



## Catch Up Grant Strategy 2022-23

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## School Led Tutoring Update

The 'Catch Up' Funding has been allocated to schools to support children to 'catch up' following absence as a result of school closures during the Covid-19 Pandemic. Pewithall School received £3408 of funding for school for financial year in order to support all children. Working alongside Governors we have identified key strategies across all phases to support children to catch up quickly.

Planned Expenditure 2021 - 2022/ 2022-23					
Desired Outcome	Cost	Chosen Action / Approach	Evidence for the choice (EEF Toolkit & School Evidence)	Staff	IMPACT
<b>A Catch Up strategy is established so that children across the Key</b>		Quality First Teaching (essential elements / Feedback Strategy / learning links) Amended curriculum design	EEF – COVID 19 Support Pack for	All	This should ensure that pupils catch up

<p><b>Stages recover quickly and make good progress.</b></p>		<p>Focus on key subject knowledge all subjects Focus on key Mathematics and Literacy Objectives from Power Mathematics. Increased focus on Reading and Number (additional sessions) Review homework to consolidate learning and build extensively on basics and retrieval Build back fluency – fast recall and retrieval tasks Reading Strategy Early reading and phonics PPI / PP supervision Staff CPD Mental Health Support</p> <p>Use summative data to identify early those children falling behind and deliver personalised programmes Establish a programme of intervention and when it will be delivered – phonics, reading, maths, GAPS</p> <p>Analyse attendance supporting individuals and classes with sporadic or &lt;90% attendance PP SEND</p> <p>Homework supports pupils learning in class and observes gaps from previous year groups.</p> <p>Intervention for designated groups PP</p>	<p>Schools + Teaching and Learning Toolkit</p> <p><b>Teaching and Whole School Strategies</b> Supporting great teaching Transition Support Pupil Assessment and feedback (high impact/low cost)</p> <p><b>Targeted Support</b> 121 small group tuition (moderate impact for moderate cost) Intervention Programmes Extended school time</p> <p><b>Wider Strategies</b> Supporting parents and carers Summer support Access to technology Sum Dog TT Rockstars</p>	<p>to where they were pre Covid.</p> <p>The use of Knowledge Organisers and Mini Quizzes ensure all pupil make progress.</p>
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<p><b>Quickly re-establish learning culture and ethos so that norms and routines are in place so that students catch up quickly and behaviour, attendance and progress are not unduly affected.</b></p>		<p><b>2:1</b> Raise class teachers and TA support levels to enable QFT Enhance PSHE curriculum delivery (Jigsaw) Safeguarding Interventions, Support, Supervision Remote assemblies</p> <p><b>2:2</b> Increase the volume of support for SFC / ELSA / anger management / well-being. Two further TAs to commence remote ELSA Training from Feb 2021</p> <p><b>2:3</b></p>	<p><b>Behaviour Policy available on our website.</b></p>		<p>Engagement in lessons ATL and BFL</p> <p>Student Voice</p> <p>Feedback from external agencies</p>

		Behaviour Policy- after long periods of home learning it will be important to revisit this policy with, children, parents/ carers and all staff who support them.	<b>Remote Learning Offer available on our website.</b>		
<b>Establish 'new routines' for the current situation and ensure a strategy for 'remote and home learning' is in place should a closure occur.</b>		<p><b>3:1</b> Remote Learning Plan Modified teaching to develop independence / learning skills</p> <p><b>3:2</b> Remote Learning Policy</p> <p><b>3.3</b> Microsoft Teams offered to all children since the first lock down. This community is growing rapidly as more children have to isolate. Every class has its own Team – Head Teacher is an owner of every Team so has a good overview of how children are learning at home.</p> <p><b>3.4</b> Laptops have been distributed to the children who need them the most. A small number of laptops are held in school in order to ensure that devices are available for children currently in school who are asked to isolate. Parents have been informed of BTs WIFI free voucher scheme and may request vouchers if needed.</p> <p><b>3.5</b> Procedure in place for all staff to take Lateral flow tests at home.</p> <p><b>3.6</b> We have a dedicated team of volunteers who help to ensure Home Learning Packs are</p>	<p><b>Remote Learning Policy available on our website</b> <b>All children and staff have Microsoft teams logins and passwords. These are available via our admin officer who is able to provide forgotten logins and passwords to remote learners.</b></p> <p><b>All laptops have been labelled with security tags. A record of who has what device is updated as and when.</b></p>		<p>Access to quality remote learning that mirrors the content of lessons taking place in school.</p> <p>Practice is sustainable, this is crucial as we do not want any staff to experience 'burn out'.</p> <p>Staff and student voice, Teams is a positive platform. We not only see Teaching staff supporting our children but children supporting and helping each other too.</p> <p>Parental feedback Children actively involved in Home Learning. Teams motivates Learners</p>

		<p>delivered in a timely fashion to all children learning at home; and completed home learning packs are collected weekly and returned to school to be marked.</p> <p><b>3.7</b> Class teachers keep their class web pages current and up to date with timetables and useful links to resources.</p> <p><b>3.8</b> Weekly phone calls are made by teachers to all home learners. This gives us an opportunity to discuss any worries or difficulties our children may be experiencing. It also gives us the opportunity to check in on the mental health of our children and their parents or carers.</p> <p><b>3.9</b> Daily assemblies delivered remotely by Mr Baugh and Paddington Bear help to keep children and their families connected.</p>	<p><b>Daily assemblies uploaded to all classes on TEAMs</b></p>		<p>as they can share their learning with Teachers and Teaching Assistants and get instant feedback.</p>
<p><b>Mental Health and ELSA</b></p>		<p><b>4.1</b> Personalised support packages for children identified with additional SEMH needs. The school has developed an additional approach to mental health support in MyHappyMind.</p> <ol style="list-style-type: none"> <li>1. Meet your brain.</li> <li>2. Celebrate. Understand uniqueness.</li> <li>3. Appreciate: The value of gratitude.</li> <li>4. Relate: Positive Attitudes.</li> <li>5. Engage: Self Setting of Goals.</li> </ol> <p><b>4.2</b></p>	<p><b>Two teaching assistants have been accepted on to the training course. Staff are empowered and will have confidence and expertise to support our children's mental health.</b></p>		<p>The school environment continues to be a 'safe' place where our most vulnerable children can continue to learn and receive the pastoral support that they need.</p>

