

# 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>	January 2021 April 2021

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. Opportunities to play following Lockdown.			
<b>2. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>	<b>January review</b>	<b>April 21 review</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	8% increase in maths  12% increase in writing	Lockdown data  Maths – 7 classes increased % at expected 5 remained the same and 1 decreased Writing - 5 classes increased % at expected 3 remained the same and 5 decreased
<b>B.</b>	Pupils to make accelerated progress in identified areas through targeted support beyond whole class teaching.	As above	11% increase in reading	Reading 5 classes increased % at expected  5 remained the same, and 3 decreased

C.	<p>A strong remote learning offer in place to support all children in the event of self-isolation.</p> <p>Children rebuilding friendships. Playing with their friends is the area identified by the children that they missed the most during Lockdown.</p>	<p>All children accessing Zoom lessons when required and completing home learning. Rebuilding friendships.</p>	<p>Attendance is higher than if we were in school. A few families not engaging consistently.</p>	<p>Engagement during the recent Lockdown was much higher than the previous one</p>
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3. Planned expenditure					
Academic year		20/2021 <b>Reviewed January 2021</b> <b>Reviewed April 2021</b>			
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					
<b>Teaching</b> 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	<p>Virtual author visits linked to class reader or topic.</p> <p>£1000</p>	<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>Year 6 author visit (Sufiya Ahmed) of the book 'Noor Inyat Khan' was linked with the WWII topic and Blue Plaque project. Year 4 had a visit with Tony Bradman (author of Viking Boy) - children really excited about starting the class text. Year 4 also had a visit from Casey Elisha (author of Love Thy Fro) with a focus on 'empowerment' – this has led to improved confidence amongst the children. Year 3 had another visit with Gemicha West (read My Friend Nebila) Year 1 and 2 author visits all led to improved engagement in writing.</p> <p>Year 1 and 2 had an author visit on World Book Day. Year 4 had an author session with Casey Elisha on the 15th January and with Sarah Asuqou on the 4th February. All helped support writing outcomes.</p>
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<p>A and B</p>	<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>	<p>Maths /Literacy leaders</p>	<p>Trialled it in Year 5 and 6  There are activities for Literacy, SPaG, Reading, Maths, Science, Geography and History. The children are able to complete it for independent learning during Zoom sessions. This gives immediate feedback on questions that individuals or the class find tricky. We will use for home learning (Years 3-6) going forward. Instant feedback allows for targeting group work in the afternoon.</p> <p>LbQ was used successfully during lockdown. Teachers were able to see the questions that children found challenging during the session and intervene when necessary</p> <p>Year 6 has started using LbQ since returning to school. We have used it for both reading and maths. It quickly identifies any class misconceptions, strengths/weaknesses and helps to plan for future lessons or interventions. It also reduces staff workload in making resources for the session.</p> <p>Year 5 are planning to use it again after discussions with Year 6.</p>
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<p>A, B and C</p>	<p>Pearsons online intervention – maths mastery  <b>£1700 Not ordered</b>          Year 5 and 6 are hoping to buy the 'daily practice maths books' which have a set of 5-10 questions to complete independently.</p> <p>Supporting parents through the purchasing of CGP books to support home learning.          Across key stage 2          £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>The new CGP books all areas taught so far and again allow for regular practice. This will identify areas of the curriculum that the class or individual children find tricky; therefore, this will support any future planning. We are also planning to complete these in test conditions so that tests do not seem 'scary' when they complete end of term assessments or SATs. This was based on some recent reading. (It would be good to trial it and see if it has an impact).</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>	<p>Year 6 - Use maths and English weekly at school. The maths and grammar books reviewed previous learning taught and this identified gaps for future learning. Reading comprehension books were used for home learning every other week.</p> <p>Year 5 - maths and English useful during self-isolation. The Reading Books give them a good range of comprehension questions.</p> <p>Year 4 - Reading Comprehension - A really good way to practise all reading skills.</p> <p>Year 4 - 10 minutes-a-day maths - children are using these if they finish their White Rose learning early.</p> <p>Year 4 - Handwriting - children in the bubble are practising these as EML.</p> <p>Year 3 also sent the handwriting books and the reading books home, and are guiding the children towards these via the weekly timetable.          Proved a useful resources to close gaps.</p> <p>Year 3 - Over lockdown, we used the 10 minute weekly workouts for Literacy, the 10minute times table activity book and the reading comprehension booklet.</p> <p>All three of these supplemented our core learning and gave an opportunity for additional practise to help with fluency and understanding.</p> <p>Yr 4          Threading comprehension booklets were really useful during Lockdown. The questions offered a good challenge, especially to our higher attainers. We have also dipped into both books since returning to school.</p>
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**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.**

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?
B	<p>Tutoring small groups across KS2 in Literacy or Maths.</p> <p>£3780 not all spent Will be spent Summer term</p> <p>3<sup>rd</sup> space maths intervention targeting year 5</p> <p>£1700 Just started Started in January</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. Teachers best placed to teach subjects. Subject leaders to monitor delivery and provide resources where applicable. Parents informed of gaps and how they can support at home. Follow up by phase leaders on all non-attendance.</p> <p>3<sup>rd</sup> space identifies gaps before tutoring starts. Regular updates provided on children's progress.</p>	Phase leaders	<p>Half-termly assessments and monitoring of progress.</p> <p>Only 3 sessions completed for literacy and maths in Year 6.</p> <p>Maths - completed post and pre teaching. This helped to boost confidence.</p> <p>Literacy - worked on sentence structure which linked with in class learning. All children made green progress.</p> <p>Year 3 Writing - Fantastic progress..</p> <p>Year 3 Maths - well attended and confidence growing.</p> <p>Year 4 Maths - excellent attendance and impact</p> <p>Year 4 Writing - excellent attendance and impact</p> <p>3<sup>rd</sup> Space is continuing with year 5 and 6.</p> <p>Following pupil progress meetings, children have been identified and tutoring will be starting in the Summer term.</p>



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> <p>Chrome books purchased and 36 loaned to families. The provision for those self-isolating coordinated by TA. All procedures in place are very effective. Learning sent home.</p> <p>Resources supplied for all children and year groups who require them.</p> <p>Resources supplied to families during Lockdown. Engagement was high.</p>
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**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? January review April 2021
C	<p>Purchasing resources for OPAL £1000.</p> <p>As year groups are in bubbles more equipment is required to facilitate play. 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>Less accidents and incidents recorded at playtime/lunchtime. Play day helped to remind everyone of the importance of play. Play was observed to be more creative as no ball games. Equipment purchased as needed to ensure all bubbles follow COVID risk assessment.</p> <p>When children returned after Lockdown we had another successful Play Day. The outside area is timetabled to ensure all year groups have a session every week outside.</p>