

# Catch-Up Premium Plan

## Fairfields Primary School

### Summary information

<b>School</b>	Fairfields Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£ 21,840		<b>Number of pupils 273 (funded) 310 pupils on roll</b>

### Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

### 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 [coronavirus \(COVID-19\) 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.

### EEF Recommendations

The EEF advises the following:

- Teaching and whole school strategies
- Supporting great teaching
  - Pupil assessment and feedback
  - Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

## Identified impact of lockdown on our children and families

### **Knowledge and Understanding in the core areas of reading, writing and mathematics**

Within maths, summer term objectives such as fractions and time were identified across school as objectives where depth of understanding was not evident. These have formed the basis of our recovery curriculum. Furthermore, greater depth reasoning across all strands will be a focus within maths lessons. We are using support from the DfE Ready to Progress materials to support teachers in adapting plans.

In writing, it has been identified that an area of focus needs to be within the children's rigour for writing, particularly Year 1 children who missed out on crucial time in the Summer Term of their Reception year to embed writing skills. Additional structured opportunities for writing were planned into the weekly timetable for children in Key Stage 2 and within the continuous provision for children in Key Stage 1.

In some year groups additional SPAG lessons were added to the weekly writing timetable to address the recall and use of discrete grammatical terms.

On return to school, it has been assessed that children's reading fluency has been maintained during school closure which has been a positive outcome..

Therefore, within reading sessions, we will continue to focus on the teaching and understanding of individual reading skills and how these build to the overall comprehension of the text that has been read. More so than ever, we will also provide a wide range of text types, as this would not have been so easily accessible to families during home schooling.

Additional, rigorous phonic sessions were added to the daily timetable for groups and individual 1:1 sessions. Resources were supplied to parents and training given to support them in working on phonics at home with their child. During lockdown remote phonics assessment were carried out so that teachers could continue to tailor specific lessons to individual needs. Phonics were also a focus in the Continuous Provision for Key Stage 1.

After school clubs were set up for reading, writing, maths and phonics and target children were identified and invited to attend clubs.

### **Social, emotional and mental health and personal development**

As a school we are fully committed to supporting our pupils emotional and mental health and wellbeing. We have a strong focus on spiritual, moral, social and cultural development and have a strong wellbeing and values programme. Our children's access to our comprehensive programme of support for social, emotional and mental health was significantly hindered during lockdown. For many of our children, their place of safety, routine and security was closed to them. Some of our children were negatively affected by Covid-19 through bereavement of loved ones and/or long term illness. Many children will have had limited social contact with their peers for in excess of 5 months. Children will need support to re-establish their connections as well as process the life changing factors of the Covid pandemic. Many families have seen an impact financially due to the pandemic and family circumstances have changed. There have been a number of families seeking support.

In Reception and Year One, children have missed significant opportunities to develop appropriately and with others in the prime areas of the Early Years Framework. This loss in personal, social and emotional development and communication and language is a significant concern for our school. The loss of this vital early years' experience has been notable. Direct teaching of social skills and emotional literacy has been missed.

Key parts of our comprehensive PSHE and ethos-based education were missed. These key themes of health and wellbeing, relationships and living in the wider world have not been experienced as effectively as they can be in school.

Children's loss of cultural capital as a result of lockdown concerns us e.g. clubs, experiences, trips, holidays, special visitors.

