

## Context

Following the national lockdown, the government has acknowledged the negative educational impact that this has had on pupils' learning and wellbeing as well as the gaps that it has created in pupils' knowledge and understanding. Fortunately, some of our pupils were able to attend school during the lockdown period; however, for others, they experienced periods of time where they were unable to be taught by a teacher in a classroom. Disadvantaged pupils have been especially affected and in addition to lockdown, there have been a range of additional factors for this group when remote learning at home.

At Hacton, we provided a broad and balanced curriculum offer for home learning, ensuring that pupils had access to daily English and Mathematics lessons (including spellings and guided reading), as well as foundation subject work. During half terms, project work, including whole school projects such as 'Through the Window', were provided to ensure that pupils still had work to complete and to alleviate some of the pressure on parents who were still working at home. In addition to the work, all pupils were telephoned weekly by their class teachers or teaching assistants to monitor engagement with learning as well as their wellbeing; food parcels were also collected by our most vulnerable families.

All pupils at Hacton Primary School receive a high-quality education that ensures pupils flourish personally, socially and academically. Our curriculum aims to enrich learning, deepen knowledge, widen experiences and strengthen character. Despite Hacton's best efforts, some pupils have inevitably fallen behind as the EEF identified: children learn less when they are not in school. The purpose of this report is to: outline the objectives of our catch-up tuition programme; describe how the funding is being spent; explain how and why pupils were identified for the catch-up programme and finally and most importantly, to identify the impact of what we have put in place.

## Objectives

The objectives for our catch-up tuition programmes:

- To identify specific barriers to learning
- To support our most vulnerable groups
- To close the gaps created by COVID-19 by providing additional English and Mathematics tuition sessions thereby raising the attainment of these pupils

## How were pupils identified?

The pupils who are receiving tuition were identified by class teachers and year group leaders early in the Autumn term, following a detailed handover between class teachers at the end of the previous academic year. They were identified using formative assessment during classroom teaching, marking and feedback; subject-specific summative assessments such as phonics tests to identify particular areas where pupils have forgotten or misunderstood key concepts as well as standardised assessments in English and Mathematics. A significant proportion of pupils were also Pupil Premium pupils.

## Summary of Catch-up Strategies

Lockdown and COVID-19 has undoubtedly affected all pupils differently as has the level at which each pupil engaged with the Hacton at Home learning; however, many pupils were identified as having similar gaps, which enabled us to group them to provide the best level of support. According to the EEF's COVID-19 Support Guide for Schools, one of the most effective ways of providing catch-up support for pupils is 'Targeted Support', which was the approach that we adopted at Hacton, focusing

on individual and small group tuition.

### Strategies

- Personalised and targeted one to one support
- Targeted small group tuition
- Structured intervention programmes

### Costings

Intervention	Details	Cost
Teacher / TA Tuition	Plan and deliver timetabled tuition sessions (before or after school) to bridge the gaps in children's learning	<b>£630</b>
Extra Teaching Capacity	Teacher to plan and deliver targeted support across the school	<b>£8,125</b>
Additional TA support	Teaching Assistants to deliver additional sessions to bridge the gaps in children's learning	<b>£840</b>
		<b>Total Costs</b> <b>£9,595</b>

### The effect of this expenditure will be assessed in the following ways:

- Half termly data drops in the Autumn term followed by termly data drops
- Pupil progress meetings to monitor, track and evaluate the progress of targeted pupils
- End of KS1 and KS2 assessment data

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