



# Federation of Fairfield and Colneis

## COVID-19 Catch-up Premium Spending: 2021

TOGETHER WE'RE BETTER



# Overview

## SUMMARY INFORMATION

<b>Total number of pupils:</b>	612 (259 Fairfield, 353 Colneis)	<b>Amount of catch-up premium received per pupil:</b>	£80 per pupil
<b>Total catch-up premium budget:</b>	£48960	<b>Funding for academic year 2020-21</b>	

## OVERVIEW

### Government guidance for funding:

- 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 implement their catch-up plans effectively, EEF has published the school planning guide: 2020 to 2021. This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.
- Although you'll receive funding on a per pupil basis, you should use the sum available to you as a single total to prioritise support. There are no specific requirements for who to spend it on.

The Federation of Fairfield Infant and Colneis Junior schools is committed to raising the attainment of ALL pupils to close any achievement gaps created by COVID-19 school closures.

We are also focused on ensuring that catch up funding is targeted to support those children from disadvantaged groups where the impact of COVID-19 school closures has been most obvious.

We are committed to undertaking a forensic analysis of internal assessment data alongside Fischer Family Trust estimates to help us identify individuals and groups of children that have been impacted by the COVID-19 school closures. This analysis will enable us to provide the necessary academic support, both within the curriculum through providing additional resources to enhance quality first teaching, and out of the classroom with the introduction of intervention teachers across both schools.

We also have a commitment towards looking beyond just the academic impact of the COVID-19 school closures, and will use the funding to support the development of our already strong pastoral support teams, in order to enhance our Early Help offer. Alongside this will be a strong staff wellbeing programme, including an opportunity to carry out a staff wellbeing survey.

By taking a whole federation approach, we are looking to maximise the benefit of the funding to have the greatest impact.

# Barriers to Learning

## BARRIERS TO FUTURE ATTAINMENT

### Academic Barriers:

A	Evidence from internal assessments, reviewed alongside Fischer Family Trust estimates to be used to identify groups of children vulnerable to underachievement. Assessment data to be available at the beginning of the Summer term 2021, following which this can be updated.
B	Lower vocabulary skills limiting access to wider curriculum

## ADDITIONAL BARRIERS

### External Barriers:

C	Attendance concerns, either historic, or ongoing of a core group of identified children.
D	Mental Health needs of children and their wider families

# 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?
To provide focused training on the effective use of technology to enhance the quality first teaching for all.	Technology is used with greater frequency across the curriculum (within lessons and as specific interventions eg accelerated reader), ultimately showing an increase in pupil outcomes.	DfE guidance on the use of technology in schools as well as EEF research projects.  Our own evidence suggests that staff's confidence and ability to use technology to enhance our curriculum offer has grown considerably and we will look to harness this.	Complete Technology deep dives when appropriate to review and evidence the impact.  Make use of the SLIN peer review system to ensure an independent review.	KR/SLT	Termly, but full review in July 2022
To review and implement the Federations pedagogical approach and develop a bespoke learning document to work alongside our curriculum offer supported by staff development	Core themes of 'what effective learning at Fairfield and Colneis' looks like are apparent in all monitoring activities, including external judgements.  Pupils confidence and engagement, particularly with reading and vocabulary increases.	The third stage of our curriculum design and informed by discussions with our Local Authority standards and excellence officer.  Research around the impact that high quality teaching has on pupil outcomes.	Monitoring of this to form a key part of deep dives moving forward.  Regular staff meeting time, and when appropriate chances for teachers to work together within the classroom  Access to regular, high quality CPD both internally and from external sources (eg Teaching Hubs, National College)	KR	To begin Sept 2021
<b>Total budgeted cost:</b>					<b>£8960</b>

## 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?
Introduction of a full time, non-class based 1-1 and small group teacher in both schools.	Targeted intervention demonstrates accelerated progress (in reading, writing and maths) in the children identified.	EEF evidence of the impact of 1-1 and small group teaching, particularly noting that this intervention when delivered by a qualified teacher tends to have the highest impact.	Both intervention teachers will be directly line managed by the SLT. Both intervention teachers will attend all progress meetings. Weekly reports made available to SLT and class teachers. Termly progress meetings to review data and links made with appraisal targets.	MG/SLT KL/HH	Termly but is in place from September 2020, and has been agreed until at least July 2022
To deliver specific intervention programmes individuals and groups of children (Shine, specific SEND interventions).	Targeted children show evidence of closing of gaps in specific areas.	EEF evidence as well as internal reviews of the strength of the Federation's support staff.	Year group leaders to oversee the Shine intervention programme. SENDCo to oversee and monitor the SEND specific interventions, including evaluating the assessment data. Termly progress meetings.	YGL SENDCo SLT	Termly and has been agreed until at least July 2022.
<b>Total budgeted cost (contribution from catch up premium):</b>					<b>£35000</b>

## 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?
To extend the schools pastoral support team	Increase in the number of children and families that we can provide effective emotional and mental health support.	<p>Various studies (including the EEF) referring the impact of COVID-19 on children's and families' mental health.</p> <p>Our own analysis of data and communications with families during lockdowns.</p> <p>Engagement with external services.</p>	<p>Staffing review, budget discussions on how this team can be extended.</p> <p>Regular staff meeting opportunities (for all staff) to discuss key features of the Early Help offer.</p> <p>Analysis of data (including Thrive screening) and numbers of children and families we have supported.</p>	SENDCo, alongside family support practitioner and Thrive lead.	Termly
<b>Total budgeted cost:</b>					<b>£5000</b>

## ADDITIONAL INFORMATION

The catch up plan will be reviewed termly by the headteacher and senior leaders and reported to Governors. Staff will be made aware and have shared ownership of the plans.

We will carry out staff, pupil and parent questionnaires during the Summer term to help support and inform our plans moving forward.