**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

#### **i. Teaching and whole-school strategies**

<b>EEF Recommended Strategy and Rationale</b>	<b>Implementation</b>	<b>Anticipated cost</b>	<b>Expected Impact</b>
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<p><b>Supporting Great Teaching</b></p> <p><i>Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning</i></p> <p><i>Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development</i></p>	<p>Use Classroom Secrets premium resources as a framework for teachers as this scheme has already taken into account the impact of missed sessions during the summer term and planned for ensuring prior learning is revisited and built upon.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports children’s understanding of key concepts.</p> <p>Supply manipulatives for children working at home to support access and deeper understanding of concepts.</p> <p>The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Planning will look at key concepts that the children will need to ensure they understand to be able to build on this knowledge in subsequent year groups.</p> <p>Further widen teacher’s access to high-quality teaching and learning resources</p> <p>English Subject Leaders access to high quality CPD and planning to support whole staff development and improvements in writing.</p> <p>Additional resourcing to ensure Year One is equipped for a successful continuous provision approach to learning to be successful.</p>	<p><i>Purchase whole school subscription to premium resources - classroom secrets</i> <i>(£250)</i></p> <p><i>Purchase additional manipulatives for all year groups to ensure children have individual packs of resources of key items – base 10, boxes, multiplication squares, counters, dice</i> <i>(£2000)</i></p> <p><i>Maths No Problem CPD training for TAs and teachers</i> <i>(£500)</i></p> <p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i> <i>(£1000)</i></p> <p><i>Use of MKTSA/IFTL CPD programme</i> <i>(free within IFTL subscription)</i></p> <p><i>Purchase of annual subscription of Write Stuff Resources CPD and whole school planning for subject lead</i> <i>(£149)</i></p> <p><i>Purchase of resources to support 3 classrooms set up successful continuous provision to aid transition and support high quality CP approach.</i></p>	<p>Knowledge gaps will be identified and planning adapted to address these. This will ensure that attainment across the Curriculum is maintained and pupils attain inline with National Expectations.</p> <p>The use of manipulatives in Maths will ensure that children are able to use concrete aids to build their understanding of abstract topics.</p> <p>A personalised approach to CPD will ensure quality first teaching for all children. All teaching will be at least good.</p>
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	<p>To support new staff and 5 NQTs bespoke CPD programme and coaching/mentoring support.</p>	<p style="text-align: right;"><i>(£2,000)</i></p> <p><i>Use ECF resources to create bespoke package of support.</i></p> <p><i>IFTL subscription – free CPD</i></p> <p><i>Weekly support sessions</i></p>	
<p><b><u>Pupil assessment and feedback</u></b></p> <p><i>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</i></p>	<p>Teacher and TA training on high-quality feedback to ensure we benefit significantly from this most powerful tool for developing learning. Staff to revisit ‘live’ marking and whole class feedback CPD. Support to be given to new staff to support implementation</p> <p>Develop assessment of Foundation subjects in order to identify gaps. Teachers to have opportunities to assess foundation subjects. Subject leaders to revisit progression grids to adjust curriculum map accordingly.</p> <p>Frequent low-stakes testing to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge.</p> <p>Assessment cycle to be revisited and Cornerstones tests along with online tool will be used to identify gaps and offer standardised score. Staff use these assessments to adapt their planning in order to close the gaps.</p>	<p><i>CPD staff meetings</i></p> <p><i>Subject lead release – 1 half day per term per subject to develop assessment framework for use in Otrack and monitor.</i> <i>(9 x £180 = £1620 x3 £4860)</i></p> <p><i>Otrack subscription to allow monitoring of foundation subjects more effectively.</i> <i>( £793)</i></p> <p><i>CPD – use of Apps within Teams to support quiz/testing, strategies for low stakes testing.</i> <i>(In house CPD and IFTL subscription package)</i></p> <p><i>Purchase and implement Cornerstones Assessments. Complete termly tests and use gap analysis spreadsheets to identify gaps and input on Otrack to track performance. Send to cornerstones to ensure National Comparison data is collated by deadlines each term</i> <i>(£1100)</i></p>	<p>Ensuring effective feedback is given to pupils will enable them to identify areas for development and make improvements.</p> <p>Analysis of assessments will identify gaps and inform future planning. This approach will support in closing gaps in R/W/M - Data will evidence this.</p>

<b>Support Remote Teaching</b>	Ensuring a high quality remote learning offer is in place for individual pupils, groups or cohorts and whole school lockdown.	<i>CPD - Teams Training and Support</i>	By ensuring prompt and relevant remote learning is accessible, any gaps
<p><i>Focusing on high-quality remote learning will always be valuable for pupils. When implementing strategies to support pupils' remote learning, or supporting parents to do so, the key things to consider include: Teaching quality</i></p> <p><i>Ensuring access to technology</i></p> <p><i>Peer interactions -provide motivation and improve learning outcomes Supporting pupils to work independently</i></p>	<p>Training from computing lead on use of Microsoft Teams to support the delivery of effective remote learning. A mixture of live lessons and activities will be used. Independent tasks set. Learning feedback will be shared regularly. Dedicated 'remote learning' teacher to attend CPD and disseminate across school, sharing good practice.</p>	<p><i>Microsoft Teams training INSET day to support set up of a consistent high quality whole school approach.</i></p> <p><i>(In house and IFTL CPD)</i></p>	<p>that children experience in their learning due to absence will be minimised and data will evidence that predicted targets end of year targets will be achieved.</p>
<b>Total budgeted cost</b>			<b>£12, 652</b>

