



## How will Dale Hall Primary School use the Catch Up Premium to improve outcomes for ALL pupils....?

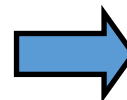
The purpose of this document is to enable our whole school community to understand how we plan to improve the outcomes of the pupils at Dale Hall Primary School as a result of school closures. Schools have been given funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the curriculum expectations for the next academic year. This offer may change to reflect the needs of the pupils and the community where necessary.



We have been allocated by the DFE £33,600 for 2020-2021 which is based on our pupil numbers. We have split the funding into three key areas based on EEF recommendations:

### Teaching ( £8,300)

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

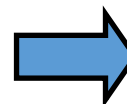


*"The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils."*

- Accurate assessment to identify whole school and individual pupil needs
- Excellent remote learning provision supported by IT equipment, RLSA and access to resources (see remote learning offer)
- Focussed spending on training for all teachers
- Use of metacognitive teaching approaches across the school.

### Targeted academic support (£13,000)

- High-quality one to one and small group tuition
- Teaching assistants and targeted support
- Academic tutoring
- Planning for pupils with (SEND)
- A space to learning with appropriate resources

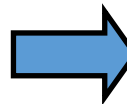


*"Findings suggest that primary-age pupils have significantly lower achievement in both reading and maths as a likely result of missed learning."*

- Targeted supported as a result of assessments will be given to all pupils.
- Tutoring and mentors assigned to children where necessary

### Wider strategies (£12,300)

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a SEL curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Technology (ipads/laptops etc)



*"Supporting pupils' social, emotional and behavioural needs, primarily as part of good teaching, is likely to prove an effective strategy to support learning"*

- Continuing to establish the routines of the classroom and our core ways to 'be'.
- Increase the role of our family liaison officer to enable more direct work with families
- THRIVE approach used across the school

Updated  
Jan 2021



## The EEF research behind our school strategy

Full details can be found here: [https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/The\\_EEF\\_guide\\_to\\_supporting\\_school\\_planning\\_-\\_A\\_tiered\\_approach\\_to\\_2021.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf)



### Improving Teaching...

Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning. One of the challenges of the recent shift to remote teaching has been the removal of the classroom contexts where so many habits and effective strategies have been developed and honed. The EEF's rapid evidence assessment on remote learning (April 2020) found that it was the components that define effective teaching, such as clear explanations and scaffolding, that should be our focus for planning to further improve teaching in the upcoming academic year. Our recent review of the evidence on Special Educational Needs in Mainstream Schools found strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies, are key components of high-quality teaching and learning for all pupils. They provide just some of the strategies that will either already be in the repertoire of every teacher or can be relatively easily added to it.

### Targeted support

High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. We can also anticipate that pupils with SEND will need specific support.

### Wider Support

Schools will be deploying a range of wider strategies to support their pupils in this academic year with creativity and commitment. With new challenges attending social distancing measures, for example, school leaders will continue to be flexible and will need to adapt their planning appropriately. There may be new barriers to success in school, such as reduced attendance, or adaptations to school routines which may affect the behaviour of some pupils. Equally, many pupils will thrive as regular school routines are (re) established and school leaders focus on the social and emotional needs of their pupils.