

Oak Trees Covid-19 Catch-up Funding Strategy: Poulton Lancelyn Primary School (2020/2021)

Rationale

The strategies applied are informed by the findings of the Education Endowment Fund (EEF) in their 'Teaching and Learning Toolkit'. The findings measure the impact of a number of interventions in terms of the number of additional months learning a pupil would gain on average, as well as taking into account the cost of the intervention.

To ensure maximum impact and best use of the Catch-up funding, the following interventions (*RWI Phonics, RWI Fresh Start, TT Rock Stars, Reciprocal Reading, RWI Comprehension, White Rose Maths, No Nonsense Number, Nessy Spelling*) have been implemented:

| Intervention | Best practice | Impact (according to EEF research) |
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| 1:1 tuition | Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks). 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. Programmes involving Teaching assistants or volunteers can have a valuable impact, but tend to be less effective than those using experienced and specifically trained teachers, which have nearly twice the effect on average. Where tuition is delivered by volunteers or teaching assistants, training is key. | +5 additional months learning |
| Small group tuition | Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Once group size increases above six or seven there is a noticeable reduction in effectiveness. | +4 additional months learning |
| Reading comprehension strategies | Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read such as: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies and monitoring their own comprehension and identifying difficulties themselves (metacognition). The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts. | +6 additional months learning |

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| Oral language interventions | <p>Targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension and the use of purposeful, curriculum-focused, dialogue and interaction.</p> <p>Interventions which are directly related to text comprehension or problem-solving appear to have greater impact. There is also consistent evidence supporting reading to young children and encouraging them to answer questions and to talk about the story with a trained adult.</p> | +5 additional months learning |
| Phonics | <p>High quality implementation is essential to the effectiveness of phonics teaching. Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading. Effective phonics techniques should be embedded in a rich literacy environment for early readers.</p> | +4 additional months learning |
| Feedback | <p>To be most effective, feedback needs to be specific, accurate and clear, providing specific guidance on what the pupil needs to do to improve.</p> <p>It should be given sparingly, so that it is meaningful and should tell pupils what they need to do to improve.</p> <p>Feedback provided on complex or challenging tasks is likely to emphasise the importance of effort and perseverance; research suggests that this type of feedback is more valued by pupils.</p> | +8 additional months learning |
| Peer tutoring | <p>Learners work in pairs or small groups to provide each other with explicit teaching support, such as:</p> <ul style="list-style-type: none"> • cross-age tutoring, in which an older learner takes the tutoring role and is paired with a younger tutee or tutees; • peer assisted learning, which is a structured approach for mathematics and reading with sessions of 25 –35 minutes two or three times a week; • reciprocal peer tutoring, in which learners alternate between the role of tutor and tutee. <p>The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success.</p> | +5 additional months learning |
| Metacognition and self regulation | <p>Pupils are given strategies for planning, monitoring and evaluating their learning to enable them to think about their own learning more explicitly. Self-regulated learning can be broken into three essential components:</p> <ul style="list-style-type: none"> • cognition - the mental process involved in knowing, understanding, and learning; • metacognition - often defined as 'learning to learn'; • motivation - willingness to engage in metacognitive and cognitive skills. | +7 additional months learning |

Identification of pupils

At the beginning of the autumn term all pupils from years 1 to 6 were formally assessed using the NTS assessment tests in reading, maths and Grammar, Punctuation and Spelling. From this, detailed analyses were produced, providing teachers with a clear picture of each pupil's attainment in relation to the expected standard and, more importantly, the specific areas requiring additional support. In writing, each pupil was given an independent writing task, to which teachers applied the school's agreed writing criteria, making clear which areas of writing additional support is required.

