

Fairstead Community Primary and Nursery School

Summary of Catch-Up Strategy

School information			
School	Fairstead Community Primary and Nursery School		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	£31,520 (Oct 2020 census)
Total number of pupils	393 (Yr-6)	% Disadvantaged Pupils	

Contextual Information (if any)
Area of high deprivation Low aspirations of community High level of EAL Attendance can be a barrier to learning

Summary of Key Priorities <i>Based on EEF research and DfE expectations for allocation of spending</i>	
A.	Priority 1: Targeted support (including small group and 1:1 tuition) for disadvantaged pupils.
B.	Priority 2: Targeted support (including small group and 1:1 tuition) for all pupils who have fallen behind.
C.	Priority 3: Staff training in IT based solutions to support priorities 1 and 2, including building a sustainable approach to supporting pupils both in school and out of school.
D.	Priority 4: Use baseline assessments completed Sept 2020 to identify gaps in independence, breadth of application and depth of learning and identify pupils who are likely benefit from additional catch up support.

Summary of Expected Outcomes	
A.	By the end of Summer 2021, disadvantaged pupils will be broadly in line with non-disadvantaged pupils as evidenced by assessment data, case studies and pupil books.
B.	By the end of Summer 2021, those pupils who were identified as falling behind at baseline (September 2020), or over the course of the year, will have caught up in the core subjects as evidenced by assessment data and pupil books.
C.	By end of summer term, staff training in IT based solutions will be in place to support A and B, including remote learning approaches
D.	By the end of Summer 2021, those pupils who were identified as falling behind at baseline (September 2020), or over the course of the year, will show good progress against baseline, make good progress and/or be working at the expected milestones for their phase as evidenced by assessment data and pupil books.

Summary of Catch-up Strategy

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES							
Element of Strand <i>Linked to Supporting Great Teaching</i>	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
High quality teaching for all and a focus on professional development	<p>Performance appraisal and drop ins/lesson observations to identify individual strengths and areas to develop within teaching and learning. Develop professional learning community with research and best practice at the heart of developing teaching and learning across the school.</p> <p>Develop whole school professional development programme based on high quality components of teaching and learning for all (explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies, effective feedback).</p> <p>Staff training on assessment throughout school year including NTS/MARK</p> <p>Teachers who are in their early stages of their career to be further supported VNET Early Career Support. Early career teachers to be appointed an experienced mentor to support and improve teaching practice.</p>	All pupils	<p>A whole school CPD and appraisal process is based on research and best practice (within and external to school) and meets the needs of all pupils.</p> <p>Lesson observations, books looks and drop ins demonstrate clarity of approach in all classrooms.</p>		<p>Regular:</p> <ul style="list-style-type: none"> Lesson drop ins and observations Book looks (COVID allowing) 		<p>Training budget/subject leader or SLT release time</p> <p>£2000</p>

Support for Remote Learning - T and L	Seek staff, pupils and parents' views to develop a whole school Remote Learning Policy and remote learning support on school website Remote learning policy shared with all stakeholders and regularly reviewed. Train all staff in delivering remote learning including access and using Teams. Develop home learning approaches to support remote learning	All pupils	In the event of local, national or group lockdown, all pupils will have remote learning provided which is in line with the school curriculum.		Pupil participation and pupil/parent engagement during lockdown recorded by teaching staff and TAs.		
Cost - Sub-totals							£2000
Total budgeted cost for Strand 1						£2000	

