



Beechwood Primary School

Universal Catch Up Program Spending Plan 2020/2021

What is it?

The government is providing funding 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 DFE [curriculum expectations](#) for the next academic year.

We'll be able to spend the funding in the most effective way for our pupils, which could include accessing the National Tutoring Programme - another part of the government's £1 billion catch-up package. While this funding exists for only one year and where possible we wish to create a sustainable model for intervention and support following the pandemic.

Research base/EEF

The Education Endowment Fund created a Covid-19 Support Guide for Schools highlighting key areas for schools to consider when planning a recovery programme. The guide had three areas of focus: **teaching and whole school strategies; targeted support and wider strategies**. The guide has a focus on supporting teachers and school leaders in primary and secondary schools in England and has been compiled by drawing on a wide range of evidence from research and resources published by the Education Endowment Foundation. It is not anticipated that schools will adopt all of the suggestions included. Rather, it is assumed that schools might prioritise a small number of approaches best suited to their context, balanced with the strength of evidence. As with the EEF's Teaching and Learning Toolkit, some approaches covered in the guide are included because they have been widely discussed as possible responses for schools to consider, while other approaches have been included because a strong existing evidence base suggests they are likely to be particularly promising. In all cases, it should be acknowledged that it is very challenging to bridge from the existing evidence base to provide guidance to support schools responding to the Covid-19 pandemic in 2020. Extracts from the guide are below.

Teaching and whole school strategies

Supporting great teaching- Great teaching is the most important lever 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. 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. 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. 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.

Pupil assessment and feedback - Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside 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. 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 literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach. Additional information about this is included in the EEF's guidance on Assessing and Monitoring Pupil Progress.

Transition support- 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. 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. 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. 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.

Targeted Support

One to one and small group tuition- There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. 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. 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. 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 tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.

Intervention programmes- 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. A particular focus for interventions is likely to be on literacy and numeracy. 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. 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. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.

Extended school time- In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school. There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour. However, to be successful, any increases in school time should be supported by both parents and staff.

Wider Strategies

Supporting parents and carers- Parents 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. 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. Providing additional books and educational resources to families over the summer holidays, with support and guidance, may also be helpful—for example, offering advice about effective strategies for reading with children. Additional information about supporting and communicating with parents has been published by the EEF in its guide for schools on Communicating effectively with families.

Access to technology- Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology 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. Some schools might find it helpful to invest in additional technology, either 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. Additional information about supporting effective remote learning, including using technology, has been published in the EEF's 'Best evidence on supporting students to learn remotely'.

Summer support- Summer programmes can benefit pupils socially and academically, helping to ensure that they return to school ready to learn. Summer support can also focus on a wide range of outcomes, such as confidence and wellbeing, and include a wide range of activities such as sports, music and drama that children might have missed out on during lockdown. One challenge for summer programmes is achieving high levels of attendance, particularly from children from disadvantaged families. Communicating with pupils and their families to assess levels of engagement and barriers to attendance is likely to be important. In addition, staffing is a key challenge, recognising the extensive demands placed on teachers and schools in recent

months and the challenges created by public health requirements. For summer programmes to improve educational outcomes, they need to include high-quality academic support, such as small group tuition delivered by teachers or trained tutors.

As a school, we are fully committed to ensuring that the additional funding of £80 per child that we have received for Universal Catch Up will be used to improve the quality and breadth of learning, ensuring that the gap is closed.

Detailed analysis of the needs of our children has identified that the money will be spent on Raising Standards in Reading and on developing oral language skills

