



# **Stebbing Primary Catch-up Strategy Plan 2020 to 2021**

## **Catch up program post COVID 19**

Following the government's national lockdown in March 2020, due to COVID-19, the majority of pupils were required to stay at home and for home learning to be provided by the school.

Our pupils have had to adapt as home-learners and get used to using technology as their main form of communication with teaching staff and their peers. High quality remote learning provision was provided during our first lockdown with limited virtual live sessions as an option for our key stage 2 pupils.

Following the announcement of lockdown 3.0 and the second partial closure of schools, we have developed our offer for families and have a number of live or pre-recorded sessions that pupils can access during the school day. Full details of our remote learning offer can be accessed [HERE](#).

We are mindful that there are gaps in pupils' learning. In the summer of 2020 we worked hard to identify the gaps that children may have and planned to ensure that these gaps were narrowed during their next year in school. Key to this was communication between teachers so that the transition to the new school year could be as smooth and purposeful as possible.

The government announced that all schools would receive additional funding (The Catch-Up Premium) to support pupils in closing the gaps due to remote learning.

A number of strategies have been employed by our school and the funding and projects are detailed within this document.

### **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.

Stebbing Primary has been allocated £10,870 additional 'catch-up' funding to support interventions designed to close gaps in attainment for this academic year.

### **How have spending decisions about interventions been made?**

Since July, leaders in school have been following 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. 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 and that are proven to have a positive impact on closing gaps.

Stebbing Primary will adopt a 'tiered approach' to closing the gaps and raising attainment (see Appendix). Predominantly, this will be through high-quality teaching and learning interventions within the school day. During November 2020, the Senior Leadership Team in school scrutinised the 'catch-up' premium strategy to ensure all strategies chosen will have a positive impact on children's attainment.

## **Quality First Teaching**

The curriculum will be adapted to 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 a broad and balanced curriculum. School life, due to the necessary restrictions, is a calmer place with more time to focus on the key skills and core learning. All teaching will take into account the children's ability to return from the summer term 2020 and planning will be tailored to their needs. During the first term (the Autumn Term) teachers will concentrate on wellbeing and sharing the plans for the term. During the first few weeks teachers will carefully assess their pupils to identify the gaps in learning and prepare plans accordingly for the remainder of the term. The teaching will be monitored by the Senior Leadership Team (SLT) during learning walks to ensure high quality teaching across the school.

## **Classroom intervention**

There will be at least one Teaching Assistant in each class bubble to support the children at most risk of falling behind or further behind. We are fortunate this year that due to our expansion we have a number of very small classes. However, the support in the classes has not differed compared with if we were at full capacity. Interventions and additional pre-teaching will be planned for by the teacher and supported by the TA. This will allow for smaller ratios and more targeted intervention. Intervention records will be kept and supporting documents will be available.

## **Targeted Group Support (tutoring)**

This is an area where we are investing the school's catch up grant as we strongly believe it will have the most impact. We will select children at most risk of falling behind to partake in small group targeted interventions which will begin in January 2021. These sessions will be run by a qualified teacher or member of support staff. The accountability for the success of these sessions will lie with the class teacher in order to have the most impact. The sessions will be fast paced and initially work on lost learning from the prior year group in order to give children the best possible chance of progressing in their current year group.

The children selected will enter a contract alongside their parents to ensure all stakeholders sign up to the commitment of this additional focused teaching. As this is an investment in the child selected, this will be closely monitored by SLT and any lack of engagement from parents may result in the place being offered to another child. Predominantly these sessions will be planned and delivered by the child's class teacher (before or after school). This will ensure there is limited mixing of bubble adults. The teachers undertaking this role will liaise with the SLT and will present an impact report during our pupil progress meetings. This impact will subsequently be shared with the Governing Body.

## **Health, Fitness and Wellbeing**

We recognise the impact the lockdown period will have had on our children. Since autumn 2020 we have access to a new counsellor who is working with children in school providing 1:1 sessions. We have also worked hard to redevelop our outdoor play opportunities including purchasing sets of outdoor equipment for each class and developed a new outdoor play surface in conjunction with Essex County Council. Subsequently we are planning to create a wellbeing area for children to relax and reflect

outside. We recognise the importance of children having time outside and how this will positively impact on their mental wellbeing.

KEY INFORMATION	
Pupils in school	156
Proportion of disadvantaged	31 pupils 19.8%
Catch-up premium allocation for this academic year	£10,720
Academic year or years or years covered by the statement	2020-2021
Publish Date	autumn 2021
Review date	September 2021
Statement authorised by	Lucy Mawson
Catch-up premium lead	Lucy Mawson - Headteacher Supported by: Joanne Clayden - Assistant Head Tom Le Masurier - Assistant Head
Governor lead	Pupil and Community Committee

Intervention / Approach	Cost of intervention / Approach	Rationale
Early years Foundation Stage.	Nuffield Early Language Intervention January 2021  £ Free + CPD training costs  £600 (estimate)	Government recommendation. <a href="https://www.gov.uk/government/news/early-years-support-package-to-help-close-covid-language-gap">https://www.gov.uk/government/news/early-years-support-package-to-help-close-covid-language-gap</a>
Counselling service provided in-school	AUTUMN 2020-SUMMER 2021  up to £1000 allocated on top of allocation from PPG (Pupil Premium Grant)	Support the wellbeing of pupils returning to school and their social and emotional needs.

