

**FIVE RIVERS**  
Multi Academy Trust



# **FRMAT Covid-19 Educational Catch Up Plan**

September 2020

**Five Rivers Multi Academy Trust**  
**Covid-19 Educational Catch-up Plan**

**1) Context**

Many of our children have lost a significant amount of learning following the temporary closure of England's primary schools between March and August 2020. If this is not addressed, it will have a devastating effect on the outcomes and prospects for our children. The trust has a huge task in hand, and we are preparing to invest heavily to ensure our children not only catch up but surpass their age-related expectations wherever possible.

Our plans go over and above the need to 'catch up'. They will also serve as robust contingency plans for any future scenario in which children are required to learn from home, e.g. isolation during the continuation of the Covid-19 pandemic.

With our schools now back in operation, our children are able to access all the curriculum and get back to quality learning. We cannot disrupt this new learning – we have to find additional and different ways in which to help our children catch up. Interventions and withdrawals from class are not going to achieve this. Whilst we know that remote learning will never be as good as face to face education, we also recognise that technology could be instrumental in our efforts to help children catch up so that we can make the best use of lunchtimes, breaks, weekends, holidays, and after school time.

With this in mind, our catch-up plans include purchasing additional laptops for children without access to technology at home – as set out previously in this strategy. This will mean we can schedule virtual learning clubs wherever the child is located (at home or in another class bubble) without jeopardising safety.

In addition to technology, we will be helping to bridge the learning gap by accessing the National Tutoring Programme. This programme helps schools to access quality tutors who will work with our children to recover their lost learning.

The government has allocated 'Catch-Up Funding' for schools to support the programme of recovery. The government is also providing subsidised tutoring for disadvantaged children through the National Tutoring Programme. At the time of writing, no further information had been released.

The FRMAT catch-up strategy blends a number of different approaches which include:

- one to one or small group tutoring
- additional capacity in lessons with the strategic deployment of TAs
- TA tutor groups receiving planned interventions
- Changes to the curriculum and timetable to accommodate additional time on greatest areas of need
- Out of hours tutoring during evenings and weekends
- Reading focus for both academic and therapeutic benefits

## 2) Research led Planning

The team have engaged with the latest EEF research to test out their strategies to maximise the impact of the Catch-Up Fund investment:

**The EEF states one of the most effective deployments is to use TAs to deliver high quality one-to-one and small group support using structured interventions.**

Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.

**Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction.**

TAs should try and replicate some common elements of effective interventions:

- Sessions are often brief (20–50mins)
- Occur regularly (3–5 times per week)
- Are maintained over a sustained period (8–20 weeks)
- Careful timetabling is in place to enable this consistent delivery
- TAs receive extensive training from experienced trainers and/ or teachers (5–30 hours per intervention)
- The intervention has structured supporting resources and lesson plans, with clear objectives
- TAs closely follow the plan and structure of the intervention
- Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress
- Ensure the right support is being provided to the right child
- Connections are made between the out-of-class learning in the intervention and classroom teaching. Interventions are often quite separate from classroom activities. The key is to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them. It should not be assumed that pupils can consistently identify and make sense of these links on their own

Across the MAT we have experienced teams that receive regular professional development. TAs will be deployed to interventions that they are expert in or will receive additional training for new programmes. They will not be withdrawing children from quality first teaching sessions, so all tutoring will take place outside of class directed time. We are not planning to reduce the curriculum entitlement of any of our children. Teachers and TAs will liaise to ensure connections between class-based learning and tutoring are made explicit to children.

Children will be identified for tutoring based on assessment and will be closely monitored for progress. The academies have used a number of programmes that have a proven track record based on cohort impact data. The only two new

intervention programmes being considered are Accelerated Reader and Nuffield Early Language Intervention (NELI) which have been evaluated by the EEF.

### **Accelerated Reader**

Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress.

The EEF research found:

Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals, the figure was 5 months' additional progress.

For weaker readers, the approach appears to contribute towards catch-up at the start of secondary school, although pupils at very low levels of reading may need initial support from teachers to benefit, if they are not independent readers.

The research is focused on Year 7 children so initially the intervention would be considered for upper Key Stage 2.

### **NELI**

Additionally, the DfE has announced that up to £9m of the National Tutoring Programme fund will go towards improving the language skills of reception age children who need it most.

Some children entering reception in September 2020 have missed out on more than 20 weeks of early education at a crucial time for their early language development. Disadvantaged children will have been disproportionately impacted as they are more likely to have experienced a less rich home learning environment.

Working with the EEF and their delivery partners, the DfE is making training and resources for the **Nuffield Early Language Intervention (NELI)** available to schools that would particularly benefit from additional targeted support for oral language and early literacy skills.

NELI involves one-to-one and small-group language teaching sessions for reception age children with poor spoken language skills. Trials indicate that children made on average three months of additional progress compared to children in the comparison group, making NELI the most robustly evaluated early language intervention available in England.

