



Redfield Edge Primary School

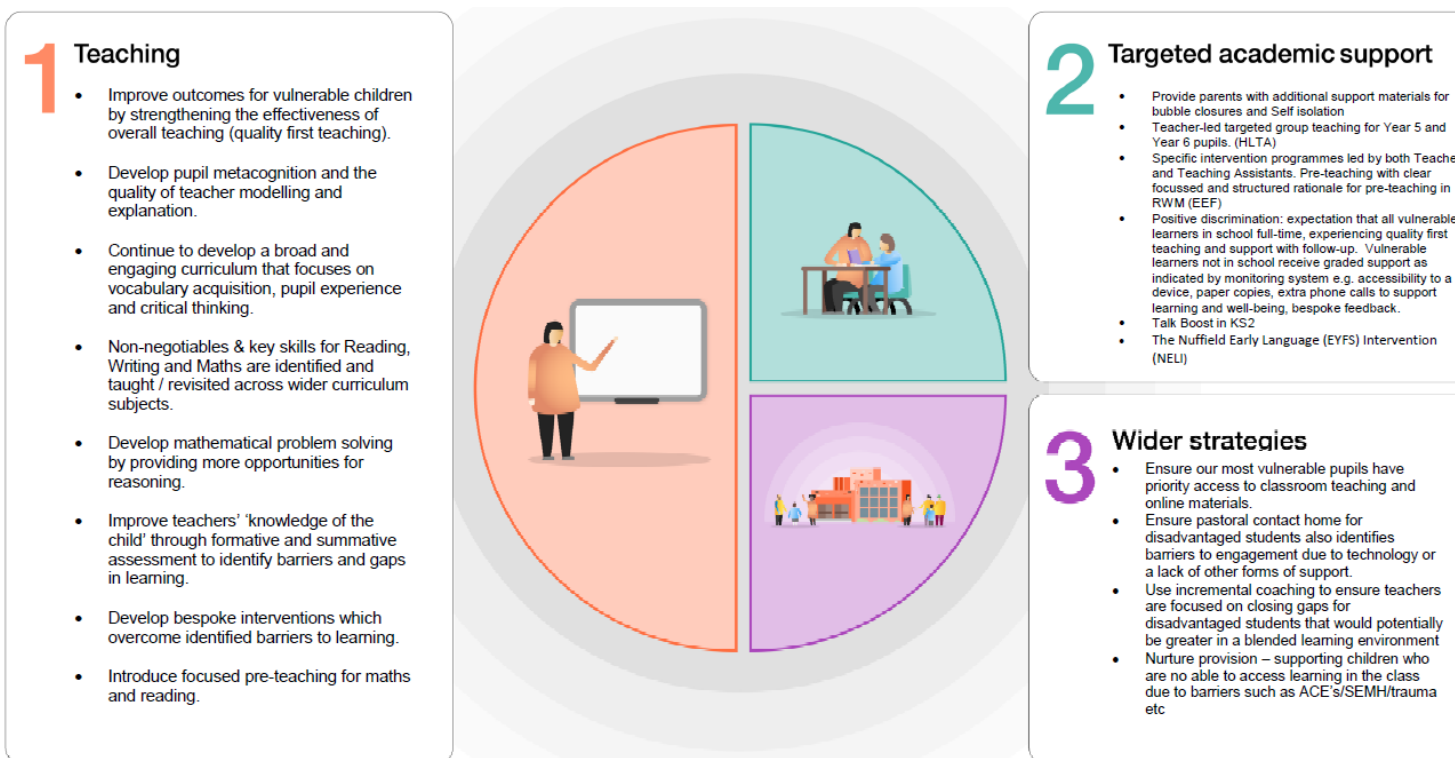


Catch-up Fund Spending Plan

School	Redfield Edge Primary School	School Strategy Leader	Lisa Robinson
Number of pupils Eligible	203	Total Allocation	£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.



Barrier to Learning	EEF Recommended Strategy	EEF Rational	Specific implementation	Cost	Expected Impact
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	<p>Family Link worker leading counselling sessions, 'time to talk' and sand tray intervention for pupils requiring support with their social and emotional needs.</p> <p>Family Link worker supporting the work carried out in classrooms linked to the 'Zones of Regulation' 1:1 and small group sessions.</p>	<p>£0 extra support re-deployed</p> <p>Zones of regulation book £50</p>	<p>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.</p> <p>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.</p>
	Meta-cognition	<p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>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.</p>	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.		<p>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.</p> <p>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.</p>
	1:1 and small group tuition	<p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support.</p> <p>Evidence indicates that one to one tuition can be effective, delivering</p>	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.

Gaps in life experience or subject knowledge resulting in child not understanding teaching, not engaging in questioning and not progressing to the more complex thinking within a lesson.		approximately five additional months' progress on average.	Key focus on spelling. 12.5 hours per week (afternoons)		Children make progress against SMART targets, closing the gaps, which have developed over time. Children's independence and confidence improves.
	Intervention programmes	In order to support pupils who have fallen behind the furthest, structured interventions, which are delivered 1:1 or in small groups are likely to be necessary.	Use of 'Clicker 8' as a teaching and learning tool both in class and during small group intervention. Use of Maths Frame as a learning tool both in school and at home	Licence for 5 laptops £300 £100 (school subscription)	Children access Clicker in a small group or individually on a regular basis. Understanding of vocabulary and sentence structure improves. Confidence in building a piece of writing develops and children become more confident in writing. Children access Mathsframe (interactive resource) both in school and at home as part of home learning expectation. Basic maths skills are rehearsed and developed leading to improved application of maths understanding in class.
	Feedback	Feedback studies tends to show very high effects on learning.	Developed within whole school practise (Quality First Teaching) and with support staff leading intervention and 1:1 support.		Children receive effective and meaningful feedback from adults working with them both in class and during invention time. Children have a 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 Teaching' as a SIP element in school Training linked specifically to differentiation and supporting pupils with gaps in learning and SEND.	Part of annual subscription to Inclusion support.	Teachers identify gaps in learning through effective assessment. Teachers are confident in planning differentiated tasks for individual pupils / groups of pupils in the class which builds on prior learning and 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 range of techniques which enable them to comprehend the meaning of what they read.	Increased Reading assistant time. (x1 Reading assistant increase of 2.25 hours) (x1 Reading assistant increase of 4.5 hours)	£492	Children will make good or better progress, developing confidence and a love of stories / reading.
	Feedback	Feedback studies tend to show very high effects on learning.		£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.
	Total Cost				14,169.06 (£1670.94 remaining – to be used in T5 and 6 follow progress reviews)

