



Delves Lane Catch Up Plan 2020 to 2021

The school's Covid-19 Catch-up strategy is targeted at the most disadvantaged children within our school. Either children are in receipt of the Pupil Premium fund, those that have or 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.

Total Covid Catch-up Grant Received	£24,500
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Number of pupils in school YR – Y6	309
Proportion of disadvantaged	121 (36%)
Catch-up Premium allocation (No. of pupils x £80)	24,500
Publish Date	Autumn 2020
Review Dates	Spring 2021 Summer 2021

Statement created by	B Woods
Governor Lead	A McGuigan

Teaching and whole-school strategies
Supporting great teaching
<p>Great teaching is the important resource 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.</p> <p>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.</p> <p>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 as all pupils return to school.</p> <p>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.</p>
Pupil assessment and feedback
<p>Assessment can help teachers determine how best to support their pupils. Every pupil will have had different experiences during COVID-19.</p> <p>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.</p> <p>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 or Maths might be used to identify pupils who would benefit from additional catch-up support.</p>

Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.
Transition support
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Transition Week to support children back into school following closure. Focus on Class routines and expectations, Rights Respecting School Charters, Developing relationships, PSHE education</p>

Targeted Support
One to one and small group tuition
<p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.</p> <p>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.</p> <p>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.</p> <p>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.</p>

DLPS has secured two Academic Mentors from January 2021 to work in Maths and English interventions, initially in Key Stage 2
Intervention programmes
<p>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.</p> <p>A particular focus for interventions is likely to be In English or 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.</p> <p>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.</p> <p>Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</p>
Wider strategies
Supporting parents and carers
<p>Parents and carers 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.</p> <p>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.</p> <p>Providing additional books and educational resources to families during School Closure, with support and guidance, may also be helpful—for example, offering advice about effective strategies for reading with children. Children and parents accessing online education resources – Ten Town, Times Tables Rock Stars, Spelling Shed, Active Learning, myON</p>
Access to technology
<p>Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home.</p>

In particular, lack of access to technology and internet 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. Schools might find it helpful to invest in additional technology, 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.

Purchase of Tapestry for Early Years

Action	Desired Outcome	Evidence Source	Cost	Person Responsible	Impact Evaluation Evidence
Use September baseline assessments to assess children's starting points and to carefully plan QFT and interventions for children – Close gaps in Reading, Writing, Maths and Phonics	<p>Analyse data Plan and support all children to make good progress.</p> <p>Identify children to access interventions in small groups to accelerate progress</p>	<p>Staff to complete intervention timetables and provision maps for children who have been identified for additional intervention</p> <p>Children identified in teacher's planning for additional</p>	<p>Additional Sessions of Support for Children</p> <p>On-costs for 2 Academic Mentors £8000</p> <p>Supply Costs to release staff to deliver and</p>	All Staff	children identified and targeted to receive 1:1 small group interventions. DHT monitors interventions to ensure that show impact. Staff reported to parents.

		support during lessons	monitor interventions Maths Leader English Leader SENDCO Teaching Assistants £6000		Vulnerable and SEND children invited to attend school. Others targeted via Google Classrooms. Some vulnerable/SEND children took up the offer of a laptop to support them with remote learning. Engagement monitored by teachers. Families offered stationery and Texts books also introduced so that children had access to quality materials for Maths, Literacy.
Development of our Remote Learning Offer to support children in the event that they may have to learn from	Remote learning offer fit for purpose so that children can access learning in the event of a bubble closure/ another	Tapestry proved to be most cost effective and user friendly for families with children in EYFS	Tapestry Cost £500 Google Classroom – Additional Programs Spelling Shed	HT Computing Lead EYFS Lead All Staff	DLPS measured access to Remote Learning offer Engagement was highest in Upper KS2 and lower in KS1 and EYFS

<p>home. Tapestry purchased for EYFS, programs purchased to support Google Classroom. CPD delivered by AR and NJ</p> <p>Work Packs created for whole school: Text books for Maths, English and Resources provided</p>	<p>lockdown.</p>	<p>Google Classrooms was funded by DFE for original installation. Additional programs purchased.</p>	<p>Active Learning – Maths TenTown</p> <p>Work Packs created for whole school: Text books for Maths, English and Resources provided</p> <p>£3000</p>		<p>Staff supported access by organising meetings to support Remote Learning queries</p> <p>Telephone calls were made at least weekly to all families to ensure that</p>
<p>Purchase of myON Online Reading for Remote Learning</p>	<p>Remote Reading offer fit for purpose so that children can access learning in the event of a bubble closure/ another lockdown for children.</p>	<p>Liaised with local schools re myON and the impact. This links to Accelerated Reader which we use in school.</p>	<p>£2000</p>	<p>DHT English Lead</p>	<p>Engagement for myON was sporadic Teachers led lessons in school to demonstrate access Increased boys engagement in non-fiction texts</p> <p>On return to school, children preferred hard copies of books</p>

Purchase of additional Sounds Write Phonics Books to support Home Learning	Remote Reading offer fit for purpose so that children can access learning in the event of a bubble closure/ another lockdown for children.	School purchased a number of additional Sounds Write Phonics Books and Accelerated Reader books, as books had been sent home to support children's reading and not returned to school	£1500	DHT English Lead	School has enough stock of Phonics books to ensure all children can progress through the units School secured a range of Accelerated Reader texts, selected for pupil engagement, etc. after surveying children and discussions
Additional half day per week of Early Intervention Worker from LA	Identified children participate in therapeutic support sessions, for Social Skills, Developing Relationships and supporting SEMH and Wellbeing	Provision Maps and Pupil Surveys identify impact of intervention. Analysis of behaviour incidents Reports for pupils from Early Intervention for Behaviour, including recommendations	£2000	HT EWEL Team LA	Provision Maps Behaviour Record Analysis following intervention Reports from Early Intervention Team for individual pupils – shared with parents
Additional hour of school counsellor, weekly	Identified children access weekly school counselling sessions to support SEMH	Pupil surveys Reports from school counsellor via CPOMS system	£1000	HT	Pupil discussions CPOMS records

		Final report of sessions and impact from school counsellor			Counsellor reports once sessions completed
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The impact of this catch-up programme will be reviewed termly by teaching staff, with interventions and support packages adapted according to end of term assessments and evaluation of children's ongoing needs. Outcomes will also be reported to the Full Governing Body

Links:

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>