

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

Total Covid Catch-up Grant Received £16,800

Estimated cost of Catch-up Strategy £19,000

## The Education Endowment Foundation Research-based Strategies

### Teaching and whole-school strategies

#### Supporting great teaching

Great teaching is the most important lever schools have to improve outcomes for their pupils.

Ensuring every teacher is supported 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. Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching.

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.

#### Pupil assessment and feedback

Effective and ongoing 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 English and maths 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 prepare pupils.

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 teaching assistants or volunteers deliver tuition, 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 English and maths. 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.

## 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 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 pose a particular risk for disadvantaged pupils.

Providing additional books and educational resources to families over the school holiday periods, 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.

## **Our Lady Star of the Sea Summary of Teaching and whole-school strategies**

### **Supporting great teaching**

- Priority for all staff to continue to be engaged within developing their own learning and professional development – identify need and structure pathway. To slowly build on established practice; professional dialogue and working in teams to develop key skills and learning. Identify reading to support development
- Embed Talk programme across school in all classes following County training.
- Ensure phonics teaching is pacy and rapid and systematically teaches children to read. Closely monitor progress through ReadWrite Inc including the quality of group teaching.
- Continue to develop understanding of maths mastery and develop key in class strategies to support closing gaps for individuals.
- Evaluate current curriculum and prioritise key skills and concepts rather than whole curriculum coverage.
- Specific SEN courses to be identified for staff, based on class need.
- Extra part time teacher in Y3 to support large number of SEN children. Providing children with the opportunity to work in smaller groups to target key skills.
- Extra part time teacher in Y5 to support identified groups of children who have fallen behind during lockdown.

### **Pupil assessment and feedback**

- Teachers to continuously monitor pupil's wellbeing. Identify children who need specific support beyond the classroom. Provide counselling where needed to support reconnection and management of anxiety & feelings.
- Re-entry into school Autumn and post Spring 1 lockdowns teachers to slowly assess gaps through Quality teaching. Identify areas which need targeting and use support staff effectively to deliver intervention. Capacity to learning to be monitored to see how progress is being made and gaps in learning narrowed.
- Use of established programs in school; Accelerated Reader reading standardised scores to support teacher assessment and to identify intervention needed.
- To quickly identify children who need support and plan most effective form of intervention.

### **Transition support**

- Initially to focus on enabling children to reconnect and to nurture all relationships. Teachers know their children and will provide extra support to those experiencing anxiety. Carefully monitoring vulnerable group.
- Communicate regularly with parents to ease their own anxiety and to ensure clarity of communication and consistent messages so that children are supported.

- Class Teacher/SENCo maintained contact with EHCP (2) pupils throughout Covid lock down. Both children's families were shielding. As children return to school assess intervention needed and plan a structured timetable to support with development of key skills.
- All vulnerable children were encouraged to attend throughout lock down; 16 out of 20 attended. This group criterion was based on National criteria, changing family circumstance and progress made during first lockdown. As all children return this group will need to be closely monitored to ensure learning gaps do not widen.

**Estimated Cost** £12,000

## Targeted Support

### One to one and small group tuition

- Extra TA support in Y1 to support phonic development and reading, enabling specific children to be targeted and gaps in learning narrowed. Objective is to ensure that ALL children are fluently reading by July.
- One to one S&L support across Rec and KS1 to support sound development alongside well-being.
- TA capacity increased in Y5 and Y4, supporting well-being, behaviour management and learning.

### Intervention programmes

- To purchase targeted programs – Number Shark, Learning village, TT Rockstars.
- To continue use of Accelerated Reader to support continuous Teacher Assessment in reading.
- To use extra TA hours to support SEAL and RHE work with specific children.

**Estimated Cost** £6,000

## Wider strategies

### Supporting parents and carers

- To continue to communicate effectively with parents, quickly identifying any support needed.
- Provide touch base sessions when needed.
- Provide family counselling when needed with in-house counsellor.

### Access to technology

- All disadvantaged children to have access to an iPad/netbook if the class needs to self-isolate.
- Online platform to ensure resources used at home mirror core areas within the school.
- Standalone netbooks loaned for children to complete home learning beyond the school day.

**Estimated Cost** £1,000