Key Objective	Methodology	Leadership & support	Cost	Actions	Milestones	Success Criteria	Monitoring & Evaluation
To improve reading fluency in KS1 and targeted chn in KS2	<p>Fluency has been lost during the national lockdown. The children have returned to us reading at a lower reading speed that prior to lockdown.</p> <p>Reading fluency is key to improving reading ability: <i>'Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means. They can make connections among the ideas in the text and their background knowledge. In other words, fluent readers recognize words and comprehend at the same time.'</i></p>	GS All staff	<p>Purchase of Fluency books to support TA interventions <u>£170.34</u></p>	<p><u>Autumn:</u></p> <ul style="list-style-type: none"> - GS to investigate ways of developing reading fluency - GS to purchase resources to support the development of reading fluency - GS to train TA's in the chosen approach - GS to look into increasing TA's hours to enable them to deliver interventions - Class teachers to group the children according to their fluency -TA's deliver fluency intervention <p><u>Spring:</u></p> <ul style="list-style-type: none"> - TA's deliver fluency intervention - Monitor the impact through lesson observations/learning walks - Monitor the impact through data, re-group the children if needed - GS to deliver additional training if required -Successes to be shared between TAs to share good practice. <p><u>Summer:</u></p> <ul style="list-style-type: none"> - TA's deliver fluency intervention- to focus on identified children who need extra support. 	<p>By the end of the Autumn term:</p> <ul style="list-style-type: none"> -children will have been grouped based upon their fluency ability. -TAs will have received training and feel confident in delivering fluency interventions. -TAs will have commenced their small groups based around fluency and have received training to allow them to feel confident in delivering fluency lessons. <p>By the end of the Spring term:</p> <ul style="list-style-type: none"> -An improvement in fluency for targeted children will be noted. -targeted children will have moved up at least one reading book stage -TAs will have reflected upon their interventions and shared successes with GS and each other. <p>By the end of the summer term:</p> <ul style="list-style-type: none"> -TAs will be able to reflect on the successes of the project ready to implement into next year. -Children will be able to complete the NFER reading paper due to being more fluent readers. 	<p>Children will have improved the fluency of reading- evidence on seesaw will show that all chn in fluency groups will have improved.</p> <p>All children will have progressed by at least one reading level.</p>	<p>Autumn Review:</p> <p>No of children progressed by one reading level:</p> <p>Year1: Year2: Year3: Year4: Year5: Year6:</p> <p>Number of children progressed by more than one reading level:</p> <p>Year1: Year2: Year3: Year4: Year5: Year6:</p> <p>Spring Review:</p> <p>No of children progressed by one reading level:</p> <p>Year1: Year2: Year3: Year4: Year5: Year6:</p> <p>Number of children progressed by more than one reading level:</p> <p>Year1: Year2:</p>

				<ul style="list-style-type: none"> - Monitor the impact through lesson observations/learning walks - Monitor the impact through data, re-group the children if needed - GS to deliver additional training if required 			Year3: Year4: Year5: Year6: Summer Review: No of children progressed by one reading level: Year1: Year2: Year3: Year4: Year5: Year6: Number of children progressed by more than one reading level: Year1: Year2: Year3: Year4: Year5: Year6: Number of children reading at ARE: Year1: Year2: Year3: Year4: Year5: Year6:
Key Objective	Methodology	Leadership & support	Cost	Actions	Milestones	Success Criteria	Monitoring & Evaluation
To improve reading stamina	Reading stamina has been lost during the national lockdown. The children have returned to us reading at a lower reading speed than prior to lockdown.	GS All Staff	£2000	<u>Autumn:</u> -GS to research reading curriculum to support stamina. -GS to deliver CPD based on research -Staff to commence using the new Reading Curriculum, once trained, which has build in reading stamina sessions.	By the end of the Autumn term, children will have increased the speed in which they are reading by 10-20 words per minute and will be reading for longer periods of time independently- KS1 from 10 to minutes of sustained reading. KS2 from 15 to 20 minutes of sustained reading.	Children will have improved the stamina in reading- evidence on seesaw will show that all chn in fluency groups will have improved.	<u>Autumn Review:</u> Number of children completing Rising Stars test: Year3: 12/20 Year4: 14/25 Year5: 14/25 Year6: 13/22 Number of children reading at ARE: Year3: 12/20

				<p>-Staff to identify key chn whose stamina has been most affected for TAs to listen to 1:1 for a sustained period of time.</p> <p>-Reading Plus to be used to boost reading speed of the Year 6 cohort during Autumn 1.</p> <p>Autumn 2: Reading Plus to be used with Year 3 each morning to boost reading stamina and reading speed.</p> <p><u>Spring:</u></p> <p>-Key chn will continue to have 1:1 time with trained TA to listen to them read for a sustained period of time.</p> <p>Summer:</p> <p>- Key chn will continue to have 1:1 time with trained TA to listen to them read for a sustained period of time.</p> <p>-Words per minute will be used to track progress.</p>	<p>By the end of the Spring term children will have increased the speed in which they are reading by 10-20 words per minute and will be reading for longer periods of time independently- KS1 from 15 to minutes of 20 sustained reading. KS2 from 20 to 25 minutes of sustained reading.</p> <p>By the end of the summer term, children will have increased the speed in which they are reading by 10-20 words per minute and will be reading for longer periods of time independently- KS2 from 25 to 30 minutes of sustained reading.</p>		<p>Year4: 14/25 Year5: 14/25 Year6: 13/22</p> <p><u>Spring Review:</u> Number of children completing Rising Stars test: : Year3: 14/20 Year4: 17/25 Year5: 17/25 Year6: 15/22</p> <p>Number of children reading at ARE: Year3: 14/20 Year4: 17/25 Year5: 17/25 Year6: 15/22</p> <p><u>Summer Review:</u> Number of children completing NFER test: Year3: 16/20 Year4: 20/25 Year5: 20/25 Year6: 18/22</p> <p>Number of children completing Rising Stars test: Year3: 16/20 Year4: 20/25 Year5: 21/25 Year6:18/22</p> <p>Number of children reading at ARE: Year3: 16/20 Year4: 20/25 Year5: 21/25 Year6: 19/22</p>
Key Objective	Methodology	Leadership & support	Cost	Actions	Milestones	Success Criteria	Monitoring & Evaluation
improving inference and	Once fluency has been improved, children need direct teaching on	GS TAs All staff	<u>£360</u>	<p>AUT1- SLT to research high quality inference CPD for staff.</p> <p>AUT1- 2x TAs will be identified and booked onto high quality CPD.</p>	<p>By the end of the Autumn term: -allocated TAs will have received training.</p>	Chn will have a 10-point increase in their reading scaled scores based on their Autumn term NFER tests.	<p>Number of chn at ARE at the following points will be: End of Aut: Year3: 12/20</p>