ii. Targeted approaches

EEF Recommended Strategy and Rationale	Implementation	Anticipated cost	Expected Impact
<p><b><u>High Quality Booster Groups and Intervention</u></b></p> <p><i>There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.</i></p> <p><i>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.</i></p>	<p><u>1-to-1 and small group tuition</u></p> <p>In addition to our regular programme of Booster and Intervention we will:</p> <p>Deliver a range of ‘catch up’ intervention sessions. These will be linked to the latest outcomes for pupils information, precisely targeted, rapidly reviewed and time-specific and led by experienced Learning Support Assistants and Teachers.</p>	<p><i>Daily Phonics breakfast club - small group tuition for Year 3 pupils RN (Autumn Term 5 x 30 mins)</i></p> <p style="text-align: right;"><i>(£1250)</i></p> <p><i>Purchase resources in order to ensure the successful delivery of high quality Booster and Intervention to include: Speed sounds resources</i></p> <p style="text-align: right;"><i>(£573)</i></p>	<p>By increasing targeted time spent reading/supporting maths 1:1 , data analysis will indicate gaps in reading progress will close.</p> <p>Identified children will have significantly increased rates of reading fluency. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>

	<p><u>Interventions</u> Effective intervention following assessment, which will be used to ensure that support is well-targeted and to monitor pupil progress. This will be formative based initially. Small group and one to one tuition where applicable.</p> <p>To close the gap between pupils who are at age related expectations and those children who are not yet at age related Interventions identified by Key Stage Leaders. Staff are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data)</p> <p>Regular SEND Reviews ensures teachers are fully aware of pupils and their individual needs. Personalised Support Plans and the systematic approach of the SENCo ensures provision is implemented and needs met.</p> <p>Within SEND Reviews pupils and their needs are discussed. Targets are identified and strategies/support put in place to ensure the delivery is both efficient and effective. The provision map evidences pupils, their need, targets and the interventions/support planned.</p>	<p><i>Whiteboards</i></p> <p style="text-align: right;"><i>£160</i></p> <p><i>Booster Groups and Intervention – TA Led</i></p> <p><i>EYFS Speech and language and intervention - phonics – Number Social skills Name writing</i></p> <p><i>Year 1 Phonics - Number- Pastoral support 1:1-</i></p> <p><i>Year 2 Phonics - Number- Pastoral support-</i></p> <p><i>Year 3 Maths-£390 Reading - £638 Emotional literacy- £255 Phonics- £10 Pastoral support- £93 Socially speaking-£638</i></p> <p><i>Year 4 Reading - Spelling support Phonics Maths Fine motor skills Pastoral support 1:1</i></p> <p><i>Year 5 SPAG</i></p> <p><i>Year 6 SPAG</i></p>	<p>By providing reading catchup interventions for identified children in the afternoons, data analysis will indicate gaps in reading to close and progress to accelerate.</p> <p>The deployment of additional adults is reflective of need/provision map. Any additional support given post universal support is by adults who are familiar to the pupils and to ensure consistency, programs/interventions are delivered by the same adult. This allows relationships to be built up and trust to be gained. Regular feedback from TA's ensures teachers are kept well informed of progress of individuals and as a result impact is maximised within the classroom.</p>
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			<b>Total budgeted cost</b>	£4007
<u>Extended school time</u>	Identified children are able to access a weekly catch-up club (1 hr per week).	<i>The cost of a teacher per club (x3 a week per year group and additional planning time.</i>	<b>(£3000)</b>	The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.

iii. Wider Strategies			
<u>EEF Recommended Strategy and Rationale</u>	Implementation	Anticipated cost	Expected Impact

