



'Catch Up' Funding Strategy

Autumn 2021

Rationale:

The government is providing funding to all schools to cover a one-off universal catch-up premium for the 2021 to 2022 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. Woodside School already received a total of £80 per pupil in 3 instalments - in autumn 2020, 'early 2021' and summer 2021. The money was spent to ensure that pupils, who have significant gaps in their knowledge or skills, were able to close gaps in their learning (evaluation on the school's website in November 2022)

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 (2021-2022). 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?
- 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

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 be 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 in 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- ad hock and via a structured programme such as ELSA

Our school will continue to ensure that communicating with and supporting parents. 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.

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.
- All class teachers will be working closely with Miss Richer (SENDCo) as she has an extensive experience in helping to design 'catch-up' programmes for pupils with SEN needs.
- 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

Approaches

Reading and Phonics

- Year 3 teachers will assess phonetical knowledge/ reading ability through assessment and one to one reading by the teacher/ teaching assistant. Class teachers will also have additional information provided by the children's respective infant schools. Once gaps have been identified, specific

phonics/ reading groups will be set up for any interventions that need to take place on a regular basis.

- Any additional reading 'Catch –up' provision will focus on retrieval, inference or vocabulary. Specific gaps have been identified by our class teachers as they analysed children's baseline assessment tests.
- The school will also provide individual 1: 1 reading provision for identified pupils, small group reading support, precision monitoring of high frequency words as well as Reading Eggs programme.

Mathematics

- Where possible, we will provide 1:1 or small group tuition
- Additional support will focus on basic core skills. Supported by additional staffing and utilising catch up premium – dependent on need as identified through ongoing assessment.