

# **Redfield Edge Primary School**

### **Catch-up Fund Spending Plan**



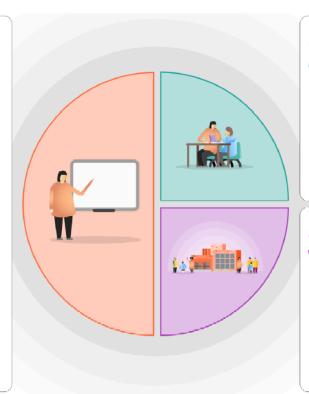
School	Redfield Edge Primary School	School Strategy Leader	Lisa Robinson
Number of pupils Eligible	203	<b>Total Allocation</b>	£15,840 (Yr 20/21 £9,240.66 and Yr 21/22 £6599.34)

Allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupils in year's reception to Y6.

Schools should use this funding for specific activities to support their pupils to catch up for lost learning over the previous months during partial school closures. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances and should prioritise support for pupils according to their need.

## Teaching

- Improve outcomes for vulnerable children by strengthening the effectiveness of overall teaching (quality first teaching).
- Develop pupil metacognition and the quality of teacher modelling and explanation.
- Continue to develop a broad and engaging curriculum that focuses on vocabulary acquisition, pupil experience and critical thinking.
- Non-negotiables & key skills for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects.
- Develop mathematical problem solving by providing more opportunities for reasoning.
- Improve teachers' 'knowledge of the child' through formative and summative assessment to identify barriers and gaps in learning.
- Develop bespoke interventions which overcome identified barriers to learning.
- Introduce focused pre-teaching for maths and reading.



#### Targeted academic support

- Provide parents with additional support materials for bubble closures and Self isolation
- Teacher-led targeted group teaching for Year 5 and Year 6 pupils. (HLTA)
- Specific intervention programmes led by both Teachers and Teaching Assistants. Pre-teaching with clear focussed and structured rationale for pre-teaching in RWM (EEF)
- Positive discrimination: expectation that all vulnerable learners in school full-time, experiencing quality first teaching and support with follow-up. Vulnerable learners not in school receive graded support as indicated by monitoring system e.g. accessibility to a device, paper copies, extra phone calls to support learning and well-being, bespoke feedback.
- Talk Boost in KS2
- The Nuffield Early Language (EYFS) Intervention (NELI)

#### Wider strategies

- Ensure our most vulnerable pupils have priority access to classroom teaching and online materials.
- Ensure pastoral contact home for disadvantaged students also identifies barriers to engagement due to technology or a lack of other forms of support.
- Use incremental coaching to ensure teachers are focused on closing gaps for disadvantaged students that would potentially be greater in a blended learning environment
- Nurture provision supporting children who are no able to access learning in the class due to barriers such as ACE's/SEMH/trauma etc.

Barrier to Learning	EEF Recommended	EEF Rational	Specific implementation	Cost	Expected Impact
	Strategy				
Week emotional regulation resulting in lack of independence towards learning, low self-esteem, poor resilience to setbacks and passive learning.	Social and Emotional Learning	Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions	Family Link worker leading counselling sessions, 'time to talk' and sand tray intervention for pupils requiring support with their social and emotional needs.  Family Link worker supporting the work carried out in classrooms linked to the 'Zones of Regulation' 1:1 and small group sessions.	£0 extra support re- deployed Zones of regulation book £50	Pupils with Social and emotional needs begin to develop strategies to regulate their emotions. Anxiety is reduced and children feel positive when in school. Children are able to recognise their emotions and those of others. Strategies (personalised toolkits) enable the children to make good choices.  Approaches used in school are shared with home and a common approach between staff and parents enable pupils to feel happy and safe in their surroundings. Children with lower anxiety and who feel happy and safe, learn more effectively.
	Meta-cognition	Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.  These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.	Ongoing work with a focus on 'Learning to Learn' Characters in class and as a whole school. Adults modelling learning skills, referring to learning skills and celebrating learning skills in action with celebration certificates.		Children are able to talk about the 7 different learning skills of ELLI. Children can recognise which skills they need to develop and which they use in class successfully. Children show an understanding of what it takes to demonstrate each skill and the benefits that come from them.  Children's resilience improves and they fully engage with the learning in school Children make good or better progress due to the application of the skills needed.
	1:1 and small group tuition	One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support.  Evidence indicates that one to one tuition can be effective, delivering	Employment of an experience Teaching Assistant to lead Precision teaching session for pupils identified across both key stages within school.	£5816	Children identified with very specific gaps in their learning take part in bespoke sessions with a clear focus.  Learning aids / resources enhance learning experience along with effective feedback.

