



Roseberry Academy Narrowing the Gap- Including allocation of DfE catch-up funding

The government has announced £1 billion of funding to support children and young people to catch up.

Schools' allocations are calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil from EYFS through to Year 6. This means we should receive £18,400 this year to help us support our pupils. Schools have to use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support us to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all pupils. We have considered this when planning our approach for the use of this funding.

The barriers we need to address to help pupils catch up

We understand that children missing up to six months of schooling, despite high quality online learning provision being offered during lockdown, may have had a negative impact upon their learning and emotional wellbeing.

We considered every child to be vulnerable upon return to school in September, recognising that there may be different barriers that we would need to address in order to support children to catch up:

Emotional wellbeing: We understand that some children will be adversely affected by the pandemic and will need emotional support in returning to school and a new 'normal'. We also recognise that some children may have been bereaved and need additional emotional support.

Relationship with learning: We recognise that some children may need time and support to rekindle their positive relationship with learning, their ability to be independent learners or self regulate.

Relationship with others: We are mindful that some children may need support in re-establishing relationships with their peers and the adults who work with them in school.

Engagement with online learning: We know that a minority of children did not engage with online learning during lockdown, or only engaged sporadically. Consequently, they missed learning experiences that their peers had enjoyed and benefitted from, resulting in them being further behind than their peers.

Support from home: We know that some parents and carers may have struggled to support their child's learning at home for a variety of reasons

Retaining information: We recognise that some children may have forgotten knowledge or skills

Gaps in learning: We know that some children will have gaps in their learning that need to be addressed before new learning takes place

What we plan to do

We are mindful that, due to children not being able to access school during lockdown, there will be gaps in all children's learning. These gaps have been identified and the curriculum adapted to meet the needs of all children. However, some children will have greater gaps in their knowledge and understanding than others and will need additional support, in addition to the excellent teaching their teachers provide. September 2020 baseline assessment data has been used to identify those children who may need additional support in order to make accelerated progress to attain Age Related Expectations for their year group.

We believe that our staff know our children best and so will use their skills and expertise, rather than employing external tutors who do not know our children or their individual needs.

For the first half of the Autumn term, catch up funding has been used to release the Special Educational Needs Coordinator from her classteacher role to enable her to carry out phonics and reading assessments, offer advice and support to teachers and teaching assistants and deliver bespoke support plans for identified children. In addition to this, each 'bubble' has an allocated Teaching Assistant who will be timetabled to work with individual children and small groups delivering bespoke support devised with reference to assessment for learning, observations of children in classrooms upon their return to school and baseline assessment data. The following, research based, interventions will be used to meet the needs of children who need to 'catch up', determined by the child's classteacher:

Collaborative learning with adult direction

A collaborative (or cooperative) learning approach where children work together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned by their teacher. Children in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task.

Individualised instruction

Individualised instruction involves different tasks for each child and support at the individual level. It is based on the idea that all children have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective. Various models of individualised instruction have been tried over the years in education, particularly in subjects like mathematics where children can have individual sets of activities which they complete, often largely independently.

One to one tuition

One to one tuition involves a teacher, teaching assistant or other adult giving a child intensive individual support. Short, regular sessions (about 30 minutes) over a set period of time (six 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.

Small group tuition

Small group tuition is defined as one teacher or professional educator working with two to five children together in a group. This arrangement enables the teacher to focus exclusively on a small number of children, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind.

Reading comprehension strategies

Reading comprehension strategies focus on the children's understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: 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 and self-regulation

Metacognition and self-regulation approaches aim to help children think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give children a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Self-regulated learning can be broken into three essential components:

cognition - the mental process involved in knowing, understanding, and learning;
metacognition - often defined as 'learning to learn'; and
motivation - willingness to engage our metacognitive and cognitive skills.

How we will check that our plan is making a difference

The impact of our plan will be based upon a range of evidence. We will speak with children about their experiences, observe them in the classroom and in social situations, look at the work that they produce and assess their academic progress comparing baseline and end of term assessment data. The success of our plan will be determined by the progress that identified children make, both socially and academically from September and this will be discussed by senior leaders and teachers during regular Pupil Progress meetings.