

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	406	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£32,480		

STRATEGY STATEMENT

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During periods of national school closures, Fairfield Primary School remained open to above average numbers of children (almost 50% of children on roll attended school during the 2021 lockdown). As a result, many of our children continued to make good progress, despite the disruption caused by the pandemic. However, teacher assessments have shown that the pandemic is more likely to have had a negative impact on children's learning in the following areas:

- Language and communication skills (particularly in Early Years and Year 1)
- Phonics and early reading
- Maths

Progress in reading (from Year 2 to Year 6) held up well despite the pandemic. However, given that good reading skills are essential for accessing all areas of the curriculum, we still feel that school needs to focus on developing children's reading skills and 'reading to learn'

Another area of focus is supporting children to adjust to the return to school. Many of our children responded well to the smaller class sizes during the partial closure of school; some of these children have found that returning to full classes of 30 children is a challenge. A small number of children who did not attend school during lockdown, have found readjusting to school routines and mixing with large groups a challenge. To support these children, we will aim to do what we can to reduce class sizes and provide a greater level of adult:child support.

Our core approach to tackling these priorities is to fund an additional teacher. We have used our catch-up funding to part-fund an additional teacher to work with specific individuals and groups of children and help to reduce class sizes. The catch-up funding did not cover the full cost for this, so we have paid for the difference with reserves. We have also employed a second teacher (fully paid out of reserves) to extend this offer and ensure that as many children benefit as possible. Our rationale for this is based upon some of the key findings taken from the EEF's research:

- "Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment" (EEF Attainment Gap Report)
- Small group tuition (identified as giving typically +4 months improvement)
- Reducing class sizes (identified as giving typically +3 months improvement)

In addition, we have invested in Nuffield Early Language Intervention training for some of our Reception staff (oral language interventions typically give +5 months improvement) and have started to use the Language Link screening tool to help to identify children with mild to moderate speech, language and communication needs. These interventions are funded directly by school.

By doing this, we aim to be able to raise the attainment of all pupils and close any gaps created by the disruption caused by the COVID-19 pandemic.

Barriers to learning

› The key barriers to learning in school, caused by the pandemic are:

- Attendance
- Engagement
- Anxiety/emotional wellbeing

Attendance and engagement both have a direct impact on the learning accessed during the partial school closures.

Anxiety/emotional wellbeing has an impact on how well a child engaged with learning during the partial school closures and how well they learn now that school has reopened fully.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	Children in Early Years and Year 1 who did not attend school showed that they could retain their existing phonic knowledge/reading skills. However, these children were less likely to make additional progress at home and are further behind than they would have been had they continued to come to school.
B	Children in Early Years and Key Stage 1 who did not attend school are less likely to have developed the communication and language skills that would normally be expected for children of their age. This has been shown by research to have a direct negative impact on their future attainment and needs addressing in school.
C	Despite online maths resources being readily available and heavily promoted, progress in maths appears to have slowed as a result of the disruption caused by the pandemic.

ADDITIONAL BARRIERS

External barriers: (issues which require action outside school such as home learning environment and low attendance)

D	School attendance (when school was fully open) has typically been good this year. During lockdown, we also had far more children in school than the national average (almost 50% of our roll attended school). However, the long periods of enforced absence due to lockdowns and class isolations have clearly had a detrimental effect on learning and children across school are typically further behind than they would otherwise have been.
E	Some children have become anxious about school/life in general and will need additional support (either through additional adults supporting them in school, or by specialist counselling provided in school, or by specialist support provided by local services).
F	

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Online training for all teaching teams on phonics. £1,200	All staff from EY, to KS1, to KS2 will have a sound understanding of phonics and how it is taught.	As stated in the EEF's Covid-19 support guide for schools, "Great teaching is the most important lever schools have to improve outcomes for their pupils". "Providing opportunities for professional development... is likely to be valuable". Our assessments show that children in EY and Year 1 who have not been in school have struggled to make progress with their phonics and early reading. Ensuring that all staff understand that tackling this is a priority is vital.	All staff have to give reflections on their training. Progress in phonics will be monitored closely. From September 2021, a senior leader will be withdrawn from the classroom to lead and monitor progress in phonics and early reading (and work directly with children to support early reading in Reception).	Andy Ruffell HT plus Alison Dunford (DHT/Literacy Leader) and Abby Hodgson (KS1 Leader)	Online phonics training to be reviewed by 16/07/2021 Impact on phonics teaching to be continually reviewed

Training for teachers on developing a reading comprehension framework across school. £1,200	All teachers to have a sound understanding of how to teach reading comprehension and work to an agreed framework/progression of skills across school.	The EEF teaching and learning toolkit states that: “On average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.”	All staff have to give reflections on their training. SLT will monitor the use of the strategies within lessons. Termly reading assessments will provide evidence of children’s progress in reading.	Andy Ruffell HT plus Alison Dunford (DHT/Literacy Leader) and Heather Clayton (AHT and Assessment Leader)	Review termly
Total budgeted cost:					£2,400
Targeted support					
Action	Intended outcome and success criteria	What’s the evidence and rationale for this choice?	How will you make sure it’s implemented well?	Staff lead	When will you review this?
Employ additional teaching staff to work with individual children and small groups across school.	Extra teachers will be able to target children who have fallen behind or who are at risk of falling behind. They will also be able to work with children who were previously higher attaining, but are now at risk of making slower progress. The targeted children will make better progress than they otherwise would have done. An addition bonus is that this will result in smaller class sizes and class teachers will be able to focus more closely on the children left in their care.	The EEF’s toolkit identifies that one-to-one tuition, small group tuition and reducing class size can all have positive impact on children’s learning. Their Covid support guide for schools also states: “There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.” And that: “Tuition delivered by qualified teachers is likely to have the highest impact.”	We will monitor the progress of children/classes who have benefited from the extra support. The progress that the children make will be recorded and monitored via our assessment system. We will monitor progress in Reading and Maths (two key areas of focus for our catch-up strategy). (This support will have been in place throughout the 2020/21 academic year. The school will continue to fund additional teaching support from its own budget/reserves during the 2021/22 academic year).	Andy Ruffell (HT) Heather Clayton (AHT and Assessment Leader)	Termly

Total budgeted cost:					£44,000
(We aware that this is in excess of our catch-up premium – we are using money from school budget to subsidise this)					
Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Train Reception staff in the use of the Nuffield Early Language Intervention to support children to overcome language difficulties.	Children with poorer language skills will be identified and will work with trained teaching assistants. The children's oral language skills will improve and it will promote longer-term progress in reading comprehension.	This intervention has been evaluated in robust trials funded by the Education Endowment Foundation and the Nuffield Foundation. These have found it to be effective for improving children's oral language skills as well as promoting longer-term progress in reading comprehension.	Our SENDCO and our EY Leader will monitor the programme with support and advice from the speech and language technician that the school engages. Progress made by children will feed into (and be recorded on) our assessment system.	Alison Dunford (SENDCO and DHT) and Sarah Duffy (EY Leader)	Termly
Total budgeted cost:					£1,000 (training, resources and release time)

