

## Catch-up funding proposals – October 2020

### **What funds are available?**

We are expecting a total of £80 per pupil R-Y6 in three tranches over the three terms of 20-21. This will equate to about £32k.

Details are here: <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>

Education Endowment Fund advice on use of the funds is here:

<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/>

### **What needs to catch-up**

Initial internal assessments suggest that educational gaps are not hugely significant as a result of COVID break for most children: tracking of KS2 PIRA and PUMA tests show that, on the whole, cohorts have performed within 2 scale points either side of previous attainment. There is some evidence that some children that were previously behind ARE may have slipped further behind. There is some significant individual variance.

We don't have standardised comparisons for writing attainment. Current Y2 do seem relatively weak in their phonics prior to statutory testing in November.

### **Considerations**

1:1 or small group tutoring or interventions are an obvious place to spend this money, but we had previously chosen to cease our Tutor Trust contract due to concerns over its effectiveness. Some key concerns were around communication with the class teacher, relevance and disruption to other curriculum areas. There was some reluctance to do the sessions after school, especially for younger pupils.

We do have some interventions already in place, typically delivered by TAs notionally funded by Pupil Premium monies (but accessed by others too). Again, these interventions are problematic when they remove children from 'Quality First Teaching' plus there are currently less group spaces for interventions due to COVID arrangements e.g. Quiet Room and Blue Room being used as staffrooms.

It was noted that current Y4-6 were the year groups most likely to have missed a whole term of education: other year groups had at least some weeks back in school at the end of term (or weren't school age at the time).

There is a concern that spread thinly across the school, this Catch-Up money could have limited impact: £2400 per class is the equivalent of just over half a day a week of a TA for a year, or one lesson a week from a top of scale teacher.

## **Proposal**

It is proposed to spend the bulk of the money on a 1:1 deployment of Chromebooks across Y4-6. These Chromebooks will go to and from home and will be passed from Y6 to the new Y4 at the end of the year. We will also add some key new subscriptions and, crucially, employ an existing KS2 TA to have overtime to monitor our e-learning packages, communicate with teachers and assign (and re-assign) work to address gaps from summative and on-going formative assessment.

This proposal would benefit all children R-Y6 eventually, as the expected life-span of the Chromebooks would be 5-10 years. The initial investment is towards Y4-6 as these were the year groups that lost most teaching and learning time from Easter 2020 until September.

***“Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months’ progress.” EEF***

Four months is what was potentially lost during lock-down.

## **How do we envisage this helping ‘Catch Up’?**

***“To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback— is more important than which form of technology is used.” EEF***

When used correctly, IT solutions can provide bespoke content to the right child at the right time. The content is, for most children, very engaging and they are motivated to use it. It can provide teachers and other staff with clear assessment data in an instant, upon which to base further teaching and learning - delivered conventionally or through IT with professional oversight.

1:1 deployment should be transformative in terms of pedagogy and the running of lessons. We **will** still be using a lot of traditional pencil and paper methods, but the children will also routinely be able to access electronic resources to support learning. This will be managed within a now-familiar Google Classroom environment, including content-free tools such as Google Docs, Sheets and Forms plus existing personalised content from Mathletics and Times Tables Rock Stars. This will be supplemented by Maths Flex as new personalised programmes for students, plus Brain Pop to support other curriculum areas.

***“Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches. It is unlikely that particular technologies bring about changes in learning directly, but some have the potential to enable changes in teaching and learning interactions. For example, they can support teachers to provide more effective feedback or use more helpful representations, or they can motivate students to practise more.” EEF***

For example, IT will be used to:

- Identify individual students’ learning needs, and gaps, and deliver bespoke content to that child. This must be related to work currently or recently covered in class and be actively monitored by a member of staff. The IT delivery is not a replacement for ‘Quality First’ teaching or targeted intervention by staff.

- Bring engaging multimedia content to each child – at home as well as school – to maximise engagement in learning
- Support instant assessment for teachers at the end of a lesson e.g. a simple Google Form or Kahoot quiz in a plenary that means that teachers have a record of understanding – and a target group for intervention – as the children leave the classroom
- Provide other forms of feedback e.g. live interaction on a piece of written work between a staff member and pupil using Google Docs, or comments left whilst marking. Actions to address feedback are tracked
- Promote collaborative working and the sharing of ideas.

***As the EEF states: “Studies suggest that approaches which individualise learning with technology (such as one to one laptop provision where pupils work through learning activities at their own pace, or individual use of drill and practice software) may not be as helpful as small group learning with technology or the collaborative use of technology.”***

This finding probably relates to the ‘Integrated Learning Systems’ from the late 90s that partially eschewed the role of the teacher as the system itself ‘decided’ what content to provide next to the user, perhaps maintaining an 80% success rate. This isn’t what we are promoting, although Maths Flex does incorporate some AI. We are NOT supporting systems that meander around the curriculum: assigned tasks will be relevant to the work being covered (or about to be covered) in class or specific gaps that have been identified by staff or the software.

***“There is clear evidence that digital technology approaches are more beneficial for writing and mathematics practice than spelling and problem solving, and there is some evidence that they are more effective with young learners.” EEF***

I am particularly keen to make best use of the IT to support the editing process whilst writing. Children will be able to respond to teacher’s prompts and they will even be able to edit work together. It will also be possible for children to jointly collaborate on written work. Those children that struggle with fine motor skills might find that working on a keyboard can increase output and the general typing and IT skills that the children develop will be beneficial for further or higher education and work.

### Costs

Y6: 60 new Chromebooks @ £171.31 = £10278.60

Y5: 60 new Chromebooks @ £171.31 = £10278.60

Y4: 20 new Chromebooks @ £171.31 = £3426.20

**Hardware total £23,983.40**

Licences £17.20 x 140 = £2408

**Total costs £26,391.40**

The other 40 Chromebooks for Y4 would come from existing stock, leaving a class set for Y3. There would be no further requirements for trolleys for charging etc as the Chromebooks will go home.

Planned IT expenditure in financial year 21-22 would focus on KS1.

Parents will be asked to supply cheap headphones and Chromebook bags themselves (perhaps for Christmas). We will purchase these for families on FSM, costing £400.

We will spend a further £300 on spare power leads, and £200 on screencast software.

### New IT subscriptions

Maths Flex (Y1-6) £1500 pa currently being trialed

Brainpop £1200 pa (Y4-6 individual accounts)

Clicker Writer (for Chromebooks) 10 licences for £900 pa

These proposed subscriptions need further consideration and negotiation.

### Staff member role

*“There is extensive evidence of positive effects across age groups and for most areas of the curriculum. However, the variation in impact and the range of technologies available suggest that it is always important to monitor the impact on learning of any new approach.” EEF*

This role would typically be 1 hour after school but need not be on site. The post-holder will be assigning Mathematics and Maths Flex tasks to match the work being covered in class, differentiating and re-assigning as necessary. They will report back to class teachers and TAs as regards priority children and areas for intervention.

**Cost: £3000 per annum (funded from Pupil Premium)**

### Training needs

Having had the ‘crash course’ of remote T&L during lockdown, our teachers and children are very well prepared already for this initiative. We are in the brilliant position of having real experts

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already in-house: people who have used these tools in real life already. What is different is the 24/7 immediate access to these resources and planning for their use across the school day and beyond. I would expect to lead on this, with support from others. We also have two Google Global Educator contacts for support.

Key Stage 2 teachers will complete at least level 1, and possibly level 2, of Google Educator certification as part of their performance management.

### **Balance of funds**

I would be inclined to look at using any balance of funds for some KS1 catch-up, particularly around phonics and writing.