



## Catch-Up Premium Plan

Summary information					
School	Fairfield First School				
Academic Year	2020-21	Total Catch-Up Premium	£9840	Number of pupils	123
Use of Funds			EEF Recommendations		
<p>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 <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> 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.</p>			<p>We have matched our strategy to EEF suggested tiered system (<i>ours is in red</i>)</p> <p><b>Teaching and whole school strategies</b></p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching - <i>Quality First Teaching supported by evidence informed CPD for teachers and support staff. A broad and engaging curriculum that ensures missed objectives are built in to our cross-curricular topics.</i></li> <li>➤ Pupil assessment and feedback – <i>baseline assessment and ongoing AFL, with at risk pupils identified and tracked closely. Interventions used to support.</i></li> <li>➤ Transition support – <i>staff CPD on end of year assessment and moderation to ensure a smooth transition for all children, where any gaps in learning are identified and addressed.</i></li> <li>➤ <i>Regular staff CPD on mental health, wellbeing.</i></li> </ul> <p><b>Targeted approaches</b></p> <ul style="list-style-type: none"> <li>• One to one and small group tuition - <i>Same-day in-class intervention by TAs/Teachers</i></li> <li>• Intervention programmes - <i>Intervention teacher led targeted group teaching for identified pupils (such as phonics/ reading/ letter formation), following pupil progress meetings/ baseline and ongoing assessment</i></li> <li>• Mental Health Intervention programme- <i>Mental health support teacher led targeted group/1:1 work.</i></li> </ul> <p><b>Wider Strategies</b></p> <ul style="list-style-type: none"> <li>• Supporting families – <i>Mental Health support teacher</i></li> <li>• Access to technology - <i>Home learning provision constantly reviewed.</i></li> </ul>		

## Identified impact of lockdown from baseline and teacher observation and assessments

<b>Maths</b>	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys.
<b>Writing</b>	Children have lost essential practising of reading and writing skills. Handwriting and fine motor control (Y1 and YR) is poor. Letter formation (Y2) and handwriting is weak. Teachers comment on lack of stamina and fluency in writing.
<b>Reading</b>	Reading was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide.
<b>Non-core</b>	There are some gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

**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

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review
<p><u>Supporting great teaching:</u></p> <p>The curriculum 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.</p> <p><i>Quality First Teaching supported by evidence informed CPD for teachers and support staff. A broad and engaging curriculum that ensures missed objectives are built in to our cross-curricular topics.</i></p>	<p><i>Curriculum mapped with missed learning identified for core and foundation subjects</i></p> <p><i>Teachers planning is detailed and includes missed objectives alongside new content</i></p> <p><i>Maths and English lead identified and mapped missed learning for teachers to build these into planning.</i></p> <p><i>WRM used to support learning.</i></p> <p><i>The website will show sequences of learning and how each subject will be delivered. Subject leaders will have time for monitoring their subject across school.</i></p> <p><i>Continued CPD for teachers across the year.</i></p> <p><i>Online provision for bubble/whole school closures to follow same curriculum – support documents created for class teachers.</i></p> <p><b>(£1000)</b></p>		<p>AP</p> <p>Subject Leaders</p>	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p>

<p><u>Teaching assessment and feedback</u> 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.</p> <p><i>Baseline assessment and ongoing AFL with 'at risk' pupils identified and tracked closely. Interventions used to support.</i></p>	<p><i>Continue to use Scholar Pack to track assessments and monitor at risk groups termly.</i></p> <p><i>Increase understanding of assessment processes by providing specific CPD for staff.</i></p> <p><i>Moderation of work as a staff team</i></p> <p><i>Additional use of WRM to assess each module in maths</i></p> <p><i>PP children tracked half termly.</i></p> <p><i>Interventions put in place where need identified. (TA/Intervention teacher)</i></p> <p><i>Phonics catch up provided for Year 1 and Year 2</i></p> <p><i>Speech and Language Support in school regularly working with R/1/2 children</i></p> <p><b>(£1000)</b></p>		AP & all staff	All year round with data collections termly
<p><u>Transition support</u> Children will have a smooth transition to their new classes, where their teachers will have a strong knowledge of their needs and plan to identify and close any gaps, including with new starters.</p> <p><i>Staff CPD on end of year assessment and moderation to ensure a smooth transition for all children, where any gaps in learning are identified and addressed.</i></p>	<p><i>A video tour of our School to be shared with all new-starters.</i></p> <p><i>Transition meetings to be held to moderate assessments between year groups.</i></p> <p><i>Detailed assessment document created by assessment lead and shared with class teachers, to identify 'at risk' and vulnerable children.</i></p> <p><i>Curriculum map identifies missed learning, which enable teachers to plan to close gaps.</i></p> <p><b>(£250)</b></p>		AP  Class teachers	Sept 2020  July 2021  September 2021
<b>Total Budgeted</b>				<b>£2,250</b>

