



Pearson Primary School

Catch Up Plan 2020-2021

In August 2020, the Government announced additional funding for schools to deliver Catch- Up funding following the COVID 19 lockdown measures. This amounted to £80 per pupil. The amount allocated to Pearson Primary School based on eligible pupils is £16,800

The Education Endowment Fund (EEF) has provided early research evidence around projections for the impact of school closures during lockdown, predominantly on the impact for disadvantaged pupils. The school's strategic response to devising and implementing the Catch- Up programme fully takes these findings into account.

In summary, the EEF projections for the impact of widespread school closures identify;

- The disadvantaged attainment gap widens
- Assessment of lost learning is crucial
- Targeted support in addition to wider school initiatives are required
- Absence rates upon return are crucial

Effective home learning programmes have been found to mitigate the impact. HCAT provided a standard home learning offer for all pupils. There is an acknowledgement that whilst the take up of remote learning was strong, a significant number of pupils (including disadvantaged pupils) have had a prolonged period without face to face teaching and learning.

The purpose of this report is to effectively plan the way the Catch-Up money will be spent over the coming year and enable us to inform parents, carers and trustees of the impact it has on pupil achievement.

*The Cooper et al.(1996) study about the impact of summer closures and has been widely cited. We should note that summer vacations in the US are typically around three months, about twice as long as those in England. The headline estimate for summer learning loss was about **one month of learning**, slightly higher in maths and lower in reading, and increasing with age, at least in reading. They estimated that in **reading and language**, “on average, summer vacations created a gap of about 3 months between middle-and lower-class students”.*

Catch Up Strategy Statement

1. Summary information					
School	Pearson Primary School				
Academic Year	2020-21	Total catch up budget	£16,800	Total number of pupils	210

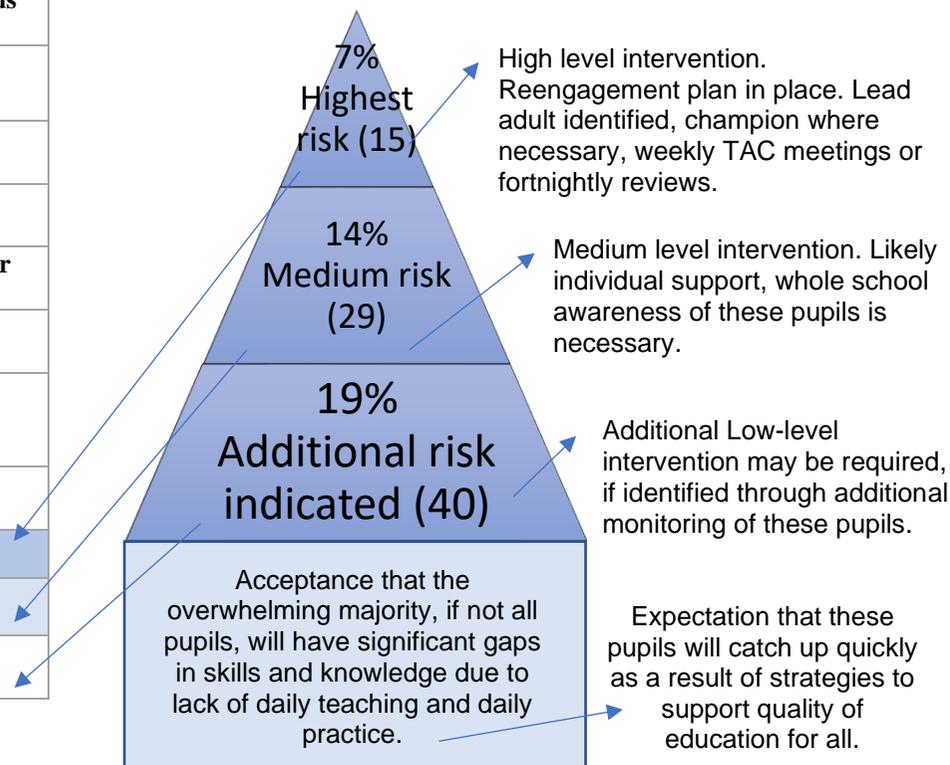
Identified vulnerable groups for gaps in skills and knowledge upon return in September 2020

Vulnerable group	Number in each Year Group								Comments
	N	F2	Y1	Y2	Y3	Y4	Y5	Y6	
PA	-	-	0	2	2	6	4	1	3 of these pupils have told us they have left
Non engagement through lockdown	-	-	3	4	5	7	8	2	Collected 50% or less of workpacks
Disadvantaged	-	-	9	13	9	14	10	11	
SEND	-	1	4	8	4	5	3	5	
LAC/CP	-	2	0	0	0	0	0	0	Both CLA – new September 2020
EAL non-English at home	-	-	18	22	18	17	21	11	
Prior low attainment – Under attaining	-	-	-	10	5	8	10	9	
Under achieving*	-	-	-	6	7	6	3	9	
Highest Risk			3	2	2	2	1	5	
Medium Risk			4	9	3	5	6	2	
Additional Risk Indicated			3	7	7	10	9	4	

'Pyramid of Need'

40% of children have been identified as having additional risk factors that may make them more vulnerable to having gaps in knowledge and skills.

