

Lifton Primary School 'Catch Up' Funding Strategy Autumn 2020-Summer 2021

Rationale: The government is providing funding to all schools to cover a one-off universal catch-up premium for the 2020 to 2021 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.

Lifton School will receive a total of £80 per pupil in 3 instalments - in autumn 2020, 'early 2021' and summer 2021.

The money will be spent to ensure that pupils, who have significant gaps in their knowledge or skills, will be able to close gaps in their learning.

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. 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.

We have developed recovery plans for English and Maths throughout the school.

Currently the school considers a 'Three -Tier Approach' to our recovery curriculum planning and any 'Catch-Up' interventions: Teaching Targeted academic support Wider strategies (Please also see Pupil Premium Grant Plan)	
Tier 1	Plan of action
Quality First Teaching- High-	<ul style="list-style-type: none">• High quality whole class teaching will continue at Lifton School

<p>quality teaching for all -The most important factor in improving outcomes for pupils.</p>	<ul style="list-style-type: none"> • High quality one to one and small group tuition as evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. We will build upon the good relationships our staff have with our pupils and which they have continued to develop with parents during the lockdown periods. • Structured, targeted interventions to make progress. <p>These interventions will be carefully targeted through identification and assessment of need Sessions are be brief (15-45 mins) depending on the need and the age of the child, occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time. Some are delivered by the catch up premium teacher and others by the teacher or TA 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.</p>
<p>Approaches within Tier 1</p>	<ul style="list-style-type: none"> • Explicit instructions, scaffolding, flexible groupings, cognitive strategies as well as metacognitive strategies • Deep subject knowledge Examples: <ul style="list-style-type: none"> • 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?

	<ul style="list-style-type: none"> • 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. <p>Our Remote Learning Offer is available on our Lifton School website.</p>
Tier 2.	Plan of action
Targeted Academic Support	<p>Qualified Teachers: Where possible and practical, the school will use qualified teachers to support pupils during small group interventions</p> <p>Teaching Assistants will be utilised to:</p> <ul style="list-style-type: none"> • deliver high quality interventions, which complement the work of the teacher. This a powerful way of mitigating any impacts of time away from school • use structured and evidence-based programmes for interventions. <p>We will ensure that learning during interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between the two.</p>
Tier 3	Plan of action
Wider Strategies	<p>Supporting pupils' social, emotional and behavioural needs:</p> <ul style="list-style-type: none"> • A large 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 and is embodied within our general curriculum and intervention sessions. • We will continue a significant focus on supporting and monitoring pupils' social, emotional and behavioural needs. Our school will continue to ensure that communicating with and supporting parents during these

	<p>very challenging times will also remain one of our priorities. 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.</p>
<p>Considerations for our 'Catch-Up' programme</p>	<ul style="list-style-type: none"> • 'Catch-Up' programmes will be time-limited, with smart 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 Mrs Clark (SENDCo), to design 'catch-up' programmes for pupils with SEND 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 higher level teaching assistant or teaching assistant • Staff will be working with either small groups or on a 1:1 basis • Pupils and staff will be kept in their respective 'bubbles.'
<p>Nuffield Early Language Intervention (NELI)</p>	<p>Key EYFS staff are enrolled on the training course which can boost the language skills of 4 and 5 year old pupils by 3-4 months. Training and detailed lesson plans enable staff to lead short, structured lessons, often around every day topics such as 'time' and 'what to wear', with small groups of reception age pupils. Children are rewarded as an integral feature of each session, from targeted verbal praise to more formal incentives like a 'best listener' award, given to a child who has listened well in a group.</p>
<p>Approaches to Reading and Phonics will embody all of the elements of our English recovery plans(see also recovery plans)</p>	<p>All teachers will assess phonetical knowledge/ reading ability through assessment and one to one reading by the teacher/ teaching assistant. 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.</p> <ul style="list-style-type: none"> • 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 assessments and 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 Accelerated Reader and Readwriter programmes. <p>Provision will be enhanced by high quality CPD from Babcock LDP.</p>

<p>Approaches to Mathematics will embody all of the elements of our Maths recovery plans (see also recovery plans)</p>	<p>Where possible, we will provide 1:1 tuition/small group tuition. Additional support will focus on basic core skills. Supported by additional staffing(including our 'catch up' tutor) and utilising catch up premium - dependent on need as identified through ongoing assessment and working with the children and families. Provision will be enhanced by high quality CPD from Babcock LDP.</p>
<p>SEND</p>	<p>Targets are identified and strategies/support put in place to ensure the delivery is both efficient and effective. The provision map/provision overview evidences pupils, their need, targets and the interventions/support planned. This document is then shared with all staff on a 'need to know basis.' The deployment of staff is reflective of need/provision map. Any additional support given is by adults who are familiar to the pupils and to ensure consistency, interventions are delivered by the same adult where possible.</p>
<p>Key Stage One and Two</p>	<p>1 additional teacher('catch up' tutor) working one extra day per week to provide additional support and 'Catch-Up' interventions in all year groups and planned by the teacher. Additional TA support to provide two afternoon per week additional support and 'Catch -Up' interventions in both key stages</p>
<p>Catch up funding at Lifton School</p>	<p>Total 'Catch-up' fund for 2020-2021: £10,880.</p>