

Covid Catch-Up Funding – Strategy Statement

| Summary information | | | | | |
|--|---|-------------------------------|---|-------------------------|-----|
| Academic Year | 2020-21 | Total Catch-Up Premium | £49,760 | Number of pupils | 623 |
| Most recent review: | May 2021 | | | | |
| Guidance | | | | | |
| <p>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. 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.</p> | | | | | |
| 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 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.</p> | | | <p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support | | |
| Identified impact of lockdown | | | | | |
| Maths | Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. 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. | | | | |
| 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 additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. | | | | |
| Reading | Children accessed reading during lockdown more than any other subject. This is something that 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. | | | | |
| 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 and powerful curriculum moments. | | | | |

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21

1 Teaching

Cognitive Science informed approach to Quality First teaching supported by evidence-informed CPD for teachers and support staff –focused on metacognition, retrieval practice, formative assessment and rich summative assessment at top of the agenda.

Frequent low-stakes testing to ensure all children, and in particular disadvantaged and SEND children, experience success and celebrate the acquisition of knowledge.

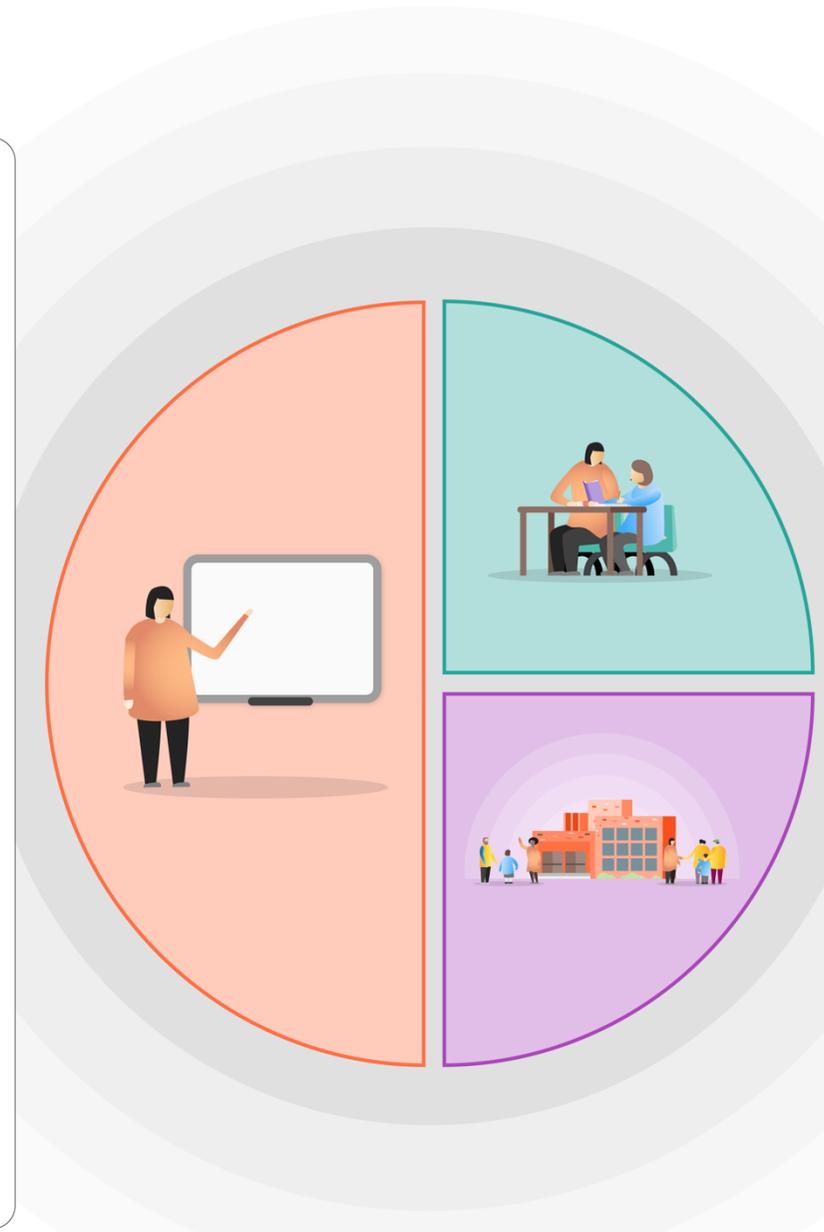
Monitor and evaluate outcomes and quality of implementation, creating new implementation cycle for next year.

Provide WalkThru guides to inform a peer-supported model to help embed and sustain research-based teaching strategies for pre and post-teaching dialogue.

Regular CPD opportunities are provided to all staff to sustain and enhance mental health, wellbeing and Social Emotional Learning (SEL); including strategies to support self-awareness and self-regulation.

SEL is embedded within school routines, including regular emotions check-ins and time for calming activities. SCARF (SEL core competencies) is regularly and explicitly taught throughout the curriculum.

Transitions are planned to ensure communication is personalised to meet the needs of the children and to keep families fully informed and involved with the process.