ii Targeted approaches

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review
<p><u>1-to-1 and small group tuition</u> Identified children will make rapid progress and gaps will be closed in reading, writing and maths skills.</p> <p>Same-day in-class intervention by TAs/Teachers</p>	<p><i>TA's will stay with classes to maintain bubbles. This will be extended into the afternoons to enable own class TAsto support classes with interventions</i></p> <p><i>Improvements to library to make space more effective for learning (£2000)</i></p> <p><i>Increased reading resources cross the Key Stages (Reading resources £2000)</i></p>		<p>SS JD  TAs</p>	<p>Ongoing</p>
<p><u>Intervention programme</u> Ongoing intervention used with intervention teacher to enable catch up for identified children by reinforcing their understanding of basic maths skills, phonics, reading and writing.</p> <p>Speech and Language support ongoing</p> <p><i>Intervention teacher led targeted group teaching for identified pupils (such as phonics/ reading/ letter formation), following pupil progress meetings/ baseline and ongoing assessment, including SALT</i></p>	<p>Intervention session will be used, initially with Y1 and Y2 to close gaps. This will be reviewed and she will be used where most needed as the year progresses.</p> <p>Speech and Language support continues in Reception, Y1 and Y2. <b>£2,700</b></p>		<p>SS  SENDco  Class Teachers  JE</p>	<p>Ongoing and reviewed regularly against need.</p>
<p><u>Wellbeing and Mental Health Intervention programme</u></p> <p>Employment of a qualified wellbeing mentor to support ongoing mental health concerns with children.</p> <p><i>Mental health support teacher led targeted group/1:1 work.</i></p>	<p>Wellbeing Mentor in school for 10 hours to work with children who have been identified as having mental health concerns.</p> <p>Teachers to use wellbeing resources in class to monitor and support children's mental health. Teachers to work closely with wellbeing mentor.</p>		<p>AR  SS CT</p>	<p>March 2021 ongoing</p>
<b>Total Budgeted</b>				<b>£6,700</b>

### iii. Wider Strategies

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review
<p><u>Supporting parents and carers</u> 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. Children have access to appropriate equipment if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p> <p>Parents and children have access to mental health support, when need is identified.</p> <p><i>Mental Health support teacher (wellbeing mentor)</i></p>	<p><i>Additional online learning resources will be sourced, such as Oxford Owl to support children reading at home.</i></p> <p><i>Wellbeing Mentor to work 10 hours in school to provide support for those identified. Teachers to identify during return to school any children they are concerned about.</i></p> <p><i>Staff to continue Wellbeing Wednesday activities in each year group</i></p>		<p>SS/AP</p> <p>AR</p> <p>SS</p>	<p>Sep 2020</p> <p>Jan 2021</p>
<p><u>Access to technology</u> Laptops bought to support home learning. Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children. Reflective practice used to review and update provision.</p> <p><i>Home learning provision constantly reviewed</i></p>	<p><i>Google classroom set up in September. Information pages sent to parents.</i></p> <p><i>Detailed 'how to' guide provided for staff.</i></p> <p><i>Homework and spellings sent on GC from sept to help children, parents and teachers become familiar and confident with it.</i></p> <p><i>Purchase further iPads for school supply (£2796)</i></p> <p><i>8 laptops, with office installed, purchased for children to use at home if needed. (£800)</i></p> <p><i>NB DFE laptops also applied for however we did not qualify for any.</i></p> <p><i>LA inspection of our online provision requested by us.</i></p>		<p>SS AP</p>	<p>Sept 2020</p> <p>Jan 2021</p> <p>Jan 2021</p>

	<i>Parent and staff feedback questionnaires to review provision.</i>			
<b>Total Budgeted</b>				<b>£3,596</b>
<b>Overall total budgeted cost of strategies to support catch-up</b>				<b>£40,838</b>
<b>Additional staffing costs</b>				<b>£28,292</b>
<b>Cost paid through COVID Catch-Up</b>				<b>£9,840</b>
<b>Balance left to pay through school budget and use of pupil premium budget (see strategy)</b>				<b>£30,998</b>