| 1. Summary information | | | | | | | | |
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| Total number of pupils identified as needing additional intervention | | Total budget | £33 000 | | | Date of strategy review | | July 2021 |
| | | Total expenditure | £38 850 | | | | | |
| Year group breakdown - Reading | N:N/A | R:0 | Y1:0 | Y2:10 | Y3:15 | Y4:5 | Y5:7 | Y6:5 |
| Year group breakdown - Writing | | R:0 | Y1:0 | Y2:* | Y3:* | Y4:* | Y5:* | Y6:* |
| Year group breakdown – GAPS | | R:0 | Y1:0 | Y2:14 | Y3:20 | Y4:20 | Y5:6 | Y6:8 |
| Year group breakdown - maths | | R:0 | Y1:0 | Y2:7 | Y3:14 | Y4:21 | Y5:27 | Y6:12 |

*The vast majority of pupils need additional support in writing. Summative assessments will take place at the end of the Autumn Term following focused work within Quality First Teaching

| 2. Planned expenditure | | | | | |
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| Academic year | 2020/21 | | | | |
| Use the following headings to demonstrate how the school has used the catch-up funding to provide targeted intervention for its identified pupils and the impact of its actions. | | | | | |
| Targeted Support | | | | | |
| Desired outcome | Chosen intervention | Rationale | Staff lead | Cost | Impact |
| At least 90% of pupils in KS1 will reach the standard in the Phonic Screening test | <ul style="list-style-type: none"> - RWI Phonics in Y1 and Y2 - 3 Phonic teaching groups in Y1 - Y2 Autumn timetable adjusted to include 5x 1 hour Phonic lessons. Will be reviewed for Spring term - 3 Phonic teaching groups in Y2 - 30 minute small group RWI Phonic tuition sessions x3 weekly (TA) | <p>Use of high quality resources underpinning Quality First Teaching to Smaller teaching groups provides high levels of support to pupils.</p> <p>RWI resources incorporate reciprocal peer-peer tutoring</p> | M Parkinson - English A Milne - Assessment CTs - LR, AD, KG, JL 1-1/small group tutors TAs – CD, NC, SU | <p>TA2 costed provision x5 hours per week</p> <p>TA 3 costed provision x5 hours per week</p> | |

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| | <ul style="list-style-type: none"> - 30 minutes 1-1 or small group RWI phonic sessions tuition sessions x2 per week (Teacher) - Daily individual reading for lowest performing pupils to focus on books and words | leading to explicit teaching support | | <p>HLTA costed provision x5 hours per week</p> <p>Tutor payment teacher x2 x30 weeks</p> | |
| In KS1, at least 85% of pupils who achieved GLD in EYFS, will attain ARE in Writing | <ul style="list-style-type: none"> - RWI Phonics in Y1 and Y2 to provide high quality structured & scaffolded writing opportunities - Y2 Autumn timetable adjusted to include 5x 1 hour Phonic lessons. Will be reviewed for Spring term - Y2 2x weekly fine motor skills intervention (group of 6) - Y1 daily continuous provision (writing focused) Autumn Term - Y2 3xweekly modelled writing sessions - Bespoke small group writing sessions 1 hour/ week for 10 weeks | <p>Use of high quality resources underpinning Quality First Teaching to Smaller teaching groups provides high levels of support to pupils.</p> <p>RWI resources incorporate reciprocal peer-peer tutoring leading to explicit teaching support</p> <p>Small group tuition utilising individual pupil assessment information effectively targeting learning gaps</p> | M Parkinson - English A Milne - Assessment CTs LR, AD, KG, JL 1-1/small group tutors TAs - CD, NC, SU | <p>TA2 costed provision x5 hours per week</p> <p>TA 3 costed provision x5 hours per week</p> <p>HLTA costed provision x5 hours per week</p> <p>Tutor payment teacher x2 x20 weeks</p> | |
| In KS1, at least 85% of pupils who achieved GLD in EYFS will attain ARE in Maths | <ul style="list-style-type: none"> - 3 teaching groups in Y2 - 2x TAs in Y1 | Use of high quality resources underpinning Quality First Teaching to Smaller teaching groups provides high levels of support to pupils. | A Milne – Maths & Assessment CTs 1-1/small group tutors TAs | HLTA costed provision x5 hours per week | |
| Pupils Reading attainment in KS2 is in line or better with their Prior Attainment Group | <ul style="list-style-type: none"> - RWI Phonic intervention Y3 (TA) - RWI Phonic Intervention Y4 (TA) - Y3 & Y4 1x weekly for 10 weeks repeated each term - Reciprocal Reading intervention Group (teacher) - RWI Comprehension – daily intervention (TA) | <p>Small group tuition utilising individual pupil assessment information effectively targeting learning gaps</p> <p>RWI resources incorporate reciprocal peer-peer tutoring leading to explicit teaching support</p> | M Parkinson - English A Milne - Assessment CTs 1-1/small group tutors TAs | <p>Tutor payment TA x2 x30 weeks</p> <p>Tutor payment teacher x2 x20 weeks</p> | |
| Pupils Writing attainment in KS2 is in line or better with their Prior Attainment Group | <ul style="list-style-type: none"> - 1hr xweekly for 10 weeks repeated each term - bespoke Writing intervention catch up group (teacher) - Nessy Spelling programme - 1-1 online (Y3, Y4, Y5, Y6) (TA) | Use of high quality resources underpinning Quality First Teaching to Smaller teaching groups provides high levels of support to pupils. | M Parkinson - English A Milne - Assessment CTs | <p>Tutor payment teacher x2 x30 weeks</p> <p>TA2 costed provision x2</p> | |

