



# EP Collier Primary School

## Catch Up Programme

The government has provided an amount of money per child to support catch up in the light of the impact Covid-19 on education.

The EEF recognise that the following areas have the biggest impact on closing the gap for children with a minimum of 5 months impact.

- Early years intervention
- Feedback
- Mastery learning
- Metacognition and self-regulation
- One to one tuition
- Reading comprehension strategies
- Peer tutoring

The support of the development metacognition and self-regulation has the biggest impact of all strategies and can be delivered at a low cost and sustained through quality CPD.

Many of the above can be delivered through quality first teaching and requires only CPD where necessary; these principles will be considered when looking at the school improvement work moving forward.

Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.

Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.

What are the costs?

A typical effective programme might involve 30 minutes tuition, five times a week, for 12 weeks. This would require about four full days of a teacher's time, which is estimated to cost approximately £700 per pupil. These costs would be reduced by using a teaching assistant to deliver the programme, but the evidence suggests that impacts are generally higher when delivered by teachers. Overall the cost is rated as high.

So what are we going to do?

As an ELT we have identified the importance of reading and language as both of these underpin the skills and knowledge needed to be a successful learner across the curriculum.

To support this our catch up programme we will prioritise these two areas alongside the development of metacognition and self regulation.

Rationale for the delivery of catch up:

All children will benefit from the development of mastery learning and Metacognition and self-regulation as this embeds in classroom practice. However it is recognised that some children may need additional support in 1:1 or small group scenarios to further develop their own skills.

Any impact shown through additional support in the early years will have a lasting impact for the individuals and their learning in later primary school life.

As a school we have recognised the importance of well developed, broad reading skills alongside the acquisition of a wide multi-tiered vocabulary for children to be successful across the curriculum. What does this mean in terms of catch-up priorities?

- ✓ Children in EYFS and KS1 and some in Year 3 will have missed significant amounts of their phonics learning since March 2020
- ✓ As a consequence their levels of confidence and fluency in decoding will be lower than if they had been in school 100% of the time
- ✓ The potential lack of exposure to a wide range of texts, across the wider curriculum, usually experienced in school, across all ages, will mean that the already identified language gap is likely to have widened and vocabulary deficit broadened

So as a school we have decided to focus on the following as the first part of our catch up plan to cover summer term 2020/21 and autumn term 2021/22 and will form a significant part of the Raising Attainment Plan.

Desired outcome	Actions to be taken	Evaluation	Comments
All children without significant SEND will pass the phonics screening by the end of year 2 in 2022	<ul style="list-style-type: none"> <li>✓ Children in years 1 and 2 will have daily phonics in groups linked to their phonic stage</li> <li>✓ The weaker, slower progressing groups will be taught by the most experienced and effective staff members</li> <li>✓ Catch up grant will support additional teaching capacity to support early readers who are at risk of not reaching the benchmark with daily 1:1 teaching of reading using phonetic reading books</li> </ul>		
Current year 2 children without significant SEND will demonstrate they can reach the expected benchmark for phonics by the end of their Year 3 (summer 2022)	<ul style="list-style-type: none"> <li>✓ Year 3 to be screened using a phonics screening test in the first week of Autumn term 2021 to identify those children who need to catch up on phonics</li> <li>✓ Where needed children will receive additional daily phonics teaching</li> <li>✓ Catch up grant will support additional teaching capacity to support early readers who are at risk of not reaching the benchmark with daily 1:1 teaching of reading using phonetic reading books</li> </ul>		
All children in Reception without significant SEND leave Reception secure in Phase 4 ready to begin phase 5	<ul style="list-style-type: none"> <li>✓ Children will have daily phonics in groups linked to their phonic stage</li> <li>✓ There will be close monitoring against milestones in phonics policy to ensure there is appropriate pace</li> </ul>		
All children have access to a varied and rich	<ul style="list-style-type: none"> <li>✓ Book spine to cover a range of modern and archaic texts is followed</li> </ul>		

vocabulary across the curriculum	<ul style="list-style-type: none"> <li>✓ Whole class reads are used which offer a range of reading experiences and offer lower ability reader the opportunity to hear more complex vocabulary</li> <li>✓ Further investment made in quality whole class readers so that children can more easily access the texts during lessons</li> <li>✓ Quality texts are used across the curriculum so that tier 3 vocabulary becomes part of everyday experience to support comprehension</li> </ul>		
All children will be able to read with fluency and comprehension appropriate to their age and ability by the end of each key stage	<ul style="list-style-type: none"> <li>✓ Children in KS2 who are functional readers but not fluent or without good comprehension skills are given additional 1:1 / small group reading teaching with a qualified teacher ( supported by the catch up grant)</li> </ul>		
Children develop good meta-cognition and self-regulation skills	<ul style="list-style-type: none"> <li>✓ Staff training to support quality first teaching</li> <li>✓ Catch up grant to support 1:1 small group work on these areas</li> <li>✓ Embed the theories and practices to support metacognition and self-regulation in quality first teaching</li> <li>✓ Provide 1:1 or small group experiences in these areas for children who may need additional support</li> </ul>		