

Thomas Fairchild Community School

COVID-19 Catch-up Premium Spending Summary



Total number of pupils:	228 pupils (Total) 207 pupils (R-Y6)	Total catch-up premium budget::	£20,480
Total number of PPG pupils:	112 pupils		

On 19th November 2020, the UK government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. This funding includes:

- a one-off universal £650 million catch up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time
- a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help, including a schools programme for 5 to 16-year-olds and an oral language intervention programme for reception-aged children. The Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs.

Thomas Fairchild Community School is committed to ensuring excellence for all pupils, regardless of their socioeconomic background. The school recognises the impact of closure on its pupils and is steadfast in its ambition to support any pupil whose learning has been lost during this time. We intend to use any catch up premium funding to address gaps in learning and enrichment experiences for all pupils but in particular those who are the most deprived. These priorities include:

- addressing gaps in children's mathematical understanding
- supporting children with gaps in their knowledge of phonics
- developing a love for reading in those who are not read to regularly
- enabling all children to access learning from home
- supporting those whose wellbeing and physical health has been most impacted

- offering enrichment experiences to those who miss out due to financial hardship.

The overall aims of the expenditure of the catch-up premium strategy is:

- To reduce the attainment gap between your disadvantaged pupils and their peers
- To ensure all pupils can access learning whilst off site
- To ensure the wellbeing of all pupils
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

A	Low levels of phonic understanding	<i>For the overwhelming majority of our current Year 1 pupils, their year in Reception was cut short. This meant that they missed a great deal of the school year and ultimately missed out on a vital phase in their education. Although learning tasks were provided for the children to complete at home, the teaching of phonics was difficult to manage and so for the current Year 1 children, data shows that they are working at lower levels in this area than their peers in previous years.</i>
B	Poor spoken language in EYFS	<i>Many children at Thomas Fairchild Community School did not attend pre-school and Nursery during the lockdown period. SaLT provision was greatly reduced for SEND pupils, many EAL children had limited opportunities to hear and speak English at home and children from families with limited social talk were not exposed to the depth of narrative and enriching narrative as other children. As a result, baseline data highlights a low entry point into Nursery and Reception in Communication and Language for many children, including (although not exclusively) those from SEND, EAL and PPG groups.</i>
C	Reading comprehension strategies	<i>More pupils in Year 3 remain working at lower reading levels due to missing the final months of the RWI phonics programme. As a result, their inference and processing skills are not yet refined and so phonics continues to be taught to a larger group of pupils than would be normal at this point in the school year. In addition, a large number of children across all key stages have enjoyed a reduced number of books whilst the school remained closed to the majority of pupils. In particular, pupils from deprived backgrounds read less or were read to less often than their peers.</i>

D	Mathematical Reasoning	<i>During the lockdown period, children in EYFS and KS1 missed in-school learning designed to build their knowledge and understanding of number and place value. Many key stage families felt confident supporting their children to develop basic number skills, but were less confident with more complex mathematical knowledge and strategies including reasoning. This has led to gaps in mathematical knowledge and the ability to apply mathematical knowledge for many vulnerable children.</i>
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E	Access to learning whilst at home	<i>For a significant number of children, access to home learning tasks set by teachers during the school closure was a considerable barrier. It was evident that for some families, technology was limited. This was particularly the case where disadvantaged families had children in multiple year groups. Many families do not have access to technology which enables their children to open Google Classroom. Some families do not have access to wifi in the home.</i>
F	Financial hardship due to redundancy	<i>For some families at Thomas Fairchild Community School, financial hardship has been more prevalent than would normally be the case. Many working parents lost their jobs, were furloughed or where freelance, could not work for long periods. As a result, the number of families applying for free school meals has increased and a greater number of children have and continue to miss out due to their parents being out of work or bringing in a much lower or inconsistent income than usual.</i>
G	Attendance due to COVID caution	<i>Despite attendance being much higher than national average at the start of the new academic year, it is lower than usual for this term. Some families have been cautious about allowing their children to return to school. Where siblings have been told to isolate due to contact with a positive case, siblings have also been kept at home. As a result, more children are missing school on a daily basis. This is impacting disadvantaged children at a higher rate than non-disadvantaged.</i>
H	Mental & physical wellbeing	<i>During the lockdown and school closure, children of Grazebrook Primary School were forced to stay inside the family home.</i>

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<p>A PHONICS</p>	<p>At Thomas Fairchild Community School, all KS1 pupils are given the support they need to achieve in reading.</p> <p>In Year 2 at least 95% of children meet the threshold for the December PSC and 100% by June 2021.</p> <p>In Year 1, at least 95% of pupils meet the threshold score in the PSC June 2021.</p>	<ul style="list-style-type: none"> ● On entry assessment identifies pupils with gaps in their knowledge of phonics. ● Action is taken to address the gaps and intervention is timetabled immediately. ● Additional members of staff are appointed to support specifically with phonic interventions. <ul style="list-style-type: none"> ● Children learning to read are ably supported by parents and carers due to the support of school staff. 	
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		<ul style="list-style-type: none"> ● All children in KS1 are given differentiated support specific to their needs. 	
<p>B SPOKEN LANGUAGE</p>	<p>Speaking English as an additional language is no barrier to children learning new and high quality vocabulary.</p> <p>Children with limited English or are immersed in a language rich environment, learning new vocabulary and definitions of words they do not already know the meaning of.</p> <p>Children across the school use high quality vocabulary in their spoken and written work. This vocabulary is relevant to the subjects they are learning about.</p> <p>Pupils across the school are well prepared for the next stage of their education.</p>	<ul style="list-style-type: none"> ● Professional development opportunities offer staff support with the most effective strategies to include vocabulary and language activities within their lessons. This includes the delivery of the 'I can talk boost' ● Senior and middle leaders evaluate the quality of education when monitoring lessons and through monitoring books, can further support staff with the use of vocabulary within their teaching. ● Phase leaders spend quality time with their teams developing their practice and planning opportunities for children to learn new vocabulary <ul style="list-style-type: none"> ● Parents and families know the vocabulary the children are learning through information sent home to them. ● The most disadvantaged pupils are identified quickly and are given opportunities beyond those offered by the classteacher through intervention and booster sessions. 	

