

Catch-Up Funding Strategy

Rationale:

The government is providing funding to all schools to cover a one-off universal catch-up premium for the 2020 to 2021 academic year. It aims to support pupils to catch up for lost learning so schools can meet the [curriculum expectations](#) for the next academic year. Marsh Gibbon CE School will receive a total of £80 per pupil in 3 instalments - in autumn 2020, 'early 2021' and summer 2021. The money will be spent to ensure that pupils, who have significant gaps in their knowledge or skills, will be able to close gaps in their learning.

Our staff, through baseline assessments as well as observations of pupils, have now identified children who will benefit the most from an additional ‘catch –up’ programme. We have used the COVID-19 Support Guide for Schools published by Education Endowment Foundation (EEF) to identify the best strategies, based on long term research that will enable our pupils to achieve the most positive outcomes.

Currently the school considers a ‘Three –Tier Approach’ to our recovery curriculum planning and any ‘Catch-Up’ interventions: teaching, targeted academic support and wider strategies.

Teaching

High-quality teaching for all

- The most important factor in improving outcomes for pupils.
- Explicit instructions, scaffolding, flexible groupings, cognitive strategies as well as metacognitive strategies.
- Deep subject knowledge.

Examples:

- A teacher might teach a pupil a strategy for summarising a paragraph by breaking up the strategy into small steps. The teacher would model this process to the pupil. The teacher would then give the pupil the opportunity to practise this skill.
- ‘Scaffolding’ is a metaphor for temporary support that is removed when it is no longer required (visual, verbal or written)
- Cognitive strategies are skills like memorisation techniques or subject-specific strategies like methods to solve problems in maths.
- Metacognitive strategies - checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task
- Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils.

Effective diagnostic assessment

- Assessment to help identify gaps and ascertain what learning has been remembered or forgotten.
- What learning has been lost or misunderstood?
- What new knowledge and experiences have been gained?

How can I say “I can’t” when the Bible says: ‘I can do everything through Him who gives me strength.’ Philippians 4:13

- What is the right balance between standardised assessments and classroom-based diagnostic assessments?
- Assessments as diagnostic tools.
- Importance of differentiating between learning that has been forgotten due to extended absence from the classroom and material that hasn't been learnt properly.

Supporting Remote Learning

- Our Remote Learning Policy and Contingency Plan is available on our website.

Targeted Academic Support

High quality one to one and small group tuition

- The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils.
- Structured, targeted interventions to make progress.
- These interventions will be carefully targeted through identification and assessment of need.
- Sessions are brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time.
- Assessments are used to identify appropriate pupils and progress is tracked.
- Connections are made between the out-of-class learning in the interventions and classroom teaching.

Teaching Assistants

- The use of teaching assistants to deliver high quality interventions, which complement the work of the teacher, is a powerful way of mitigating any impacts of time away from school.
- The school will use structured and evidence-based programmes for interventions.
- Where possible and practical, the school will use qualified teachers to support pupils during small group interventions.
- We will ensure that learning during interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between the two.

Wider Strategies

Supporting pupils' social, emotional and behavioural needs

- A large and often unrecognised part of teachers' work has always involved providing support for pupils' social, emotional and behavioural needs. This will continue throughout this academic year and beyond.
- We will continue sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs.

Our school will continue to ensure that communicating with and supporting parents during these very challenging times will also remain one of our priorities. This is crucial to ensuring that pupils are supported to learn and that parents are able to provide this support without the expectation that they fulfil the role of teacher.

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When devising our ‘Catch-Up’ programme, we considered the following points:

- ‘Catch-Up’ programmes will be time-limited, with fluid targets. They are designed to fill the gaps quickly so children can begin to have the same access to the age appropriate curriculum as soon as possible.
- Programmes will focus on the key knowledge and concepts and filling specific ‘gaps.’
- Staff delivering ‘catch-up’ programmes will be either a qualified teacher or experienced LSA
- Staff will be working with either small groups or on a 1:1 basis
- Pupils and staff will be kept in their respective ‘bubbles.’

We will address the areas identified in the following ways:

Developing Good Mental Health & Wellbeing Awareness Among Pupils

Supporting the wellbeing and mental health of our pupils is an essential component of our catch-up plan upon returning to school. By raising awareness of wellbeing and mental health, both in our staff and students, we will better be able to identify potential need for support and put strategies into place as early as possible. By equipping children with the tools needed to support themselves and others, they will be prepared to look after their mental and emotional health in the years ahead.

Action to be taken:

- Purchase of a Mental Health programme for use in school.

