



The school's Covid-19 Catch-up strategy is targeted at the most disadvantage children within school, either those in receipt of the Pupil Premium fund, those that have / had a social worker attached to their family or those who we know have struggled disproportionately to their peers.

The Education Endowment Foundation has provided research based strategies on how best to support vulnerable pupils. This guidance has been the starting point for our catch-up strategy.

**Key Points-**

- Catch-up Premium Strategy 2020 - 2021 Funding allocation (Mainstream Schools) Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Years Reception through to 11.
- As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.
- Use of funds 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 guidance on curriculum expectations for the next academic year. (See also EEF - School Planning Guide 2020-21 )
- Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. Accountability and monitoring
- As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.
- Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees 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. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

	Hevingham	Marsham
<b>Total Covid Catch-up Grant Received</b>	£4440.00	£1,786.00
<b>Estimated cost of Catch-up Strategy</b>	£4449.00	£2,039.00

**Teaching and whole-school strategies**

**Supporting great teaching**

Quality first 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.

Significant adjustments to organisational and logistical aspects of school life will support the return after periods of time away from the school environment.

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, will 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.

## **Targeted Support**

### **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 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.

### **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 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.

### **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.

## Wider strategies

### 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.

## Hevingham and Marsham Primary School Partnership's Summary of Teaching and whole-school strategies

### Supporting great teaching

Priority for all staff to be engaged within CPD following a year with reduced capacity due to COVID-19 and staff ill health.

The school's CPD offer to be refocussed on appropriate KPI.

CPD initially to focus on the core curriculum and wellbeing.

Mental Health will be a priority throughout the year with the schools engaging in well being support from different organisations for all staff and pupils.

### Pupil assessment and feedback

Use of normal assessment to gauge where children are with their learning after long periods away, however in September 2020 the assessments for the summer in the year before will be used.

Autumn 1 assessment data to be used as class benchmarks to set groupings and new interventions. All highlighted pupils become main focus of interventions.  
 Tapestry will ensure that Reception children have targeted provision and that parents are able to be part of their learning journey.  
 Subject leader management time release in order to monitor and support staff and teachers in their subjects.

<b>Transition support</b>		
All children and families were contacted throughout lockdown, however, vulnerable children were called more frequently. New Reception children had their home visits completed via lock down prior to starting. All vulnerable children were encouraged to attend school throughout lockdown. Nurture Lead supported individual families regarding parenting support. School actively sought support from professionals to help with individual family's needs.		
	Hevingham	Marsham
<b>Estimated Cost</b>	£410.00	£145.00

<b>Targeted Support</b>		
<b>One to one and small group tuition</b>		
Nurture Lead released from class based morning work in order to support classes and individuals with Nurture needs. National tutoring program engaged with in both schools to support small groups tutoring in Maths and English.		
<b>Intervention programmes</b>		
Barrington Stoke books purchased to support children that have specific reading needs IDL program provided free by DoS Spelling shed Timestables rock stars NELI speak and language program will ensure a TA is trained to use materials and is able to deliver sessions to support Reception children's speech and language development Specific assessments for children regarding SEMH assessments or learning and cognition development.		
	Hevingham	Marsham
<b>Estimated Cost</b>	£3,639.00	£1, 694.00

<b>Wider strategies</b>		
<b>Supporting parents and carers</b>		
School to increase pastoral capacity by freeing up Pastoral Leader where possible. To engage parents by introducing a parent forum. A relaxed approach towards uniform in the first term to allow parents time to source budget friendly uniform. Survey parents to see if support is needed with technology ie providing laptops. Supporting staff and families with mental wellbeing. Sensory circuits to help prepare children for learning		
<b>Summer support</b>		
To be considered within the summer term after further assessments.		
	Hevingham	Marsham
<b>Estimated Cost</b>	£400.00	£200.00