An evidence trail from the Coronavirus (COVID-19) catch-up premium linked to guidance from the Education Endowment Foundation that contradicts established DfE National Curriculum statutory regulations and current guidance for Ofsted inspections (2019)

This is a logical thread starting with the first link to the National Tutoring Programme (£350m government-funded initiative):

https://nationaltutoring.org.uk/

Further information here:

https://nationaltutoring.org.uk/about-us

Both pillars are funded as part of Government's £350m allocation to tutoring, through the £1bn coronavirus catch up package. Further information about catch-up funding, including for early years settings and post-16 providers, is provided on the ==**Department for Education website**==*:*

https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium

Guidance

Coronavirus (COVID-19) catch-up premium

What school leaders need to know about the catch-up premium and the National Tutoring Programme, including funding amounts and how funding should be spent.

Published 20 July 2020

==Last updated 24 August 2020 — see all updates==

From:

Department for Education

Use of funds

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, ==in line with the guidance on curriculum expectations== for the next academic year.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a ==**support guide for schools**== with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way. This could include, for example:

small group or one-to-one tuition (particularly through the National Tutoring Programme)

summer programmes to help re-engage pupils or extra teaching capacity from September

Guidance to support the use of tuition will be published as part of wider National Tutoring Programme communications later in the summer.

To support schools to implement their catch-up plans effectively, EEF has published **the school planning guide: 2020 to 2021.** This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.

The EEF Support Guide for Schools:

https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

Intervention programmes

In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.

A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.

Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.

Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.

Additional information about high-quality programmes that have undergone rigorous evaluation is available on the EEF's Promising Projects list.

https://educationendowmentfoundation.org.uk/tools/promising/

Language and Literacy Projects

Abracadabra (ABRA) promising project

An online reading programme to improve early literacy

EVERYDAY CONDITION TRIAL IN PROGRESS

UNDER BEST POSSIBLE CONDITIONS

Accelerated Reader promising project

A web-based programme that encourages children to read for pleasure.

EVERYDAY CONDITION TRIAL IN PROGRESS

UNDER BEST POSSIBLE CONDITIONS

Dialogic Teaching promising project

Improving children's learning by improving the quality of classroom talk.

UNDER BEST POSSIBLE CONDITIONS

Graduate Coaching Programme promising project

Testing the impact of a one to one academic coaching programme.

UNDER BEST POSSIBLE CONDITIONS

Nuffield Early Language Intervention promising project

Improving spoken language skills in young children around the time that they start school

UNDER EVERYDAY CONDITIONS+3UNDER BEST POSSIBLE CONDITIONS

Switch-on Reading promising project

An intensive literacy intervention involving daily short individual sessions for 10 weeks

UNDER EVERYDAY CONDITIONS0UNDER BEST POSSIBLE CONDITIONS

Talk for Literacy promising project

Testing the impact of three speaking and listening interventions on literacy

The EEF Schools Planning Guide

https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf

Additional information about effective approaches for supporting great teaching is included in the EEF's Teaching and Learning Toolkit and **EEF guidance reports**.

https://educationendowmentfoundation.org.uk/tools/guidance-reports/

https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/

https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf

3 Effectively implement a systematic phonics programme

Evidence Summary
The purpose of phonics is to quickly develop pupils' word recognition and spelling. This involves developing a child's phonemic awareness, which is their ability to hear, identify, and manipulate phonemes (the smallest unit of spoken language), and to teach them the relationship between phonemes and the graphemes (a letter or combination of letters used to represent a phoneme) that represent them. There is very extensive evidence to support the use of a systematic phonics programme with pupils in Key Stage 1.

Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships through an organised sequence. In systematic phonics programmes that use synthetic phonics approaches, this often means teaching the skills of decoding new words by sounding them out, and combining or 'blending' the sound spelling patterns. The sequence is generally organised to introduce children to the most highly frequent graphemes and provide them with knowledge of the most useful frequent pairing of graphemes in words first, 'satpin' is a prevalent example of this, but other initial sequences are possible. It is necessary to teach these skills explicitly, but pupils should also have the opportunity to apply and practise these skills outside of phonics sessions during other reading and writing activities.

Our guide Working with Parents to Support Children's Learning highlights the impact of parent-child home reading on language and literacy development and offers some approaches for supporting parents with shared reading so further practice can be undertaken at home.

Teachers could support pupils to practise by providing them with text containing words that can be decoded using the letter-sound patterns they have already been taught, or by having children write their own sentences using the letter-sound combinations taught and then reading their own and others' stories. The goal is to improve the fluency (speed) as well as accuracy of pupils' decoding to the point that it becomes automatic and does not require conscious effort.

Schools should use a systematic phonics programme or approach with secure evidence of effectiveness.

However, in the UK there are currently only a small number of phonics programmes that have been rigorously evaluated.

A further consideration is that there are several approaches to teaching phonics systematically this includes the analytic approach (which uses word groups e.g. 'pet', 'park' and 'push'), the analogy approach (which uses rimes e.g. 'night', 'flight' and 'bright') and the highly popular synthetic phonics approach described above. Only a few studies have compared these approaches, and there is not yet enough evidence to make a confident recommendation to use one approach rather than the other.

The prevalence of synthetic phonics in English schools makes studies comparing different types of systematic phonics approaches difficult.

The available evidence clearly indicates that it is important how phonics is taught, so it may help to consider the following features of effective programmes:

Training—ensure all staff have the necessary pedagogical skills and content knowledge, for example, sufficient linguistic knowledge and understanding.

Responsiveness—check if learning can be accelerated or extra support is needed and identify specific capabilities and difficulties to focus teaching.

Engagement—lessons engage pupils and are enjoyable to teach.

Adaptations—carefully consider any adaptations to the programme, as they may reduce its impact.

Focus—a responsive approach to grouping pupils is likely to help focus pupil's effort and improve teaching efficiency

8 Use high-quality structured interventions to help pupils who are struggling with their literacy

The resources in Box 9 are a good place to assess the evidence of programmes. Reading Recovery, an intensive teacher-led 1:1 reading programme for KS1 pupils, is highlighted by the EIF guidebook for the positive impacts found in several high-quality evaluations conducted in America.

This is consistent with the evidence that 1:1 tuition can have particularly positive impacts if delivered by a teacher.

[Please note, the significance of this 'evidence trail' is described via the post '**The Education Endowment Foundation is actively undermining the government in England and here is an evidence trail to show this**' at Debbie Hepplewhite's '*The Naked Emperor*' blog:

https://debbiehepplewhite.com/the-education-endowment-foundation-is-actively-undermining-the-government-in-england-and-here-is-an-evidence-trail-to-show-this/]