Interventions



2. Barriers to catch up (attainment)

In-school barriers

A.	Issues with attendance and punctuality
B.	Prior underachievement. Identified as not on track to meet EOY targets at mid-point 2019-20 and/or under attaining at end of last key stage
C.	LKS2 identified as having a high number of pupils vulnerable to social and emotional issues
D.	KS1 identified as missing reading lessons at a significant stage of their development

External barriers

E.	High number of EAL pupils who may have delay in English and CLL EYFS/KS1. 18 pupils in year 1 and 22 pupils in year 2 no English spoken at home.
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3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All pupils attend in line with all pupils nationally and be punctual for school	Attendance % matches or exceeds national Internal records indicate that punctuality is improving
B.	Pupils who have prior low attainment or who were not on track to hit targets prior to partial closure demonstrate rapid progress	% of Pupils with identified low attainment reduced to match/ exceed national.
C.	LKS2 pupils (identified as a high number of vulnerable pupils) respond positively and are well integrated to school life	% of LKS2 pupils requiring additional support reduced over the year
D.	Y1/Y2 at ARE in reading	ARE matches/ exceeds national
E.	EAL pupils perform inline/ above non-EAL population	% of EAL pupils at/ exceeding ARE at / above national

Planned expenditure

Academic year - 2020 - 2021

The plan below outlines how the use of Catch-Up funding improves classroom pedagogy, provide targeted support and support whole school strategies.

1. Quality of teaching for all (Quality First Teaching)

Desired outcome	Chosen action / approach	EEF Research link	Implementation date	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff lead	When will you review implementation?
A: All pupils attend in line with all pupils nationally and be punctual for school	-Additional attendance officer support	EEF Impact of School Closures 2020 COVID-19 SUPPORT GUIDE FOR SCHOOL	Immediate	Anticipated PA/ lates to increase due to parent/ pupil anxiety <i>'There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils'.</i>	Early SIP visit to monitor Trust monitoring Weekly meetings	£1k	HT (LC)	Initially weekly – extending to fortnightly during Autumn 2
B/E: All pupils have sufficient opportunity to access regular basic skills revision and instruction, including access to high quality spoken English	- Extended school day for year 6 and targeted year 5's for basic skills of spelling and maths. --Implement a 'tried and tested' talk for learning intervention alongside universal strategies. 'Talk Boost?' Nuffield Early Language Intervention (NELI)	EEF Improving Social and Emotional Learning in Primary Schools COVID-19 SUPPORT GUIDE FOR SCHOOL	September Throughout Autumn term	Assumption that all pupils have increased gaps in skills and knowledge due to lack of daily practice <i>'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.'</i> 'As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.' 'It does appear that using games for learning has the potential to improve pupil outcomes.'	Effective communication with all staff of whole school expectations	£500 implementation £1,400 14 weeks year UKs2 extended day	DHT (CN)	Week 4 review and evaluate – intention to go no longer than Autumn Term 1
B/D/E: Gaps in knowledge and skills are accurately identified**	- Additional fortnightly supervision meetings for teachers – Autumn and Spring	COVID-19 SUPPORT GUIDE FOR SCHOOL	Last week in September September (ongoing) End of Autumn	Staff need accurate information around gaps to inform planning and intervention <i>'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.'</i>	Supervision by DHT and curriculum lead	£6k £2,400 for 12 weeks	DHT (CN)	Within first 3 weeks

