



Catch-Up Premium Fairhouse Primary School

Summary information

School	Fairhouse Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£ 32,800	Number of pupils	410

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 Y11.

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	EEF Recommendations
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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.

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

Identified impact of lockdown

Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments. As we follow the White Rose Schemes of learning, it is easy to identify the missed learning from the previous year. This has been addressed by adding in recap lessons which allows the teacher to cover missed key objectives, in order for the children to progress through the new content. These lessons are clearly indicated with an 'R' on the 'Small Steps' documents and can be weaved into the sequence of learning, where necessary. 'Catch up' interventions are taking place for some individuals who require additional support on these objectives. We will also prioritise objectives using the NCETM Ready to Progress" documents and their priority objectives.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths. However, they have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected. However, those who evidently didn't write much have had to work exceptionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Reading	During lockdown and since returning in September, children were able to access online books via the Oxford Owl website and many of them using the EPIC website. The website contains a plethora of books for different age ranges so that the children are able to practise their reading and improve their reading fluency at home as well as at school. Parents have been given links to the website via the remote learning portal and have been directed to specific books by teachers. This means that the books are pitched at an appropriate level for the children. There were a number of year 1 pupils who returned to school during the first lockdown. These pupils had access to regular phonics lessons during this time. Other children had access to RWI videos and sessions through our remote learning portal. 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. The bottom 20% of readers have been disproportionately affected.
Non-core	There are now significant 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 etc.

<p><u>Teaching assessment and feedback</u></p> <p>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>Identify gaps to help with Pupil premium interventions and other interventions, including whole class teaching and learning.</p> <p>Purchase Rising Stars assessment tools</p> <p>Analysis of gaps and needs using Rising Stars Resources and PiXL resources. Review impact on individuals and pupil groups</p> <p style="text-align: right;">(£2500)</p>	<p>Need to identify gaps in learning and trends across cohorts.</p> <p>Gap analysis to prioritise learning.</p>		<p>Assessment Lead</p>	<p>Dec 20 April 21 July 21</p>
<p><u>E-safety awareness – safe use of remote learning</u></p> <p>Children will be accessing on-line and remote learning safely. Whilst children are isolating, they will know how to access the internet safely</p> <p>Parents know and understand the importance of E-safety. Staff and leadership knowledge on e-safety and remote learning safety improved. Remote learning accreditation from NOS. Certified user of NOS.</p>	<p>Purchase National Online Safety. All teaching and teaching support staff to complete e-safety training. E-safety lead and DSLs to complete remote learning safety. Children to receive additional e-safety lessons. Weekly parent newsletters to support parents in e-safety at home. (time for staff to develop)</p> <p>Parents have access to app to support their knowledge on e-safety.</p> <p style="text-align: right;">(£2000)</p>	<p>Key safety point for pupils and staff. There will be children who will need to isolate and we need them to be safe online. Staff need to know and understand the implications of remote learning and e-safety.</p> <p>Children will be spending increased amounts of time online and on apps. Parents need supporting in ensuring children remain safe at home.</p>		<p>DSL E-safety Lead</p>	<p>Ongoing</p>
Budgeted cost					£ 17,000

ii. Targeted approaches					
Desired outcome	Chosen action/approach	Rationale	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u>	RWI Fresh start resources <p style="text-align: right;">(£2500)</p>	Gaps in reading, fluency and decoding in KS2 pupils and KS1/Early years.			Jan 21

<p>Identified children will have significantly increased rates of reading fluency and prosody. 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>RWI Fresh start reading intervention for identified pupils 3 X a week in Year 4, 5 and 6 (£2,100)</p> <p>Supported phonics interventions and reading interventions – 1:1 reading (£3,000)</p>			<p>Reading Lead</p>	<p>April 21 July 21</p> <p>Feb 21</p>
<p><u>Speech and Language support</u></p> <p>Children identified early using NELI or Wellcom Screening. Staff well trained to deliver interventions</p>	<p>Train new speech and language TA to level 4 standard (speech, language and communication)</p> <p>Time for NELI screening of all Reception pupils.</p> <p>Targeted speech and language support for identified pupils in Reception (NELI) and those in KS2 and KS1 with identified needs. Speech and Lang teacher 3.5 days a week (£8, 200)</p>	<p>Speech and language need across the school. Speech and language TA is new role to support interventions of speech and language across the school, under direction of speech and language therapist and the support of the NELI training and research.</p>		<p>SENCO</p>	
<p><u>Extended school time – homework club</u></p> <p>Identified children are able to access a weekly catch-up club (1 hour per night x4 days a week). 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.</p>	<p>Staffing of the computing suite for homework club 5 nights a week (£2100)</p>	<p>Many pupils do not have access to quality IT or support at home to complete homework. Extends learning day for pupils, especially those more disadvantaged.</p>		<p>Homework Lead</p> <p>DHT/HT</p>	<p>Ongoing</p>
				<p>Budgeted cost</p>	<p>£17900</p>
				<p>Total budgeted cost</p>	<p>£32,800</p>