body of work by the Department for Education to tackle this inequality and narrow the gap.

The programme being announced today (Monday 24 August) - known as the Nuffield Early Language Intervention - builds on work to improve the home learning environment in the years before a child begins Reception and raise the quality of early years education. 96% of childcare providers are now rated good or outstanding by Ofsted."

Josh Hillman, Director of Education at the Nuffield Foundation, said:

"The Nuffield Early Language Intervention has been proven effective at improving children's language skills, which are essential for building the foundations of literacy and learning. It is necessary now more than ever, as schools try to help pupils most at risk of falling behind. Having supported the development and trialling of NELI and seen its positive effects, the Nuffield Foundation is delighted that the DfE is enabling children in so many primary schools across the country to benefit.

Professor Becky Francis, CEO of the Education Endowment Foundation, said:

Whether or not a child learns to communicate effectively at a young age directly impacts their life chances.

Our trials have shown the Nuffield Early Language Intervention to be a low-cost way to boost young children's speaking and listening skills. The proven strength of its impact makes it an exciting prospect to support young children whose language skills have been most affected by school and nursery closures.

The one-to-one support for Reception pupils is part of the Government's investment in tutoring, worth £350 million and part of the wider £1 billion Covid catch up fund to directly tackle the impact of lost teaching time. This package also includes a one-off grant of £650 million, to be shared across state primary and secondary schools over the 2020/21 academic year in recognition that all young people have lost time in education as a result of the pandemic, regardless of their income or background."

EEF - Oral Language Rationale

Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include:

- targeted reading aloud and book discussion with young children;
- explicitly extending pupils' spoken vocabulary;
- the use of structured questioning to develop reading comprehension; and
- the use of purposeful, curriculum-focused, dialogue and interaction.

Oral language interventions aim to support learners' articulation of ideas and spoken expression. Oral language interventions therefore have some similarity to approaches based on [Metacognition](#) which make talk about learning explicit in classrooms (such as Philosophy for Children), and to [Collaborative learning](#) approaches which promote pupils' talk and interaction in groups (such as Thinking Together).

How effective is it?

Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.

Overall, studies of oral language interventions consistently show positive impact on learning

All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).

Some types of oral language interventions appear to be more effective than others, on average. Interventions which are directly related to text comprehension or problem-solving appear to have greater impact. There is also consistent evidence supporting reading to young children and encouraging them to answer questions and to talk about the story with a trained adult. A number of studies show the benefits of trained teaching assistants effectively supporting both oral language skills and reading outcomes.

In contrast, more general 'whole language' approaches, which focus on meaning and personal understanding, do not appear to be as successful as those involving more interactive and dialogic activities.

For all oral language interventions, certain factors are associated with higher learning gains, suggesting that careful implementation is important. For example, approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary. Similarly, approaches that use technology are most effective when the technology is used as a medium to encourage collaborative work and interaction between pupils, rather than in a direct teaching or tutoring role. Most studies comment on the importance of training and teacher development or support with implementation.

How secure is the evidence?

There is an extensive evidence base on the impact of oral language interventions, including a substantial number of meta-analyses and systematic reviews. The evidence is relatively consistent, suggesting that oral language interventions can be successful in a variety of environments. Although the majority of the evidence relates to younger children, there is also clear evidence that older learners, and particularly disadvantaged pupils, can benefit.

The evidence base includes a number of high quality studies in UK schools. Additional evidence about matching specific programmes or approaches to particular learners' needs, either by age or by attainment, would also be useful.

High quality one to one and small group tuition - Rationale

The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils.

High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored. Some pupils may make quick gains as they return to school full time, so assessment needs to be monitored—in a manageable fashion—over time. Where interventions are necessary, schools should use structured interventions ideally with reliable evidence of effectiveness (such as [EEF trial evaluations](#)).

Some of the common elements include:

Sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of

time (e.g. 8-20 weeks).

- Staff receive extensive training from experienced trainers or teachers.
- The intervention has structured supporting resources and lesson plans with clear objectives.
- Teaching assistants or academic mentors follow the plan and structure of the interventions.
- Assessments are used to identify appropriate pupils, guides areas for focus and track pupil progress.
- Connections are made between the out-of-class learning in the interventions and classroom teaching.

Interventions should be applied using the principles of effective implementation described in the EEF's guidance report

Putting Evidence to Work: A School's Guide to Implementation.

Appendix 2

What is the EEF guidance?

The EEF guidance suggests a 3-tiered* approach to COVID catch-up:

1 Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

2 Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3 Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times