

The announcement

<https://www.gov.uk/government/news/billion-pound-covid-catch-up-plan-to-tackle-impact-of-lost-teaching-time>

Within the announcement:

Today the Education Endowment Foundation has also [published a guide](#) to help school leaders and staff decide how to use this funding to best support their pupils and their outcomes.

The guide (which is linked in the govt announcement above)

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

Within the guide:

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.

The EEFS Promising Projects List

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

Filtered for Language and Literacy

ABRACADABRA (ABRA)

Accelerated Reader

Dialogic Teaching

Graduate Coaching Programme

Nuffield Early Language Intervention

Switch-on Reading

Talk for Literacy

What is Switch-On Reading?

Switch-on Reading is an intensive 10-week literacy intervention. It is delivered on a one to one basis by staff, most commonly teaching assistants, who have been trained in the approach. The purpose of Switch-on is to achieve functional literacy for as many pupils as possible, and so to close the reading achievement gap for vulnerable children working below age-expected levels. It is inspired by the well-established intervention Reading Recovery, which is teacher led and delivered over a 12-20 week period. (Source: <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/switch-on-reading/>)