Abbeyfield has been selected to participate in the programme.

Online training of staff will take place in Jan 2021 and NELI is to be delivered to children January/February - July 2021.

### 3) Expenditure Plan

What follows is a detailed plan for each school within our MAT which sets out how this premium is going to be utilised.

#### Tinsley Meadows:

Allocated funding from the government for academic year 2020/21: £42,240

Initiative	Details	Cost
Subsidised Teach First Tutor assigned to support catch up	To target children to catch up on: <ul style="list-style-type: none"> <li>reading and writing. Specifically decoding, fluency and comprehension practice</li> <li>extra phonics practice</li> <li>practice of basic maths concepts as needed by groups</li> </ul>	To be confirmed once national tutoring programme is launched
Appointment of a full time, fixed term tutor	Targeted at children not at age related expectations Y2-Y6  The appointed tutor will hold lessons after school and on Saturday mornings on Zoom	<b>£21,822</b> (32.5 hours per week from 1.12.2020 - 21.07.2021)
Third Space Learning to be introduced at a subsidised rate via the National Tutoring Programme	Practice of basic Maths concepts as per individual needs. This will take place on Mondays after school, Monday to Thursday for 50 children	£7,462.50
Additional hours to be paid to Teachers and TAs to provide additional after school boosters and Zoom sessions	Practice of basic Maths concepts as per individual needs  Decoding, fluency and comprehension practice  Extra phonics practice	<b>£1,435</b> based on 3 hours per week paid at Grade 5 point 15 from 2.11.2020 - 21.7.2021
Specific science Interventions for all year groups	Science units missed in lockdown to be taught in science week by teachers	Nil
Specific writing interventions for all year groups	Extra timetabled writing skills sessions as part of usual timetable	Nil
	Word aware strategies incorporated into lessons	Nil
Specific phonics interventions for Y1 and Y2	All children to be re-tested for Read, Write Inc grouping with a government	Nil

	<p>phonics screening test at the start of the Autumn term</p> <p>TAs to hold phonics catch up sessions during spelling and reciprocal reading sessions. This will be targeted at those children who have not passed their phonics test screening in Y3 to Y6</p>	Resources £100
Specific maths interventions for all year groups	<p>Concepts missed in lockdown are taught in class (alongside current year group concept) and in after school boosters on Monday and Wednesday for Y6. Areas to cover have been identified and shared with staff</p> <p>Weekly times table tests to take place</p> <p>Maths mob sessions to practise basic skills</p> <p>Content domains missed during lockdown to be incorporated into lessons</p> <p>Number Bots to be purchased</p> <p>TAs to hold in school group tutoring for children who might make standard with support. This will include coverage of arithmetic skills / concepts as covered in lessons</p>	<p>TT Rockstars and Number Bots £201.48</p> <p>White Rose Premium Resources £189</p>
Specific history and geography interventions for Y4 and Y5	Ancient Greek week to take place to support catch up of missed topics	NIL
Specific RE interventions	<p>More time being allocated in Autumn 1 to allow catch up on basic skill development</p> <p>An event in Autumn 2 to compensate for the loss in learning during lockdown</p>	NIL
Specific computing interventions	More time being allocated in Autumn 1 to allow catch up on basic skill development	NIL

	An event in Autumn 2 to compensate for the loss in learning during lockdown	
Specific reading interventions for all	Reading for pleasure project to be launched	NIL
	Greater use of texts in all subjects such as science, history and geography	NIL
	Consideration of whole class booster to change to reading after October half term	NIL
	Accelerated Reader Scheme to be offered to parents who sign up to supporting their child at home	£3,240
	Friday afternoon PPA time to be prioritised for reading comprehension support. This is targeted support by TAs for children who might make standard with help (years 1 to 5)	
Generic actions	Delay the start of the new RSE curriculum to allow for more catch up opportunity before the summer term. This will allow more time to continue the RSE consultation with families which was halted as a result of Covid-19	NIL
	Continue our extended timetable which is longer than most schools to allow for reinforcement of basic skills. (27 and $\frac{3}{4}$ hours excluding breaks)	
	<b>TOTAL COST</b>	<b>£TBC</b>