Additional TA support in classes	<p>AUTUMN 2020-SUMMER 2021</p> <p>Additional TA hours in year 5 up to £1900</p>	Support accelerating the progress of year 5 children who have required additional interventions and support during class time.
<p>Employ additional 'tutors' to offer small group tuition</p> <p>From January 2021 (updated timing Nov 2020)</p>	<p><b>Spring / Summer</b></p> <p>£20-£25</p> <p>per session depending on 1:1 or small group</p> <p>Blocks of 10 week sessions Each block will cost £200-£250</p> <p>Totalling up to £1500 for the spring term</p> <p>Blocks of 12 week sessions Each block will cost £250-£300</p> <p>Totalling up to £1800 for the spring term</p>	<p>Support pupils to catch-up with 1:1 or small group tuition led by the teacher or TA in the class bubble.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a> + 5 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a> + 4 months progress</p> <p><i>EEF Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</i></p>
<p>Purchase teaching resources to support children's mathematical learning (Maths Shed)</p> <p>(spring 2021)</p>	£179.28	<p>To support pupils with home-learning this is a resource that can be accessed in class and at home during remote learning.</p> <p>EEF "consistently high levels of impact, with pupils making an average of eight months' additional progress" each year.</p> <p>School lesson study – tier 1 approach 2020/2021 to develop high quality teaching and learning</p>
Projected total spending	Current projected spend is £6979	We have deliberately left some funding as we would like to be able to assess our expenditure at the end of the spring term

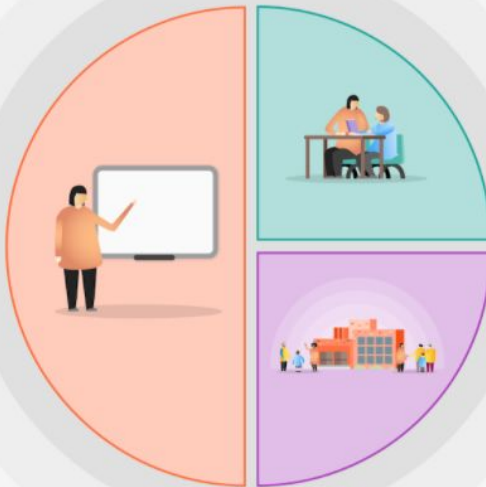
## Appendix 2 – Tiered Model Catch-Up Strategy

### EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2020-21) – TIERED MODEL

#### STEBBING PRIMARY SCHOOL

## 1 Teaching

- Quality First Teaching supported by evidence informed CPD for teachers and support staff.
- A broad and engaging curriculum.
- Whole-class reading approach underpinned by clearly defined formative assessment practices.
- Curriculum 'essentials' for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects.
- Development of a Maths Mastery approach supported by external Mastery Specialists (Maths Hub)
- Careful assessment of pupils on their return to school giving teachers an opportunity to plan and target specific elements of the curriculum to close the gaps.



## 2 Targeted academic support

- Targeted in-class interventions based on assessments of pupils' needs
- Therapy dog in training to support year 6 pupils
- Mentoring sessions available for children transitioning back to school and ongoing
- 1:1 counselling opportunities to support children
- Additional adult support in classes
- Small class sizes to allow for targeted support and intervention

## 3 Wider strategies

- Daily assemblies to provide an opportunity for children to engage with other year groups
- Break-out spaces designated for key year groups
- Communication and whole school activities shared via Dojo to enable our school community to feel connected
- Mental health and emotional regulation workshop for all teachers
- Zones of Regulation training for all staff

### EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2020-21) – REMOTE LEARNING APPROACH

#### STEBBING PRIMARY SCHOOL

## 1 Teaching

- All stakeholders communicating a clear and consistent messages surrounding home learning.
- Remote learning provision is clearly set out, but with the message that 'this is our offer'. We want to ensure that families feel supported and access the learning offer as appropriate to their family set-up.
- Live lessons offer children an opportunity to discuss their learning with their teacher and ask/answer questions
- Recordings of lessons uploaded to assignments to enable children/parents to access when most appropriate for them.
- Daily assemblies to enable pupils to start their day in a purposeful way and have a sense of belonging.
- Support from teaching assistants within live lessons to provide a similar learning experience to that in the classroom.
- Class staff email addresses to ensure that emails are responded to promptly and parents have one place to access support/pose their questions.



## 2 Targeted academic support

- Collaboration of school staff to create tailored packages for children who require SEN support or have an EHC Plan.
- Regular communication from support staff and teachers to ensure pupils with special needs still have contact and feel part of the class
- Regular opportunities created to 'check-in' with families and provide support as required (class teacher, support staff, SENCO)
- Class-specific additional sessions provided (as required) to support children's learning
- Daily story sessions to end the day

## 3 Wider strategies

- Daily assemblies to provide an opportunity for children to engage with other year groups
- Communication and whole school activities shared via Dojo to enable our school community to feel connected
- Weekly staff meeting to reflect on the week and make changes/improvements as required.
- Staff meeting - safeguarding check-ins
- Weekly phone calls/emails home to families who are not engaging with lives/submitting work, to check-in and ensure they are receiving enough support
- Technology offered to all families
- Workshop session offered to families to join to understand how to use Google Classroom. Recorded session to be able to access when relevant.