

Catch Up Programme 2020-21

Statutory Guidance & Funding

On July 20th the DfE announced additional funding for a 'catch up premium'. The guidance indicates that funding of £80 per child will be made available across two financial years. Funding for The Blue School will be around £35,000 across the two school years of 2020-21 and 2021-22.

Programme Design

Senior staff at The Blue School discussed the need for a catch up programme well before the DfE announced this funding and we made decisions based on anticipated need. We made a decision to restructure our teaching arrangements to reduce mainstream teaching for Assistant Headteachers so that they would be available to work on 'catch up'. Our most experienced teachers are therefore focused on providing high quality sessions to enable children to catch up quickly.

The DfE guidance points to the use of the [Education Endowment Fund's tuition programme](#). We were already familiar with the long-standing research that underpins this and based our plans on its principles. Our programme started in the second week of September and includes:

1. Early Identification
 - a. In July we drew up a list of the most 'at risk' pupils i.e. those who had engaged the least with remote teaching
 - b. During the first week of term all children were assessed in reading, writing and maths
 - c. Pupils' specific gaps in learning were identified in Y1-Y6 enabling groups to start straight away
 - d. As the year progresses, more gaps will be revealed so the catch up sessions will also continue.
 - e. Children with SEND will receive tailored support through the provision mapping process.
2. Targeted Academic Tutoring (KS2)
 - a. Small groups: EEF research on effective interventions shows that small group (ideally 1-1) tutoring has the most impact. We are running groups of 3-4 pupils
 - b. Tutoring is provided by AHTs and experienced teachers
 - c. Tutoring is focused, frequent and targeted - 4 x 20 minutes sessions per week for 3 weeks = 12 sessions on a specific gap in knowledge / competence
 - d. Tutoring is tracked so that impact can be measured. Groups have been created on Arbor so that we can evaluate the immediate impact of these interventions and the longer term impact on children's academic progress

3. Interventions (KS1)

- a. Children were assessed during the first fortnight of term.
- b. Catch up is being provided through additional in-class interventions to support learning in-situ.
- c. Children with SEND are receiving tailored support through the provision mapping process.

4. Curriculum Provision

- a. Children are all studying the current year curriculum and curriculum planning is shared with parents using 'Knowledge Organisers' as usual.
- b. Where the current year's curriculum content relies on knowledge from the previous year, this is to be included in abbreviated form to enable children to access current content.
- c. The Maths Mastery programme includes additional guidance and planning for teachers for catch up lessons.
- d. Catch up is targeted at a specific gap, common to the children in the group e.g. decimals or inference in reading comprehension. This aims to enable children to access their current year curriculum.
- e. The 4 sessions of catch up per week are scheduled to avoid interruption to the teaching of maths and English (1 before school / 1 after school / 2 in afternoons)

5. Support for Children's Social, Emotional & Mental Health (SEMH)

- a. Learning stamina may be a challenge for many children. Teachers recognise this and are planning lessons so that expectations for periods of concentration build up over time.
- b. Children who are struggling to adjust to the return to school are being supported through additional staff training on wellbeing and mental health
- c. Additional individual support is being provided for children and families where needs are more complex and anxiety is a barrier to resuming learning
- d. Attendance is monitored carefully and children whose return to school is not consistent are supported by SLT and / or referred to the EWO service
- e. Families whose health issues are a barrier to attendance are supported by SLT and additional remote learning may be provided at our discretion.

6. National Tutoring Programme

- a. This is not yet live, but we have registered interest and receive updates
- b. There are 2 strands - subsidised tuition and academic mentoring. The former is being provided via commercial partners and the latter via TeachFirst.
- c. It is unlikely that tuition will be able to exceed the quality of the provision we have put in place and we do not see any advantage in waiting for it to be commissioned. However we will review when it goes live.
- d. Academic mentoring is likely to be targeted at more disadvantaged areas/schools and older pupils. Again we will review in due course.

7. Online / Remote Learning

- a. Children who are being supported through the catch up programme will be expected to do additional work at home with their parents' help. This will be set online
- b. Should the school need to close a bubble or completely for any period of time, children's catch up sessions will continue with the assigned teacher using Google Classroom.

Mr Hammer (Assistant Headteacher, Character & Community) is leading the Catch Up Programme. Please address any queries to him via office@theblueschool.com