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| | | | 1-1/small group tutors TAs | | |
| Pupils GPS attainment in KS2 is in line or better with their Prior Attainment Group | <ul style="list-style-type: none"> - Daily 30 minute Spelling catch up tuition groups (TA) | Small group tuition utilising individual pupil assessment information effectively targeting learning gaps | M Parkinson - English A Milne - Assessment CTs 1-1/small group tutors TAs | TA3 costed provision x3 | |
| Pupils Maths attainment in KS2 is in line or better with their Prior Attainment Group | <ul style="list-style-type: none"> - 3-way split of teaching groups in Y4, Y5, Y6 daily (Teacher) - 2x weekly 30 minute Mathematics tuition session (TA) - 2 x weekly 30 minute small group 'TT Rockstars' tuition (TA) - 1x weekly for 10 weeks repeated each term - bespoke Maths intervention catch up group (Teacher) - 1x weekly for 10 weeks No Nonsense Number catch up intervention (TA) - Topmarks Maths programme – 1-1 online (TA) | <p>Use of high quality resources underpinning Quality First Teaching to Smaller teaching groups provides high levels of support to pupils</p> <p>Small group tuition utilising individual pupil assessment information effectively targeting learning gaps</p> | M Parkinson – Maths A Milne - Assessment CTs 1-1/small group tutors TAs | <p>DHT costed provision 3x hrs daily (3 terms)</p> <p>TA3 costed provision</p> <p>TA2 costed provision</p> <p>Tutor payment teacher x3 x30 weeks</p> <p>Tutor payment TA x3 x30 weeks</p> | |
| Total budgeted cost | | | | £28100 | |
| Additional expenditure | | | | | |
| Desired outcome | Expenditure | Rationale | Staff lead | Cost | Impact |
| At least 90% of pupils in KS1 will reach the standard in the Phonic Screening test | <ul style="list-style-type: none"> - RWI phonics CPD for staff as appropriate - RWI resources (speed sound charts, flash cards etc) - RWI phonics online subscription with RWI workshops for parents in EYFS & KS1 - RWI training x1 staff | <ul style="list-style-type: none"> - Staff are highly competent at delivering the programme and adjusting pace and resources to meet pupil needs. - Sustainable impact on attainment and progress by ensuring training and resources for lower KS2 staff | M Parkinson | <p>RWI CPD cost per person</p> <p>RWI online subscription</p> <p>RWI Resources</p> | |

