Fourfields Community Primary School

Catch-Up Premium Plan Fourfields Community Primary School

Summary information					
School	Fourfields Community Primary School				
Academic Year	2020-21	**Total Catch-Up Premium**	£ 35000	**Number of pupils**	448

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
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 ➢ Summer support

Identified impact of lockdown	
Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. 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. We are focussing on the Ready to Progress Criteria in our 'Mega Maths' sessions. 'Catch up' interventions are taking place for some individuals who require additional support on these objectives. Children still have a huge 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 calculation strategies. This is reflected in arithmetic Teacher 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 exceptionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Handwriting was really affected during lockdown. However, since October, this is now back on track. Writing interventions have been implemented across school to try to close gaps.
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. The gap between those children that read widely and those that don't is increasing and whilst interventions have begun, assessment will further identify those pupils who need additional support to accelerate their progress and close the gap. Appropriate interventions will be put into place / reviewed to meet their individual needs. During lockdown and since returning in September, children were able to access online books via the Oxford Owl 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 on our website and have been directed to specific books by teachers. This means that the books are pitched at an appropriate level for the children. Reading is a school priority having spent a lot of time prior to lockdown developing consistency in the teaching of Reading across the school.
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. The standard of work in books is to be admired with gaps addressed when they are identified.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)				
i. Teaching and whole-school strategies				
Desired outcome	**Chosen approach and anticipated cost**	**Impact (once reviewed)**	**Staff lead**	**Review date?**
<u>Supporting great teaching:</u> The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports a mastery approach.	***Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.*** ***(£1,000)*** ***Purchase additional manipulatives for EYFS/KS1*** ***(£1,000)***	The Teaching and Learning AHT has been able to meet with each foundation subject leader to ensure planning has the highest expectations for children and to ensure progression documents reflect this. These are on the website ad show clear progression through the school. They have been used as exemplification documents for other schools.	SLT	July 21
<u>Teaching assessment and feedback</u> 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.	***Purchase and implement the NFER core Assessments. Complete termly tests and record assessments on the NFER diagnostic tools to identify gaps and on Pupil Asset to track performance.*** ***(£1600)***	NFER tests purchased allowed us to analyse how far children had come since the return and understand the gaps missed and where to go next. They also provided an excellent analysis of gaps so that teachers could plan more accurately next steps.	JHe	Dec 20 April 21 July 21
<u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling with Fourfields have an opportunity to become familiar and confident with the setting before they arrive.	***A virtual tour of Fourfields Primary School is arranged and shared with all new-starters on the website. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining Fourfields, especially in EY's.*** ***Additional classroom provision for space for KS1 to mirror EYFS provision*** ***(£600)***	Initially virtual tours were made of the Reception Classrooms, led by the EYFS Teachers and shared with families who were due to start with us this September. There is now a short film which a working party from the teaching team put together with the children and this was shared at our "Why Choose Fourfields Events?" in November '21. It can be viewed here: https://drive.google.com/file/d/1gCmmciaRSKWwfXG-RzWFwL1FzWkneXis/view	KP LS SB	Ongoing
			Total budgeted cost	**£ 4,200**

ii. Targeted approaches				
Desired outcome	**Chosen action/approach**	**Impact (once reviewed)**	**Staff lead**	**Review date?**
<u>1-to-1 and small group tuition</u> 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.	***English Leads to ensure profile of Reading is paramount and have release time to enable them to champion phonics and Reading for Pleasure*** ***(£2,100)*** ***Employ SENCO 3 days not 2*** ***(£3,000)*** ***Additional TA support for specific intervention with targeted groups in the core subjects.*** ***(£4000)***	Increased SENDCos hours to accommodate the growing number of SEND and chidlren with Behaviour concerns. English Leads are working hard to continue to raise the profile of reading- Reading data has improved and children have made good progress in Reading throughout the last year.	LH/ND SB EC	Jan 21 April 21 July 21 Feb 21
<u>Intervention programme</u> An appropriate literacy intervention, such as Lexia, supports those identified children in targeted support for Reading.	***Lexia has been identified and purchased to be used by Teaching Assistants who are trained internally to deliver the intervention*** ***(£ 8000)*** ***Music Therapy to support an identified group of children in need of social, emotional support.*** ***(£1000)***	Lexia is proving to be very successful and is contributing to the success of Reading across the school. Data will be available in the Spring term. Music Therapy is proving to be beneficial for children who have struggled emotionally and with volatile behaviour since the lockdown. Families who are being supported by Early Help and Social Care have reported how much their children have benefited and the Music Therapist produced end of year reports for each child which shows how they have responded in a positive way. Class Teachers have also reported changes in pupils' behaviour and attitude since attending. We have now put more funding into this from school	SLT	July 21

		resources as we recognise the impact of Music Therapy.		
Extended school time 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.	***The cost of a TA per club (x4 a week) and snacks for the children is made available.*** ***(£2100)***	Currently there is not one single club as we had originally envisaged but rather individual chidlren who are accessing 1:1 tuition after school with a TA. These children were identified from our disadvantaged cohort and are LAC, SEND or PP. Parents are on board and children attend regularly	SB	Ongoing
			Total budgeted cost	**£20200**

iii. Wider Strategies				
Desired outcome	**Chosen action/approach**	**Impact (once reviewed)**	**Staff lead**	**Review date?**
Supporting parents and carers Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning. Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	***Additional online learning resources will be purchased, such as TT Rock stars, Spelling Shed, Now Press Play, etc. are used to support children at home.*** ***£3500*** ***2-week home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.*** ***£500***	Online resources continue to support home learning and remote learning for those children who are isolating. Seesaw, Zoom, Teams and Google Classrooms are all utilised to ensure the highest quality of delivery in Teaching and Learning whilst still at home. Where identified, children have access to the resources they need.	SLT SLT	Feb 21 July 21 Feb 21 July 21
Access to technology During the catch-up extended school provision, children can access additional devices so that they can rotate	***Fourfields are to purchase 5 Chromebooks. They are to be used to further support online access to resources for the children accessing extended school time.***	Chromebooks and ipads have been purchased. These have been extremely useful especially as the number of meetings for SEND, Safeguarding etc. have gone online	SLT	Feb 21

through discrete teaching, reading fluency and independent online activities. Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	***£1,500*** ***Purchase 15 ipads to support online access*** ***£3,750*** ***Purchase 15 Chromebooks, 1 trolley. This will enable the existing stock of laptops to be allocated to teachers. Chromebooks can now be used by the children to support the curriculum. They can also be leant to parents to support home-learning if needed.*** ***£3135***	and teachers need to leave a laptop in the classroom while they teach. When children need to isolate and have no tech equipment, they are able to borrow this resource from school.	SLT	Feb 21
				£12385
			Total budgeted cost	**£36785**
			Cost paid through Covid Catch-Up	**£35,000**
			Cost paid through school budget	**£1785**