STRAND 2: TARGETED SUPPORT

Element of Strand <i>(Interventions)</i>	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
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High quality small group tuition	Complete baseline assessments Baseline assessments used to identify children who are at risk of falling behind in reading, writing, SPAG or maths. Contact supply agencies to secure an experienced teacher or HLTA to be available 4 days a week to run timetabled interventions with focus children across school. Morning sessions to support curriculum in class and in the afternoons to develop attitudes to learning and building resilience.	Year 5 and 6– Pupil premium and those who are identified as falling behind	By the end of summer term, focus pupils to be assessed as making good progress/on track and achieving phase milestones Pupil premium children to have made progress from baseline (evidenced by books, data and NTS assessments).		Termly: <ul style="list-style-type: none"> Moderation in core subjects Termly teacher assessment data analysis Forensic analysis of NTS QLA analysis Pupil progress meetings Regular: <ul style="list-style-type: none"> Booster drop ins Pupil perception on impact Book looks (COVID allowing) 		£23000 £500 laptop to support
High quality TA targeted support and professional development	Deploy TA and HLTA support based on needs of pupils and staff expertise- Ensure TAs are effectively deployed for maximum impact to pupils. All TAs to attend staff meetings and any other training opportunities TAs to deliver high quality targeted support to small groups of children in core curriculum areas. Develop approach to ensure teacher and TA feedback on groups learning and progress. Introduction of updated intervention policy and record keeping methods for assessing pupils during interventions	All pupils Pupil Premium Focus children (identified as having gaps in learning)	Gaps in learning will be addressed through whole class and small group intervention (book looks/data/progress meetings) By end of summer term, the majority of focus children will make progress and be assessed as working in line with phase milestones		Termly: <ul style="list-style-type: none"> Moderation in core subjects Termly teacher assessment data analysis Forensic analysis of NTS QLA analysis Pupil progress meetings Regular: <ul style="list-style-type: none"> Drop ins to interventions 	Staff meeting time TA meeting time	
High quality TA targeted support – Nuffield Early Language Intervention Programme (NELI)	Successful application to DfE to free NELI training for TAs. Structured, evidence-based programme to improve literacy for younger children. TAs to be trained to deliver NELI.	Targeted pupils in Reception, Year 1 and 2.	Progress made by pupils in Communication and Language strands of				Funded by DfE

National Tutoring Programme	Government subsidised scheme – school to pay 25%	Targeted pupils at Year 3,4,5	Gaps in English, Maths or combined addressed by 1:1 or small group intervention accessed via 15 hours tuition from National tutoring Programme				5000
Cost - Sub-totals							£28,500
Total budgeted cost for Strand 2						£28,500	

STRAND 3: WIDER STRATEGIES							
Element of Strand <i>(Access to technology)</i>	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Supporting pupils social, emotional and behavioural needs	Prioritise supporting pupils SEMH on the return to school Identifying pupils in need of ELSA support where needed Focus on building resilience and growth mindset strategies	All pupils Disadvantaged pupils Year 5+6 pupils targeted by additional teacher/HLTA	Majority of pupils feel safe and happy to be at school.		Pupil questionnaires Use of Wellbeing Assessment Tracker from Primary Recovery Curriculum to baseline and then track pupil well being		See above use of funding for additional teacher/HLTA
Communicating and supporting parents – sustaining parental engagement	Develop a clear plan for communications with families including best ways to communicate for all to access. Audit current communications (especially with less involved families) to assess what has worked well and what has not during the period of school closures and the planned return. Try to personalise messages as much as possible, being aware of parents' varying literacy levels and the need for any translation. Reinforce simple, encouraging messages around sustainable	All pupils	Parents are engaged and feel they are communicated effectively.		Parent questionnaires Parent testimonials		

	<p>home learning, routines and study tips. Also, remember to celebrate successes with parents. Avoid, where possible, complex communication about curriculum content, but focus support on self-regulation, such as establishing a quiet place to work, organisation of equipment, and work routines and habits.</p> <p>Continue to use Fairstead Facebook page to communicate effectively to the wider community. Ensure clear expectations are shared with whole school community regarding expectations (user agreements).</p> <p>Provide bespoke teacher/parent support through class Dojo.</p>						
Supporting accessing remote learning	<p>Parent questionnaire to elicit who has access to online remote learning.</p> <p>Develop a package of remote learning, including paper-based learning for all eventualities.</p> <p>Use of ICT Solutions for IT training support e.g. use of Teams</p> <p>Identify most vulnerable pupils and support with technology.</p>	Pupils with limited technology	In the event of local, national or group lockdown, all pupils will have remote learning provided which is in line with the school curriculum.		Pupil participation and pupil/parent engagement during lockdown recorded by teaching staff and TAs.		1,250 – photocopying /additional books
Cost - Sub-totals							30,500
Total budgeted cost for Strand 3						1250.00	

Financial Summary

Cumulative Sub-total for all strands							31.750.00
Total budgeted cost for all strands						31.750.00	