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| | | <ul style="list-style-type: none"> - Parents can effectively support pupils at home with highly engaging App based RWI phonic resources | | | |
| In KS1, at least 85% of pupils who achieved GLD in EYFS, will attain ARE in Writing | TBC - following Quality First Teaching during the Autumn Term | | | | |
| In KS1, at least 85% of pupils who achieved GLD in EYFS will attain ARE in Maths | <ul style="list-style-type: none"> -Purchase of Rising Stars NTS Maths assessments for baseline assessments in Sept 2020 for Y1-Y2 -White Rose Premium Maths subscription -Purchase No Nonsense Number resource (Y1-Y2) -Maths Mastery CPD | <ul style="list-style-type: none"> - Staff are highly competent at delivering effectively with a mastery approach and adjusting pace and resources to meet pupil needs. - Sustainable impact on attainment and progress by ensuring training and resources for KS1 staff - Parents can effectively support pupils at home with highly engaging App based RWI phonic resources - -High quality assessments matched to DFE Summative assessments to enable clear knowledge of pupil attainment against EYFS Early Learning Goals | A Milne | <ul style="list-style-type: none"> KS1 NTS Maths materials White Rose Maths annual subscription Maths Mastery CPD No Nonsense Number resource | |
| Pupils Reading attainment in KS2 is in line or better with their Prior Attainment Group | <ul style="list-style-type: none"> -Purchase of Rising Stars NTS Reading assessments for baseline assessments in Sept 2020 for Y3-Y6 -Purchase of RWI Comprehension -RWI training x2 Y3 teachers | <ul style="list-style-type: none"> - Staff are highly competent at delivering effectively adjusting pace and resources to meet pupil needs. - Sustainable impact on attainment and progress by ensuring training and resources for KS2 staff - Parents can effectively support pupils at home with highly engaging App based RWI phonic resources - High quality assessments matched to DFE Summative assessments | M Parkinson | <ul style="list-style-type: none"> KS2 NTS Reading assessments RWI Comprehension Resource - RWI training x2 | |

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| | | to enable clear knowledge of pupil attainment against PAG | | | |
| Pupils Writing attainment in KS2 is in line or better with their Prior Attainment Group | -MAT English consultant support with a focus on writing | <ul style="list-style-type: none"> - Staff are highly competent at delivering effectively adjusting pace and resources to meet pupil needs. - Sustainable impact on attainment and progress by ensuring training and resources for KS2 staff | M Parkinson | MAT English consultant | |
| Pupils GPS attainment in KS2 is in line or better with their Prior Attainment Group | -Purchase of Rising Stars GPS assessments for baseline assessments in Sept 2020 for Y3-Y6 | -High quality assessments matched to DFE Summative assessments to enable clear knowledge of pupil attainment against PAG | M Parkinson | KS2 Rising Stars GPS Assessments | |
| Pupils Maths attainment in KS2 is in line or better with their Prior Attainment Group | <ul style="list-style-type: none"> -Purchase of Rising Stars NTS Maths assessments for baseline assessments in Sept 2020 for Y3-Y6 -White Rose Premium Maths Subscription -Purchase No Nonsense Number resource (Y3-Y6) -Maths Mastery approach CPD -Additional M2 teacher 1 day per week | <ul style="list-style-type: none"> -High quality assessments matched to DFE Summative assessments to enable clear knowledge of pupil attainment against PAG -High quality resources to support very effective planning & resourcing matched to assessment for learning and identified learning gaps for whole classes, groups and individuals | A Milne | KS2 NTS Maths Assessments – White Rose Maths annual subscription see KS1 costings. TT Rockstars Maths Mastery CPD – see KS1 costings M2 teacher x1 day | |
| Total budgeted cost | | | | £10,750 | |

3. Review of expenditure (July 2021)

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| Desired outcome | Impact: A clear, concise explanation of the success of the intervention | Lessons learned: What the school will do differently in the future |
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