Modify Class Structures Within EYFS & KS1

The Early Years framework provides the building blocks on which children can structure their future learning. Opportunity to develop the key characteristics of learning within an environment that supports Early Years pedagogy is fundamental to successful transition into KS1. The Reception outside area will be re-structured so that Year 1 can access specific areas. By taking into account the time they spent away from school during national school closures, it will enable the Year 1 children to have further access to EYFS so that key learning principles can be embedded. One of our EYFS teachers will work both in the EYFS and Year 1 to ensure the smoothest possible transition.

Action to be taken:

- Employ a member of staff for two extra days to work alongside the Year 1 children
- Develop effective outside area for Year 1

Speaking & Listening Development for Pupils in EYFS

Language, speech and listening development is the precursor to wider learning within the Early Years. Speech Link and Language Link programmes are already used within school to address any specific needs. However, some pupils have been identified as requiring additional support with general communication and listening skills; the development of which will be met through focussed booster groups.

Action to be taken:

- To release Early Years Practitioner to undertake booster ‘Speaking and Listening’ groups in EYFS.

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Phonetic Knowledge and the Application of Phonics in Reading and Writing

Secure knowledge and application of phonics in reading and writing is fundamental to the success of children within the subject of English. Training that supports our staff to provide high quality phonics teaching, in addition to the support of phonics booster groups, will help our pupils to catch-up in their phonics upon returning to school.

Action to be taken:

- Booster ‘Phonics’ groups for identified groups in KS1.
- Booster ‘Phonics’ groups for identified groups in LKS2.

Reading Fluency & Comprehension

Developing fluency in reading supports how well children can access texts and respond to them. It also supports the wider curriculum and is a fundamental skill. During the National Lockdown, children may not have read at home frequently or had access to texts that were at a suitable level. Provision of quality reading books that closely match the phonetic ability of children and develop appropriate reading skills will help our children catch-up. The identification of children across the school who may need bespoke 1:1 reading sessions so that their specific needs can be addressed, along with reading booster groups to support children in KS2 who may not securely have the skills to respond to texts, will enable them to catch-up and unlock their reading potential. An online reading scheme will also be purchased in case of future lockdowns.

Action to be taken:

- Purchase Copper, Topaz, Ruby and Emerald banded reading books from Collins Publishers.
- Additional 1:1 reading with identified children.
- Booster group focusing on developing and improving inference and fluency
- Purchase online reading scheme.

Writing

Writing is a school priority as children have made the least progress in this area over the lockdown period which is in line with the national picture. The ability to accurately formulate and construct sentences, along with stamina for writing, enables our pupils to communicate clearly in writing. With this in mind, booster groups will be set up which will aim to support our children in catching up and improving their accuracy and confidence in constructing sentences. The school timetable will also be adjusted to enable KS2 pupils to have three full hours in the morning to focus on the core areas. Weekly Star Writer will be introduced to help raise the importance of this area.

Actions to be taken:

- Adjust school day
- Raise profile of writing and allow time for extended writing
- Booster groups for writing sentences for specific children

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Maths Fluency

Developing fluency in fundamental mathematical skills helps all our children enjoy and succeed in their maths. By taking a consistent approach to the teaching of mathematics across the school, through use of White Rose Maths, our children grow in confidence and build upon their understanding year-on-year, leading to a deeper mastery of these skills. Additionally, the White Rose Maths scheme has structured a way in which ‘lost’ learning can be caught up. Training and resources that support our teachers to follow White Rose Maths, in addition to the support of maths booster groups, will help our pupils to catch-up in their maths upon returning to school. Our two maths leads will continue with their Mastery training with the Maths Hub and pass this learning onto all staff for the benefit of all our pupils

Action to be taken:

- Booster group for identified children
- Staff to complete White Rose Maths training

Physical Fitness

National lockdown restrictions and partial school closure may have resulted in some of our children taking part in less physical activity each day, which can have a negative impact on health. To encourage increased physical activity upon returning to school and therefore improve the overall health and wellbeing of our pupils, our specialist PE staff member will develop and lead exciting exercise and play activities at break and lunch times. His hours will be increased to also enable 1:1 social and emotional PE programme for identified pupils.

Action to be taken:

- Increase PE specialist hours

Total Allocated Funds: £13,040

Quality of Teaching for All

In addition to the above, quality first teaching remains a key focus and strategy to address the learning needs of all pupils. Through AfL (assessment for learning), feedback and other assessment methods, teachers will identify specific needs of individuals or groups of pupils in their class. In response to this specific boosters or interventions will be put in place and tracked to show impact.