2 Targeted academic support

Provide SEND CPD to ensure high-quality teaching: scaffolding, explicit instruction, cognitive and metacognitive strategies: chunking, technology, flexible grouping.

Launch the Nuffield Early Language Intervention (NELI) to improve expressive language skills, including the use of vocabulary and grammar.

Teacher/Angel-led targeted group teaching for identified children across the school (3x weekly). *Use of National Tutoring Programme to strengthen this offer.*

Nurture provision and resources (including school dog) to transition, mental health and wellbeing, self-awareness and self-regulation

3 Wider strategies

Ensure our most vulnerable pupils have priority access to classroom teaching and online materials.

Use incremental coaching to ensure teachers are focused on closing gaps for disadvantaged children that would potentially be greater in a blended learning environment.

Access to outdoor learning provision for all children, promoting social, emotional and personal development.

Focus on health and positive mental wellbeing, to help result in better learning outcomes and children's current and future happiness.

Symbiosis between school offer and Pupil Premium Strategy.

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| Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools) | | | | | |
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| i. Teaching and whole-school strategies | | | | | |
| Intention | Implementation Secure/Developing/Not yet implemented | Impact: | Reviewed 20.05.21 | Staff lead | Review date? |
| <u>Supporting great teaching:</u> | | COSTS: | | | |
| Consistently great teaching is evident across school. | <p>Cognitive Science informed approach to Quality First teaching supported by evidence-informed CPD for teachers and support staff –focused on metacognition, retrieval practice, formative assessment and rich summative assessment at top of the agenda.</p> <p>Provide WalkThru guides to inform a peer-supported model to help embed and sustain research-based teaching strategies for pre and post-teaching dialogue. Using the Walkthru guides provides a clear and consistent message across school as well as allowing space to personalise for individual staff and teams.</p> | <p>Time allocated within CPD cycle and focus within weekly year group Feeding Forward meetings</p> <p>£601.40</p> | <p>Reviewed 20.05.21</p> | JH | <p>10.12.20</p> <p>20.05.21</p> <p>15.07.21</p> |
| | | | | KC | <p>10.12.20</p> <p>20.05.21</p> <p>15.07.21</p> |

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| <p>Staff and pupils demonstrate positive wellbeing.</p> | <p>Regular CPD opportunities are provided to all staff to sustain and enhance mental health, wellbeing and Social Emotional Learning (SEL); including strategies to support self-awareness and self-regulation.</p> <p>SEL is embedded within school routines, including regular emotions check-ins and time for calming activities.</p> <p>Emotional Literacy – Whole School Text purchased (Book of Hopes)</p> <p>SCARF (SEL core competencies) is regularly and explicitly taught throughout the curriculum.</p> | <p>COSTS:</p> <p>Time allocated within CPD cycle</p> <p>£1000</p> <p>£249.12</p> <p>£1796 for development of Foxes Retreat</p> | <p>Children feel safe in their surroundings (pupil voice Sept. 20 – March 21). Following the school closure, pupil feedback shows they continue to feel safe. They are kind and polite to others and are proud of their school.</p> <p>100% staff feel: well supported; treated fairly and with respect; enjoy working at Fairfield; and are proud to be a member of staff at Fairfield (March 2021).</p> <p>Participation in Young Minds Academic Resilience Programme resulting in proactive Pupil Wellbeing Team</p> <p>Pupil leaders involved in development of Nature to Nurture Wellbeing Area</p> <p>Foxes Retreat (Sensory Room) created and resources purchased to support</p> <p>SCARF/RSHE Curriculum is embedded and taught consistently across all year groups (Book Look).</p> | | |
| <p><u>Teaching assessment and feedback</u></p> <p>Consistency of assessment across school. Gaps are identified using analysis tools.</p> | <p>Provide CPD focused on retrieval practice, promote and embed retrieval practice strategies which will help to increase long-term memory and reduce gaps in knowledge across school. Frequent low-stakes testing to ensure all children, and in particular disadvantaged and SEND children, experience success and celebrate the acquisition of knowledge.</p> <p>Retrieval Practice books (<i>Retrieval Practice – Kate Jones</i>) purchased to support staff understanding of best</p> | <p>COSTS:</p> <p>£247.69</p> | <p>100% classes undertake Flashback Friday tasks linked to prior learning.</p> <p>Children are able to recall facts and make links with their learning.</p> | <p>JH</p> | <p>10.12.20</p> <p>20.05.21</p> <p>15.07.21</p> |

