



COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	414	Amount of catch-up premium received per pupil:	£800
Total catch-up premium budget:	£32, 800 (based on 410 pupils)		

STRATEGY STATEMENT

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Priorities for catch up:

- Reduce attainment gap between disadvantaged and their peers
- Improve attendance of disadvantaged pupils
- Improve access to IT and homework for disadvantaged pupils

Core approaches:

- Staff training and CPD
- Use of assessment and gap analysis data to identify areas of focus
- Resources to support interventions and 1:1 sessions

Specific actions:

- Develop phonics teaching, including 1:1 phonics catch up and phonics interventions
- Train more staff in the teaching of phonics and CPD on phonics
- Resources for 1:1 and small group intervention using Fresh start
- Release time for staff to engage in NELI programme
- Speech and language TA (3.5 days a week) for speech and language catch up
- Additional learning support – homework club for additional learning
- Invest in e-safety awareness for staff and children with growing use of on-line activity and e-learning

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Low attainment in KS1, reading, writing and maths
B	Low attainment in maths, particularly for the disadvantaged pupils
C	

ADDITIONAL BARRIERS	
External barriers:	
D	Attendance, particularly for disadvantaged pupils and SEND and high persistent absence
E	Access to learning support beyond school, including the use of good IT
F	

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

Use of gap analysis for all staff using PiXL tools and other assessment programmes	Staff clear about the priorities for learning in their class Pupils identified and specific gaps identified and addressed	Identify gaps of pupils to plan curriculum to meet needs of children based on key characteristics of learning Identify gaps to help with Pupil premium interventions and other interventions, including whole class teaching and learning	Staff meeting to show how to use QLAs Staff PPA time to review/analyse data Pupil progress meetings to identify key pupils, class priorities and individual needs	K Hamilton/M Davie	Half termly/Termly
Staff training to Improve the quality of teaching for phonics	Staff have better subject knowledge of phonics and how to teach using RWI scheme Knowledge is applied within lessons Successful teaching of phonics across the school Reception are in line with the route through reception guidelines	New staff to Fairhouse Primary School Staff teaching in different year groups Phonics teaching not tight previously. Train all staff to teach phonics and therefore available to lead interventions.	Monitor quality of phonics lessons Measure impact of teaching and interventions as a result of training	J Gatenby	Half termly
Additional phonics daily (KS1) 5 mins a day additional to all KS1 and EYFS pupils – focus on accuracy	Better accuracy in reading graphemes Increase fluency in reading	Focus on accuracy for reading. Additional recall – build on prior learning. Frequent revisiting	Timetables slot Drop ins to check on pace and provision Impact in outcomes	S Hall and J Gatenby	Weekly/half termly

<p>Staff training CPD for teaching maths so that they understand fluency, reasoning and problem solving</p>	<p>School join Maths Hub</p> <p>Staff clear about learning objectives</p> <p>Children master the concept before moving on</p> <p>Children are moved on to work that is harder when they are ready</p>	<p>Result in maths are low</p> <p>Maths is a priority area in the school development plan</p>	<p>Maths leads to monitor</p> <p>Maths leads to be supported by SIP.</p> <p>School based staff meetings/CPD</p> <p>Monitoring</p>	<p>I McManus S Hall</p> <p>M Davie</p>	<p>Half termly</p>
<p>Additional maths lesson each week to help catch up on gaps or spend more time ensuring a concept is secure</p>	<p>Gaps closed in maths</p> <p>Lesson used for pre-teach review of prior knowledge or spent securing concept or gaps</p>	<p>Maths is a priority area</p> <p>Gaps in maths curriculum will impact on securing objectives for current year group</p> <p>Additional time for developing/securing concept including time for concrete and pictorial exploration.</p> <p>Time to secure class/year group area of need from gap analysis.</p>	<p>Timetabled additional slot</p> <p>Use of PiXL gap analysis to support judgements/planning</p> <p>Planned for by class teacher</p>	<p>Class teachers</p> <p>Led by maths team</p>	<p>Weekly</p> <p>Half termly by leaders</p>
<p>Total budgeted cost:</p>					<p>Covered within existing funding</p>

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Phonics interventions and 1:1 tutoring	Close gaps between those below and their peers in order to achieve at least an expected standard	Gaps in phonics – baseline assessments, especially in year 1. Poor reading in KS2 due to decoding issues and reading speeds.	Guided by RWI consultants Training delivered by RWI and on-line platform. Regular assessments for impact.	J Gatenby S Hall	Half termly
Release time for reading and phonics leader	Review quality of provision Planned interventions Provide and source CPD for identified staff Review data and progress	Leader requires time to monitor impact and review next steps. Liaison time with RWI coach Assess and review	Termly reports Observations Coaching form RWI consultant Action planning	J Gatenby	Termly
Participate in National Early Language Intervention programme for EYFS	Identify those with language barriers Improve staff knowledge Improve provision for teaching f language in early years	Pupils entering Reception typically start with very low speech and language attainment (Wellcom screening) EEF researched programme	Training by outside providers – all EYFS staff. Liaison with speech and language therapist.	A Blackwell	Termly

Purchase additional resources to support effective teaching of phonics for multiple groups	All pupils have access to necessary resources	Lack of provision for teaching decoding in upper KS2 – need a programme to support those who still find decoding difficult. Freshstart has same principles as RWI phonics	Interventions planned – T, W, T during reading time and catch up 1:1 interventions.	J Gatenby	Half termly
Recruit a teaching assistant to deliver speech and language therapy interventions	Gaps close Interventions are regular	Speech and language identified as a barrier to learning in school. Screening and pupils identified through therapist referrals and through EYFS screening. EYFS – own intervention tutor	Timetabled speech and language support Intervention plans	S Scott	Half termly
Total budgeted cost:					£28,000
Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Arrange access to after school homework club	All pupils have access to on-line provision to engage in purple-mash and learning platforms 95% of pupils complete homework regularly	Low take up of homework in school. Not all pupils have access to quality IT provision for learning. Maximise use of quality IT suite	Open to KS2 pupils from Dec to years 3-6 (year 6 twice a week) for access time to complete homework, Staffed by two TAs. Homework set by class teachers. Book into club – clubbly – free to all pupils this year.	C Langley	Half termly

Purchase National Online Safety platform	Training for online safety for staff Support for teaching on-line safety	Children are spending an increasing amount of time online due to online learning and lockdown restricting usual activity	Regular "online safety awareness" leaflets to parents Allocate training to staff	M Dodson	Termly
Total budgeted cost:					£4000