<p><u>Supporting parents and carers</u> <i>Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Schools have provided extensive pastoral support to pupils and families throughout the pandemic.</i></p> <p><i>Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.</i></p> <p><i>Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.</i></p>	<p><i>Additional</i> online learning resources will be purchased, to support children reading and Maths at home. Nesy will be purchased so that children can practise spellings and phonics knowledge at home. TT Rockstar/NUMBOTS s to support maths fluency.</p> <p>Home-learning paper packs are printed and ready to distribute for all children who need it. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs – exercise books, pencils, pens, maths resources in plastic wallets</p> <p>By ensuring that all children are able to access a wide range of phonetically matched reading books at both home and school simultaneously, and by providing parents with the resources to continue to practise phonic awareness at home, we expect the impact to be accelerated improvement in the children’s reading and phonics ability.</p> <p>Adapt our approaches to parental engagement to ensure that Covid restrictions do not inhibit families opportunities to access support e.g. pre-recorded and/or virtual Parent Workshops, Parents’ Evenings, communication techniques.</p> <p>Ensure there is pastoral support daily before/ during the school day for children and parents alike, to address / support anxiety issues/ delayed PSED development which may arise. SLT and SENCo on gate every morning to address any concerns immediately.</p>	<p><i>Nesy Subscription</i></p> <p><i>TT Rockstars and Numbots subscription</i> <i>(£240)</i></p> <p>• <i>Exercise books plastic wallets and stationery</i> <i>(£250)</i></p> <p><i>Parents phonics workshops via Zoom</i> <i>Access to RWI resources – subscription</i></p> <p><i>Additional reading scheme books, reading for pleasure library books delivered to families during remote learning.</i></p> <p><i>website costs</i> <i>(£50)</i></p> <p><i>Parents Evenings, meetings and reviews held via Zoom.</i></p>	<p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationery, resources and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>
<p><u>Access to technology</u></p>		<p><i>Headphones for supporting pupils at home with remote learning</i></p>	

<p><i>Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children.</i></p>	<p>Communication with parents to ensure all pupils have access to technology to support remote learning. DFE Lap tops – set up and support given to families. SIM Cards with free data for families without broadband.</p>	<p><i>8x headphones (€55)</i></p> <p><i>SIM Cards – free Data vodafone</i> <i>Free Wifi – BT Codes</i></p> <p><i>Dongles</i></p>	
<p><b><u>Social, Emotional and Mental Health Support</u></b></p> <p><i>Children will have had different experiences of the pandemic and time and stimuli to discuss their experiences will help support them to process what has happened and what is still happening.</i></p>	<p>Focus on mental health and social and emotional communication through development of emotional literacy – wellbeing check ins 2 x a day.</p> <p>Use of Theraplay activates initially daily (then weekly) in order to create an atmosphere of positive wellbeing and allow children to return to a state of positive learning behaviours as soon as possible.</p> <p>Use of wellbeing team to provide individualised support for children families.</p>	<p>Training for all staff. Resources to create wellbeing boards in each class. Wellbeing lead release to support implementation and monitor impact. (€200)</p> <p>furniture and resources (€400)</p> <p>(€5000)</p> <p><i>Theraplay training for SENCO to support pupils</i> <i>Training – School CPD budget</i></p> <p>Theraplay sessions 5x 30mins (€1155) <i>2 x 30 mins per day - TA Support (€3,000)</i></p>	<p>Our approach will be holistic, supported by the physical environment which is aesthetically pleasing and calming to the eye.</p> <p>Carefully designed classrooms include 'safe spaces' and areas to support physical well-being. Visual cues in the classroom, such as feelings vocabulary, offer handy reminders for pupils and staff.</p> <p>Our explicit approach means that we are well placed to manage pupils' return to school in the coming academic year. Exclusions will not increase despite pupils absence from school during 'lockdown.' Data analysis will indicate pupils generally remain behaving positive.</p>

<p><b>Outdoor Learning</b></p> <p><i>EEF states that outdoor learning/forest schools can provide an opportunity for</i></p>	<p>Outdoor Learning Provision</p> <p>Development of outdoor area for Nursery, reception and Year 1.</p>		<p>As a result of dedicated time to bond with their peers, free from academic classroom constraints, children's relationships will return to a positive foundation. Following</p>
<p><i>collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion will also be involved. On average, children who participate in adventure learning situations make approximately four months additional progress.</i></p>		<p>Sessions and set up costs</p> <p>(£1000)</p>	<p>Maslow's hierarchy of need, children will be ready to learn within the classroom and as a result academic progress will be increased.</p>
<b>Total budgeted cost</b>			11350
		<b>Cost paid through Covid Catch-Up</b>	21840
		<b>Cost paid through school budget</b>	6169
		<b>Grand Total</b>	28089