### Abbeyfield:

Allocated funding from the government for academic year 2020/21: £32,320

Initiative	Details	Cost
Subsidised Teach First Tutor	To target children to catch up on:	To be confirmed once national tutoring

assigned to support catch up	<ul style="list-style-type: none"> <li>reading and writing. Specifically decoding, fluency and comprehension practice (Y2-Y6)</li> </ul>	programme is launched
Appointment of fixed term tutor (28 hours per week)	<ul style="list-style-type: none"> <li>extra phonics practice</li> <li>practice of basic maths concepts as needed by groups</li> </ul> <p>Targeted at children not at age related expectations Y2-Y6</p> <p>The appointed tutor will hold lessons after school and on Saturday mornings on Zoom</p>	<b>£21,822</b> based on 32.5 hours per week on M1 1.12.2020 - 21.07.2021
Additional hours to be paid to Teachers and TAs to provide additional after school boosters and zoom sessions	Practice of basic Maths concepts as per individual needs Decoding, fluency and comprehension practice Extra phonics practice	<b>£1,435</b> Based on 3 hours per week Grade 5 point 15 2.11.2020-21.07.2021
Specific science Interventions for all year groups	Key skills and knowledge from the Summer 1 unit missed in lockdown will be taught in a Science Day in the Autumn term. This allows for higher impact and is more effective in terms of shared resources  Other concepts missed for each year group will be identified and time prioritised in order to fit this in	NIL
Specific writing interventions for all year groups	Extra timetabled focused skills sessions to be taught as part of the usual timetable.  Word aware strategies to be incorporated in lessons following staff training on 15 <sup>th</sup> October  Rising Stars Vocabulary teaching is now happening weekly, focusing on the previous year's final units  Cracking Comprehension teaching is also happening weekly along with additional handwriting sessions for all year groups	NIL  NIL
Specific phonics interventions for Y1, Y2 and Y3	All children to be re-tested for phonics sounds and appropriate phonics groupings	NIL  NIL



	<p>Additional phonics lessons are being taught in Y3 and boosters for Y2/Y3 to support those who are not yet secure</p> <p>Phonics hotspots are being delivered for Y1 and Y2 and additional teaching is being delivered in the afternoons across KS1</p> <p>Phonics catch up classes are to take place during spelling lessons and reciprocal reading sessions which will be tracked by leaders</p>	<p>NIL</p> <p>NIL</p>
Specific maths interventions for all year groups	<p>Concepts missed in lockdown are taught in class (alongside current year group concept) and in after school boosters and catch up sessions on Friday afternoons</p> <p>Baseline tests (White Rose) have been analysed using a RAG grid to allow teachers to identify common aspects that children are finding difficult</p> <p>Weekly times tables tests are taking place in all year groups</p> <p>Content domains not taught in lockdown are being incorporated and tracked</p> <p>Number Bots are to be purchased and Mathematics tasks will be set for provide additional support for in school and home learning</p> <p>Coverage of arithmetic skills / catch up from lockdown during Friday afternoons</p>	<p>TT Rockstars and Number Bots £TBC</p> <p>White Rose Premium Resources £189</p>
Specific history and geography interventions for Y4 and Y5	<p>A Topic Day is being held (one in the Autumn term and one in Spring) to support catch up in key skills and knowledge for the topics missed in lockdown</p>	<p>NIL</p>
Specific computing interventions	<p>More time is being allocated in Autumn 2 to help children develop more of the basic skills</p>	<p>NIL</p>
Specific reading interventions for all	<p>'I Love Reading' project will be relaunched this year for all year groups</p> <p>High quality picture texts are now used in PSHC</p>	<p>NIL</p> <p>NIL</p> <p>NIL</p>

	<p>Greater use of texts in all subjects such as science, history, geography</p> <p>New Reciprocal Reading books have been purchased to inspire children and develop their cultural capital. These have been selected to enhance the BAME agenda</p> <p>The school has sourced new class sets of Reciprocal Reading books from the Sheffield Library Service. The service has also helped us to secure additional books for our book corners to enhance reading for pleasure</p> <p>Bug Club has been renewed and children will be targeted for additional support using the assessment element of the platform</p> <p>We have increased our investment in phonetically decodable books to support children in KS1 and other children whose phonics knowledge is not secure</p> <p>Children now take 2 books home – one phonetic and one for pleasure</p> <p>Initial benchmarking has taken place to identify the children most at risk in each class and many classes have already reassessed book bands for individual children</p> <p>YARC test has been purchased and training has been given to all TAs. Children who have slipped off track in reading have been identified and targeted for YARC testing. Other children targeted for YARC testing are those who are working below the level of the class in reading. In addition, those children who are working above the class have been identified so that they can be targeted for Greater Depth in reading</p> <p>There will be a focus on reading comprehension every Friday afternoon</p>	<p>£TBC</p> <p>£TBC</p> <p>£TBC</p> <p>£TBC</p> <p>NIL</p> <p>NIL</p> <p>£TBC</p> <p>NIL</p>
Generic actions	Delay the start of the new RSE curriculum to allow for more catch up opportunity before the summer term	NIL

	<p>This will allow more time to continue the RSE consultation with families which was halted as a result of Covid-19</p> <p>Well-being sessions have been taught daily for the first seven days of term to support children further during the times of challenge. These themes will continue to be explored as part of the PSHCE curriculum and the daily 'Thought for the Day' programme</p>	
	<b>TOTAL COST</b>	<b>£TBC</b>