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| | <p>practice with regards to improving memory and recall.</p> <p>Purchase and implement online PIRA, PUJMA and GAPs Standardised Assessments. Complete termly tests and record assessments to identify gaps, inform teaching and learning and track performance.</p> <p>Additional Reading Plus accounts to be purchased to help challenge Y2 pupils who have completed the Phonics Programme.</p> | <p>£7963.20</p> <p>£1,306.25</p> | <p>Online assessments administered and analysis used to inform teaching and learning interventions.</p> <p>X42 Y2 children allocated Reading Plus accounts and have commenced the online programme (May 21).</p> | <p>JH/KL</p> <p>HT</p> | |
| <p><u>Feedback is effective and allows progress to be made.</u></p> | <p>Air server downloaded onto teacher ipads and laptops to aid whole class feedback. Research (<i>Chartered College of Education Impact</i>) suggests whole class feedback can have an impact on workload and improvement of outcomes.</p> | <p>COSTS:</p> <p>£306.02</p> | <p>Update: Air Server installed on all devices. Training provided to all staff within staff meeting. Use of this currently being implemented.</p> <p>Initial observations / feedback of this being used across the school. Feedback was purposeful and effective, with children responding immediately to address misconceptions / improve their outcomes, as a result moving the children's learning on.</p> | <p>SM/SS</p> | <p>10.12.20</p> <p>20.05.21</p> <p>15.07.21</p> |
| <p><u>Transition support</u></p> <p>Transitions are smooth, with children and parents feeling confident and supported in beginning a new school year, especially following school COVID closures.</p> | <p>Transitions are planned to ensure communication is personalised to meet the needs of the children and to keep families fully informed and involved with the process.</p> <p>A virtual presentation shared with all new-starters and current families. Additional time is made to cover the teachers so that they can have a virtual</p> | <p>COSTS:</p> <p>Time allocated for transition meetings and phone calls with families / visits with feeder secondary / infant schools.</p> | <p>Update:</p> <p>Detailed transition plan in place</p> <p>Additional day provided for all children's transition to new year groups.</p> | <p>SS/LG</p> | <p>10.12.20</p> <p>20.05.21</p> <p>15.07.21</p> |

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| | <p>meeting with their new children and classes so that the child is confident in joining Fairfield / moving to their new class.</p> <p>1:1 meetings held for all vulnerable children / SEND children, personalised provision transitions booklets created and shared with children and their families.</p> | | | | |
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Total budgeted cost

ii. Targeted approaches

| Intention | Implementation | Impact (once reviewed) | Staff lead | Review date? |
|---|---|---|--|---|
| <p><u>Small group tuition / Extended School Time</u></p> <p>Gaps in reading, writing and maths are narrowed through targeted interventions.</p> | <p>Associate SENDCOs used to ensure personalised targets and evidence of accelerated progress towards these.</p> <p>Phonics resources to support blending</p> <p>Sounds and Syllables to be embedded consistently across the school. Purchasing of working wall posters. <i>Consultant Support</i></p> <p>National Tutoring Programme- X3 weekly half hour sessions with 18 children from ks2. Programme to run</p> | <p>Cost:</p> <p>£250</p> <p>£3270.75</p> | <p>94% of SEND children are making at least expected progress against personal targets.</p> <p>Autumn Term: Daily blending interventions with new RWI resources with 71% of the cohort. After just 4 weeks, 42% still need the intervention. Spring Term: Only 12% are still requiring this intervention.</p> <p>Use of sounds and syllables monitored across school during week of 26.4.21. Evidence of use of sounds and syllables approach being used from Y2-Y6. <i>Next step – embed use of resources within whole class modelling.</i></p> <p>Y4-Y6 - 82% of children made good or better progress whilst on the NTP programme. 33% of children made accelerated progress. Staff commented</p> | <p>JH</p> <p>10.12.20</p> <p>20.05.21</p> <p>15.07.21</p> |

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| | <p>Use incremental coaching to ensure teachers are focused on closing gaps for disadvantages children that would potentially be greater in a blended learning environment.</p> <p>Created school Computing Hub, to encourage 'inventors rather than users of future technology'.</p> | £2500 | <p>100% of children accessed Zoom lessons</p> <p>96% average zoom attendance over 3 month period for all pupils including disadvantaged pupils</p> | | |
| <p>Access to outdoor learning provision for all children, promoting social, emotional and personal development and opportunities for children to learn beyond the classroom.</p> <p>Focus on health and positive mental wellbeing, to help result in better learning outcomes and children's current and future happiness.</p> | <p>Fairfield Foragers Area to be developed and time allocated for all children to access.</p> <p>Daily Mile to be embedded to promote healthy lifestyles.</p> <p>Wellbeing Compass to be used as a tool to capture pupil voice, thoughts and feelings.</p> | <p>Cost:</p> <p>£1600 for equipment for Fairfield Foragers area</p> | <p>Fairfield Foragers area developed and timetable in place promoting use throughout the school day.</p> <p>The Daily Mile is promoted through assemblies and the newsletter which demonstrates the value of physical fitness. <i>Next steps: A Daily Mile track is to be constructed on the Key Stage 1 playground.</i></p> <p>Children are regularly running the daily mile and bike shed installation has significantly increased the number of children cycling to school from zero previously. Most recent pupil voice identifies that Physical Activity has increased by 10% when compared to Baseline data (Sept. 20 – March 21). Wellbeing compass data shows the biggest data increase from baseline data to present in emotional wellbeing.</p> | SS | <p>10.12.20</p> <p>20.05.21</p> <p>15.07.21</p> |
| Total budgeted cost | | | | | £54,681.41 |
| | | | | Cost paid through Covid Catch-Up | £49,760 |
| | | | | Cost paid through school budget | £4,921.41 |