

# Catch up funding Fairlawn Primary School

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.”

(Covid-19 Support Guide for Schools – June 2020)

1. Summary information					
<b>School</b>	Fairlawn Primary school				
<b>Academic Year</b>	2020/21	<b>Catch up funding</b>	£21080	<b>Date of plan</b>	October 2020
<b>Total number of pupils</b>	437			<b>Date for next internal review of this strategy</b>	December 2020

2. Identified gaps (across the school following Lockdown)	
<b>A. Teaching</b>	Writing outcomes across the school are lower than expected. Sentence building and writing stamina to be a focus across the school. Phonics gaps and reading will be targeted in KS1. Reading attainment is lower than expected in KS1.
<b>B. Targeted support</b>	Support is required for the 4 operations in maths, phonics knowledge and reading in KS1.

<b>C. Wider strategies</b>	Access to IT equipment and resources in the event that a year group has to self – isolate. Access for all to remote learning. In the event of a Lockdown we need to ensure all families have access to food.	
<b>3. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Whole class teaching will address common gaps. The timetables across year groups will be flexible to ensure this is achieved. Children will be motivated to write for genuine purposes.	10% increase in attainment from baseline per year group in all subjects
<b>B.</b>	Pupils to make accelerated progress in identified areas through targeted support beyond whole class teaching.	10% increase in attainment from baseline per year group in all subjects
<b>C.</b>	A strong remote learning offer in place to support all children in the event of self-isolation.	All children accessing Zoom lessons when required and completing homelearning.

#### 4. Planned expenditure

**Academic year**

The three headings below enable schools to demonstrate how they are using the Catch up Funding to improve classroom pedagogy, provide targeted support and wider strategies

**Teaching** Great teaching is the most important lever schools have to improve outcomes for their pupils.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	Virtual author visits linked to class reader or topic.  £1000	<p><b>Author visits</b> create a lasting impression on students and encourage reading for fun. When an <b>author</b> discusses writing and the creative process, students connect with the written word in entirely new ways. They build relationships between children and the written word and inspire them to be creative with their own writing.</p> <p>Children will be more motivated to write if they have an authentic purpose and an authentic audience.</p>	<p>Every year group to engage with an author visit (Zoom) by the end of the autumn term. Linked to topic and/or class reader where possible.</p> <p>Planned writing outcomes linked to the visit. Author visits inspire children to write.</p> <p>Literacy leaders to hold CPD for all staff.</p>	<p>Literacy leaders and phase leaders</p> <p>Literacy leaders</p>	<p>December 2020</p> <p>Spring 2021</p>

A and B	<p>LbQ is a classroom app filled with curriculum-aligned Question Sets and immediate feedback and gives instant insight for effective interventions. It covers all abilities.</p> <p>£600</p>	<p>LbQ meets all of the EEF guidelines:</p> <p>Optimise catch-up plan, identifies and address gaps in learning and provides high-quality blended and remote learning.</p> <p>The maths is aligned with The White Rose.</p>	<p>Maths and Literacy leader to trial with years 5 and 6. Then roll out to KS2.</p> <p>In year 6, it will be used for morning interventions and homelearning. Year 5 to be a focus for homelearning particularly reading comprehension.</p> <p>LbQ provides feedback to class teachers regarding gaps and provides resources to address misconceptions.</p>	Maths /Literacy leaders	December 2020
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A, B and C	<p>Pearsons online intervention – maths mastery</p> <p>£1700</p> <p>Supporting parents through the purchasing of CGP books to support home learning. Across key stage 2</p> <p>£6000</p>	<p>Maths Flex is a new maths practice service for KS2 that combines mastery approaches to intelligent practice, whole-class teaching, and same day intervention.</p> <p>It uses White Rose Maths small-steps approach as the basis for setting highly personalised, individual practice. It constantly adapts to the pupil's own strengths and weaknesses.</p> <p>CGP books have been purchased with a focus on maths, SPaG, handwriting and reading comprehension. These match the curriculum and will be used to close gaps in learning.</p>	<p>Same day interventions to be used across KS2. Teachers will identify children who need an intervention. Children will use the hall on a Mon/ Tues afternoon to complete a same day intervention online. Data will be sent to class teacher. <i>(This will be trialled for Aut 2 before it is purchased)</i></p> <p>Books will be used in class and for home learning e.g. weekly maths reviews on a Friday to identify gaps etc. and reading comprehensions linked to home learning. These are similar to SAT style comprehensions.</p>		
<b>Total budgeted cost</b>					£
<b>Targeted support : There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>B</p>	<p>Tutoring small groups across KS2 in Literacy or Maths.</p> <p>£3780</p> <p>3<sup>rd</sup> space maths intervention targeting year 5</p> <p>£1700</p>	<p>EEF states that evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. These will be led by experienced teachers and where possible within year group bubbles.</p> <p>3<sup>rd</sup> space has been very effective in the past supporting children just below expected.</p>	<p>Identification of gaps before tutoring starts.</p> <p>Teachers best placed to teach subjects.</p> <p>Subject leaders to monitor delivery and provide resources where applicable.</p> <p>Parents informed of gaps and how they can support at home.</p> <p>Follow up by phase leaders on all non-attendance.</p> <p>3<sup>rd</sup> space identifies gaps before tutoring starts.</p> <p>Regular updates provided on children's progress.</p>	<p>Phase leaders</p>	<p>Half-termly assessments and monitoring of progress.</p>
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C	<p>Purchase of IT equipment £4000</p> <p>Additional TA hours (2.5) to support remote learning of children self isolating due to COVID £1000</p> <p>Resources – cursive letter formation boards, 0-9 number formation whiteboards, base 10 class sets. £300</p>	<p>Legal requirement to provide high quality blended and remote learning.</p> <p>EEF states focusing on high-quality remote learning will always be valuable for pupils.</p> <p>To support with our preferred method of remote learning via Zoom, children, particularly in KS1, will be provided with their own resource packs. These will also be used to develop/support homelearning.</p>	<p>SurveyMonkey completed with all families to establish need.</p> <p>Staff training in September for delivering lessons via Zoom and instructions via Loom.</p> <p>Devices lent to families to ensure they can access online learning. Resources sent home with Loom video instructions for parents.</p> <p>TA to support teacher work load in regards to supporting children who are self isolating.</p>	SLT	<p>November 2020</p> <p>Monitoring of engagement of children self isolating.</p> <p>Close tracking of all equipment loaned to families.</p>
<b>Total budgeted cost</b>					

**Wider strategies:** Relate to the significant non-academic barriers to success in school.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C	<p>Purchasing resources for OPAL £1000.</p> <p>As year groups are in bubbles more equipment is required to facilitate play.</p> <p>Playing with their friends is the area identified by the children that they missed the most.</p>	<p><b>Play</b> allows children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength. <b>Play is important</b> for healthy brain development. It is through <b>play</b> that children at a very early age engage and interact in the world around them.</p>	<p>Play equipment allocated to each bubble. Shed space cleared to allow storage.</p> <p>OPAL team to monitor equipment. Play assemblies to promote play.</p>	OPAL team	<p>December 2020</p> <p>Questionnaire about play.</p>
<b>Total budgeted cost</b>					

## 5. Review of expenditure

This Academic Year

<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<b>ii. Targeted support</b>				

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>iii. Other approaches</b>				

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>


## 6. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.