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		approximately five additional months'	Key focus on spelling.		Children make progress against
		progress on average.			SMART targets, closing the gaps,
			12.5 hours per week (afternoons)		which have developed over time.
			. , ,		Children's independence and
			Use of 'Clicker 8' as a teaching and	Licence for 5	confidence improves.
Gaps in life experience	Intervention	In order to support pupils who have	learning tool both in class and during	laptops £300	Children access Clicker in a small
or subject knowledge	programmes	fallen behind the furthest, structured		iaptops £500	group or individually on a regular
resulting in child not		interventions, which are delivered 1:1	small group intervention.		basis. Understanding of vocabulary
•		or in small groups are likely to be		£100	and sentence structure improves.
understanding			Use of Maths Frame as a learning	(school	Confidence in building a piece of
teaching, not engaging		necessary.	tool both in school and at home	subscription)	writing develops and children become
in questioning and not					more confident in writing.
•					
progressing to the					Children access Mathsframe
more complex					(interactive resource) both in school
thinking within a					and at home as part of home learning
_					expectation. Basic maths skills are
lesson.					rehearsed and developed leading to
					improved application of maths
					understanding in class.
	Feedback	Feedback studies tends to show very	Developed within whole school		Children receive effective and
		high effects on learning.	practise (Quality First Teaching) and		meaningful feedback from adults
			with support staff leading		working with them both in class and
			intervention and 1:1 support.		during invention time. Children have a
			intervention and 111 supports		clear understanding of what they have
					done well (and this is celebrated) and
					a clear picture of what they need to do
					next to improve.
					Children respond to feedback given
					(written or verbal).
			Development of 'Quality First		Teachers identify gaps in learning
			Teaching' as a SIP element in school	Part of	through effective assessment.
				annual	Teachers are confident in planning
			Training linked specifically to	subscription	differentiated tasks for individual
			differentiation and supporting pupils	to Inclusion	pupils / groups of pupils in the class
			with gaps in earning and SEND.	support.	which builds on prior learning and
			The Baps in carring and serve.	σαρροιτ.	challenges thinking.
					Children access learning opportunities
					suited to their ability / capability,
					moving their learning forward and
					enabling progress to be made.

Children lack reading, vocabulary and communication skills resulting in non-participation in class discussion, difficulty in working with independence and a resilience to develop a love of reading.	1:1 and small group tuition	One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support.  Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.	Reading Assistant training to up-skill and develop current practise in school.  Training available to all reading assistant working across KS1 and KS2.	£250	Children identified for reading support will access 1:1 tuition session 2 or 3 times per week. Reading assistants will hear children read and assist them in developing strategies and skills.  Reading fluency, reading comprehension and development of vocabulary are key.
	Reading Comprehension	Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a	Increased Reading assistant time. (x1 Reading assistant increase of 2.25 hours)	£492	Children will make good or better progress, developing confidence and a love of stories / reading.
	Feedback	range of techniques which enable them to comprehend the meaning of what they read.  Feedback studies tend to show very high effects on learning.	(x1 Reading assistant increase of 4.5 hours)	£930	Children receive feedback and support. Feedback is communicated to class teachers and then to parents to ensure a shared understanding of needs and targets to move forward.
	Phonics	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	Qualified Early Years teacher to deliver 1:1 and small group phonic intervention 1 day per week. Children regularly assed to identify need – with tuition or as part of a whole class approach. Intervention available for pupils in EYFS, Year 1 and Year 2.	£6,122	Pupils identified for phonic support (from EYFS / Year 1 / Year2) attend weekly phonic sessions (precision teaching technique). Phonic learning is then followed up in class and through extra support led by class TAs.  Pupils develop confidence in recognising and writing phonics from Phase 3 – 6. Good or better progress is made and evident through assessment tracker.
			Phonic Hero online teaching and learning program for use in school and at home.	£124.98	All children in EYFS and KS1 have a 'Phonic Hero' login. Children access the teaching and learning interactive resource regularly in school, as part of a small group and at home.  Teachers are able to access progress reports and track engagement.  Phonic hear is used in KS1 classes as a whole class teaching tool.
				14,169.06  naining – to be used in T5 and 6 follow  progress reviews)	