<p>D/E: All pupils rapidly recover Reading skills (including phonics) so they meet or exceed ARE</p>	<p>-EYFS/ KS1 recap training in phonics – whole class approach with targeted support (Trust SLE) -Whole staff recap – Pearson reading teaching sequence – adjust proportion of decoding / comprehension accordingly to pupils’ identified gaps -2 additional teachers deployed to teach phonics during whole class sessions. -1 additional teacher deployed to teach reading in year 6 -Teacher supervision</p>	<p>EEF Improving Literacy in KS1</p> <p>COVID-19 SUPPORT GUIDE FOR SCHOOL</p>	<p>September</p> <p>First 6 weeks First 6 weeks</p> <p>Daily from September</p> <p>Daily from September</p> <p>At least fortnightly</p>	<p>Reading identified as key area of vulnerability due to lockdown and a key school improvement priority, specifically in LKS2.</p> <p><i>‘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.’</i></p> <p><i>‘Tuition delivered by qualified teachers is likely to have the highest impact.’</i></p>	<p>Whole school review of the teaching of reading undertaken prior to lockdown</p>	<p>£5k teachers for a term</p> <p>Staff training sessions £1K</p>	<p>Reading lead (PN)</p>	<p>After week 4 – assessment and further screening</p> <p>Mid-year standardised tests and submitted TAs</p>
<p>A: Children who take periods of absence due to self-isolation or local lock down access remote education that is integrated into school curriculum planning.***</p>	<p>-Curriculum Lead provided allocated time to coordinate the school’s approach. -Develop hybrid approach that supports maximum access using intelligence gathered during partial closure. - Purchase of text books to complement the Oak National Academy teaching videos</p>	<p>EEF Impact of School Closures 2020</p> <p>EEF Remote Learning: Rapid Evidence Assessment</p>	<p>From September (ongoing)</p>	<p>All schools are expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.</p> <p><i>‘Coronavirus has had a differentially large economic and health impact on disadvantaged families.’</i></p>	<p>Central tracker in place to monitor access. Re-engagement interviews when children return to school. Low risk testing to identify new gaps</p>	<p>£1k books £4k leadership two terms</p>	<p>Curriculum Lead (IL)</p>	<p>Half termly monitoring</p>

2. Targeted support

Desired outcome	Chosen action / approach	EEF Research link	Implementation date	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff lead	When will you review implementation?
A: Targeted attendance and transition strategies	-Two-week summer recreational programme for targeted pupils	COVID-19 SUPPORT GUIDE FOR SCHOOL	From September (ongoing)	Identified families are more likely to require additional support to enable them to attend school regularly <i>'Summer programmes can benefit pupils socially and academically, helping to ensure that they return to school ready to learn.'</i>	Half termly support and challenge meetings from Trust SIP	£400	HT (LC)	Through weekly attendance meetings initially
A/B/D: Pupils identified as requiring additional 1:1 support in reading/ writing or maths receive WAVE 2 or WAVE 3 intervention.	ASA/ teacher 1:1 support following bespoke programmes	COVID-19 SUPPORT GUIDE FOR SCHOOL EEF Remote Learning: Rapid Evidence Assessment	November onwards	<i>'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.'</i> <i>'A particular focus for interventions is likely to be on literacy and numeracy.'</i> <i>'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'.</i> <i>Tuition is likely to be a particularly effective catchup approach. The EEF estimates that the average impact of one-to-one tuition is five additional months' progress (EEF, 2020b). An evaluation of low-cost tutoring delivered by university students showed a positive impact on learning of three additional months' progress (Torgerson, 2018).</i>		??	Phase Leaders (IL & SF)	4-weekly monitoring
Total budgeted cost						£16,700		

**Similarly, there is little evidence related to differences between pupils with high or low prior attainment. Gershenson (2017) finds that over the summer higher-attaining disadvantaged children fall behind other higher attainers at a faster rate than other groups. However, this result was not replicated in maths, and overall there was not enough evidence to draw clear conclusions.*

***Although a number of studies do compare the effects of school closure on different tests measuring different kinds of learning, and some even offer theoretical explanations for these differences, there is little consideration of the nature of the learning entailed and whether it is lost or has merely become rusty with disuse. The distinction has implications for the remedy. If learning has been truly lost, it must be regained, which may be slow and painful. On the other hand, if it is merely rusty, it may be quickly regained with a small amount of practice. If students have not used a particular technique or procedure for a few months they are unlikely to perform it fluently if tested on arrival back in school. But if they had previously learnt it well, they might well regain that state quickly. In other words, to understand fully the implications of learning loss, we need to know something about the process of learning regain.*

****A rapid evidence assessment on remote learning conducted by the EEF (available here) also emphasised that the pedagogical quality of remote learning is more important than how lessons are delivered. Ensuring the elements of effective teaching are present –for example; clear explanations, scaffolding and feedback –is more important than how or when they are provided (EEF, 2020a). It is unlikely that providing pupils with access to resources without support will improve learning.*

However, the evidence indicates that it is very challenging for schools to increase levels of parental engagement successfully. Schools may need support in communicating effectively with parents and in helping parents understand specific ways to help their child learn. It is likely to be particularly valuable to focus on developing and maintaining two-way communication with parents and promoting the development and maintenance of reading habits.

Parents can support their children by encouraging them to set goals, plan, and manage their time, effort, and emotions. This type of support can help children, in particular older children, to regulate their own learning and will often be more valuable than direct help with schoolwork.