deduction skills in KS2	inference and deduction techniques to aid reading ability. Years 4, 5 and 6 have been identified as the main groups where inference skills need improvement- based on Autumn NFER data.		£6750	AUT2- identified TAs will attend Raising Attainment in Reading Comprehension: ‘Inference Training’ from Early Years2Primary. AUT2- Years 4, 5 and 6 will have group inference interventions weekly from trained Tas. 1x TA will disseminate key learning from Raising Attainment in Reading Comprehension: ‘Inference Training’ to all staff in two session: 1 x Teachers and 1xTA session.	-allocated TAs will feel confident and equipped to deliver inference reading intervention. - interventions will be embedded into the timetable -allocated TAs will have reflected upon their learning and have shared successes together. By the end of the Spring term: -JB will have shared with teaching staff key successes and learning from the CPD to share good practice. -allocated TAs will have delivered intervention sessions with all children in their year group. By the end of the summer term....		Year4: 14/26 Year5: 14/24 Year6: 13/22 End of Spr: Year3: 14/20 Year4: 17/26 Year5: 17/24 Year6: 15/22 End of Sum: Year3: 16/20 Year4: 21/25 Year5: 21/24 Year6: 19/22
Key Objective	Methodology	Leadership & support	Cost	Actions	Milestones	Success Criteria	Monitoring & Evaluation
To improve the oral language skills of EYFS and KS1 children	The first stage in improving reading and writing is to improve the oral language skills of children. Talk for Writing provides a structured teaching approach to oral language skills, reading and writing. Embedding this into the curriculum is a long term investment which will have an impact on the longer learning goals rather than a ‘quick fix’. We can invest in high quality CPD which will have a long term impact on teaching and learning.	GS All staff BAr	Supply costs for cover £620 Course £4500	Aut1- SLT will research the best approach to support the teaching and learning in KS1 and EYFS. Aut2: Baseline assessments will be used as a guide for area of need Aut2: Talk4 Writing CPD will be booked for Spring Term. Spring ‘21- All teachers will receive 1xday T4W Narrative training Spring/Summer ‘21- Eng Lead and KS1/EYFS staff will have coaching sessions from T4W Consultant Autumn ‘21- All teachers will receive 1xday T4W Non Fiction training Autumn ‘21- Eng Lead and KS1/EYFS staff will have coaching sessions from T4W Consultant	By the end of the Autumn Term, Talk4 Writing inset will be booked for the Spring Term. By the end of Spring Term, all staff will have received T4W training in narrative texts and feel prepared to implement T4W philosophies into their planning for English lessons. By the end of the Summer Term, EYFS/KS1 staff will have received coaching on T4W planning and teaching approaches. Bar as English Lead will be upskilled by the T4W consultant on how to drive improvement and maintain momentum for change. Bar will disseminate key messages to KS2 staff and use lesson study to raise improvements in KS2. By the end of Autumn ‘21 Term, all staff will have received T4W training in Non Fiction texts and feel prepared to implement T4W philosophies into their planning for English lessons.	By the end of the Autumn Term: the T4W training will be booked. By the end of the Spring Term, all staff will have received T4W training and begin to implement this teaching techniques into their classroom practice. By the end of the Summer Term, KS1/EYFS staff will have received coaching from T4W consultant. English Lead will be upskilled in leading change and how to support staff in T4W techniques.	By the ned of the Autumn Term, baseline assessemnts will have taken place in order for targets to be set to measure success against. By the end of Summer, ??/25children will received GLD in Reading and Writing.

					<p>By the end of the Spring '22 Term, EYFS/KS1 staff will have received coaching on T4W planning and teaching approaches.</p> <p>Bar as English Lead will be upskilled by the T4W consultant on how to drive improvement and maintain momentum for change.</p> <p>Bar will disseminate key messages to KS2 staff and use lesson study to raise improvements in KS2.</p>		
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Total spend: KS2 Reading so far £4230.30 (£7280) EYFS/KS1 so far (£5120)