		<p>Government Guidance allowed us to carefully consider which children we deemed as vulnerable. Using our knowledge from the first lockdown we were able to offer more places to children who we deemed vulnerable, children who we knew would find accessing home learning the most challenging</p> <p><b>4.3</b> From September we committed to completing Halton's framework for mental health and resilience in school. (MHARS) We have collaborated with Maria McNulty who has delivered remote staff training on Mental Health Awareness and Self Harm.</p> <p><b>4.4</b> Halton Educational Psychology Service have offered a remote training package for ELSA due to commence February 2021. Once completed this will take our ELSA team from 1 to 3.</p> <p><b>4.5</b> We have kept our doors open to specialist services for our pupils with SEND. When required consultations between teaching staff and outside agencies have taken place remotely. We believe it more important than ever to keep driving forward with SEN regardless.</p> <p><b>4.6</b> Children in school have continued to have access to Multi Flex coaches. This has been very important for the children but also for the staff</p>	<p><b>Regular weekly Speech and Language Therapy support for one pupil with an EHCP. Visits from Specialist advisory teacher for Social Communication and Interaction to observe children and offer support. Visit from the Behaviour Team to support staff in Year 1. Visits from OTs to deliver intervention and to review specialist equipment in school.</b></p> <p><b>Meeting with SLT and Tackling the Blues took place in October. Parents of Year 3 and Year 6</b></p>	<p>When school reopens, we will have more staff trained to support more children who may have been affected by Covid.</p> <p>Staff who are isolating are 'kept in mind' and this helps them to feel valued despite the</p>
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		<p>who can use this time to fulfil their home learning offer.</p> <p><b>4.7</b> As staff are asked to isolate there is a plan in place to check in daily on their physical and mental health. A member of the SLT will contact members of staff daily to check on their wellbeing; feedback is then shared with the rest of the team. Staff at Pewithall are very good at looking after one another.</p> <p><b>4.8</b> Covid –19 Support page on our school website is regularly updated with current and relevant links to sign post families to support if they should need it. Emails are sent to parents and carers to inform them of any updates. <a href="https://www.pewithall.org.uk/march-2020-covid-19">https://www.pewithall.org.uk/march-2020-covid-19</a> The support available includes: Online Safety Mental Health and Wellbeing Free Educational Resources SEN Resources.</p>	<p><b>informed via information about the programme and consent forms.</b></p> <p><b>Web- page</b></p>	<p>restrictions and limitations of staying at home.</p> <p>Parents and carers have a one- stop point of reference- whether they need to book a Covid test need support to access the National Voucher Scheme or they need support with keeping their children safe online.</p>
Pupils have a proactive approach to Mental Health Support for Children and staff.	£2592	In 2021/ 2022 the school trialled (Y4) the MH scheme My Happy Mind, with a view to adopt a more proactive approach to mental health provision in school. In 2022/ 2023, the school adopted the scheme for all pupils and adults at Pewithall School with the view to ensuring pupils have a dedicated programme of work for children to developed positive mental health strategies.		

		<p>Personalised support packages for children identified with additional SEMH needs. The school has developed an additional approach to mental health support in MyHappyMind.</p> <ol style="list-style-type: none"> <li>1. Meet your brain.</li> <li>2. Celebrate. Understand uniqueness.</li> <li>3. Appreciate: The value of gratitude.</li> <li>4. Relate: Positive Attitudes.</li> <li>5. Engage: Self Setting of Goals.</li> </ol>			
<b>School Led Tutoring Provision and spending</b>	<p>Allocated Funding £6882 (75%)</p> <p>Total funding with school top up £9176</p> <p>-----</p> <p>Y6 Tutoring £1130</p> <p>TA Tutoring Provision £ 5948.90 One Day a week.</p> <p>TA Tutoring per Class. Additional</p>	<p>The School Led Tutoring funding has been used to partly fund small group tutoring groups across school for our pupils who are in receipt of the funding.</p> <p>Where the oldest pupils were due to leave their primary education, we took swift action to ensure that those pupils received the tutoring first. This was delivered by their class teacher out of school time in small groups. This cost £1130.</p> <p>We hired a supply teaching assistant and teacher to help with the whole school delivery of tutoring. This helped our current teaching assistants to provide over fifteen hours of small group work for our pupils who are in receipt of the pupil premium funding.</p>	<p>EEF Research.</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p>		



	School Contribution. £18810	Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) have resulted 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. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.			
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## References

EEF - Coronavirus (COVID19) Support Guide for Schools

EEF – School Planning Guide

EEF – Teaching and Learning Toolkit

## 2.1 Mainstream schools

For 2021 to 2022, the grant provided has been calculated to cover 75% of the cost of tuition, based on an average cost of £18 per hour and a pupil receiving a package of 15 hours of tuition, totalling £202.50 per pupil.

From the £18 average hourly cost, DfE will provide a maximum of £13.50 per hour for tutoring. Schools and academy trusts are expected to contribute the remaining £4.50 from other budgets such as the recovery premium or pupil premium. Schools can, if needed, offer provision at a higher unit rate than £18 but it will not be funded by DfE and the school or academy trust will be responsible for all costs beyond £13.50.