

St George's RC Primary School York Covid Catch Up Strategy

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| Total Covid Catch-up Grant Received | £14000 |
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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.

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| Thinking prior to the children returning based on research from the EEF: |
| <p>Quality of Teaching</p> <p>Great teaching is the most important way to improve outcomes for their pupils. School has had to make 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. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback—is vital. Early career teachers, and student teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support. <i>(Trainee teachers were given substantial additional mentoring support after lockdown). St George's also went straight back to their teaching model to ensure effective teaching from minute one)</i></p> |
| <p>Pupil assessment and feedback</p> <p>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. <i>(Teachers assessed very child on their return to school and found that reading / handwriting / resilience / writing stamina / well being were the 6 main areas where we had gaps or where children had regressed in terms of progress)</i></p> |
| <p>Transition support</p> <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. 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. <i>(All vulnerable children were given additional and bespoke transition opportunities in each class. Photo books and videos were created for the children before their return)</i></p> |
| Targeted Support to be implemented on the children's return |
| <p>One to one and small group tuition</p> <p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. 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 has been shown to have the highest impact. <i>(One to one and small group tuition provided for identified children. One to one support every morning for catch up reading /AT capacity increased in years 3 & 4 / HT supporting reading in year 3)</i></p> |

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. 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.

(After school clubs focusing on resilience and friendship opportunities were created for children in years 3/4 and 5/6. This was in the form of football clubs to teach stamina and team building. Additional reading and 1:1 reading was included and additional AT support in years 3 and 4 to assist with well being was organised)

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.

(Fully subsidised places in Dragons' Den to support parents in terms of additional child care after school intervention opportunities with no financial outlay for them and fully subsidised after school clubs for 3/4 and 5/6)

Digital 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.

To support learning, how technology is used matters most.

(ALL pupils had access to good digital technology during lockdown School provided every child with a school chrome book – money was also raised to purchase additional chrome books)

Teaching and Learning

Priority for all staff to be engaged within CPD following a year with reduced capacity due to Covid and staff ill health. The school's CPD offer may need to be refocussed.

Mental Health workshops and afternoons for all would be beneficial.

(The wider curriculum was amended to include opportunities for well being afternoons for all children.)

Pupil assessment and feedback

Teachers to use zones of regulation, morning circles and pastoral support to assess pupils wellbeing.

Autumn 1 assessment data to be used as class benchmarks.

All identified pupils to become main focus of interventions.

(Assessments identified whole school and individual issues. Zones of regulation used every day in class with all children)

Cost £14k