<p>C READING COMPREHENSION</p>	<p>No child is left behind because they have limited access to reading materials at home.</p> <p>Reading interventions and additional sessions ensure all pupils have the opportunity to hear stories read to them and to enjoy a range of books.</p> <p>Children at Thomas Fairchild have access to quality literature relevant to their reading levels and interests.</p> <p>Children are challenged through quality lessons and focus on reading comprehension skills in SFA and other reading activities.</p>	<ul style="list-style-type: none"> ● The most disadvantaged pupils are recognised and support is put into place for them. ● A timetable of support is created to allow for interventions and additional sessions to take place. <ul style="list-style-type: none"> ● Incremental coaching is used to ensure teachers are focused on closing gaps for disadvantaged students that would potentially be greater in a blended learning environment. ● Opportunities to share stories and discuss these are timetabled for all classes. ● Quality literature is available in all classrooms. ● Reading areas are enticing and encourage pupils to develop an interest in books. ● Books are displayed in other areas of the school in an interesting and inviting way. ● Teachers have a good knowledge of children's stories and can recommend books to the children in their classes. 	
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<p>D MATHEMATICAL REASONING</p>	<p>No child is left behind because they have no remaining gaps in their mathematical knowledge.</p> <p>Maths interventions and additional sessions ensure all pupils have the opportunity to reason, make links and use maths in real-life contexts.</p> <p>Children at Thomas Fairchild have access to quality maths equipment and resources to allow them to develop a deep understanding of abstract mathematical concepts.</p> <p>All children are challenged through quality lessons where knowledge is built and a wide range of opportunities for application of the knowledge occur.</p>	<ul style="list-style-type: none"> ● The most disadvantaged pupils are recognised and support is put in place for them to close gaps. ● A timetable of support is created to allow for interventions and sessions (within and outside of the school day) to take place. ● Pupil attainment review meetings allow for gaps to be pinpointed and teaching adjusted to meet the needs of children. Teachers receive support from leaders and training to ● On-line resources such as TT Rockstars are utilised to share strengths and target practice around gaps. ● Staff training supports teachers to make effective use of assessment data to inform planning and teaching, looking at prior knowledge expectations as well as current expectations to ensure no gaps in knowledge and skills remain. ● Support staff are trained in how to support vulnerable children within and outside of lessons. ● Children experience mathematical enrichment opportunities which enhance their understanding of the purpose of maths and links across subjects. 	
<p>E ACCESS TO TECHNOLOGY</p>	<p>Deprivation and poverty are no barrier to pupils' access to technology.</p> <p>No child at Thomas Fairchild Community School is left behind because they have no access to distance learning.</p> <p>All pupils are provided for through 'in-house' initiatives and through government schemes. All children can access learning from home should they be forced to.</p>	<ul style="list-style-type: none"> ● Pastoral contact with home for disadvantaged students identifies barriers to engagement due to technology or a lack of other forms of support. ● Technological support is offered to those who need it. ● Our most vulnerable pupils have priority access to classroom teaching and online materials. ● All teachers are well prepared for any whole or partial school closure. ● Learning resources are prepared in advance for any distance learning. ● Parents are informed in advance of details regarding any distance learning arrangements. <ul style="list-style-type: none"> ● Children use technology during weekends to access homework in preparation for any school closure. 	

		<ul style="list-style-type: none"> ● Children in Year 4-6 have 1:1 devices in class and at home. All other children are given access to technology if this is limited at home. ● Advantage is taken of the government technology scheme allowing more pupils to have 1:1 devices and offering support to those who need it most. 	
E FINANCIAL HARDSHIP	<p><i>Financial hardship does not impact the children's wellbeing or learning.</i></p> <p><i>Those who are suffering hardship are provided for by the school and other agencies.</i></p>	<ul style="list-style-type: none"> ● Any child believed to be suffering hardship is identified quickly by school staff. ● Arrangements are made for free school meals during any school closure and holiday periods. ● Support is given to those who need it by providing uniform, breakfast club and after school club places as needed. ● Links are made with agencies providing additional support to vulnerable families. ● Foodbank vouchers are shared with families in need. ● Where necessary, social services are informed of any families suffering extreme hardship. 	
F ATTENDANCE	<p><i>Regardless of their socio economic background, all children attend school regularly.</i></p> <p><i>There are no gaps in attendance figures when comparing deprived children and their peers.</i></p>	<ul style="list-style-type: none"> ● Pupils with poor attendance are identified through daily monitoring. ● Meetings take place with parents to encourage attendance and to identify reasons for non attendance. ● Pupils with continual poor attendance are supported through the work of the attendance officer and from Hackney Education. ● For those who are self-isolating, quality provision is continued through blended learning and regular support from the class teacher and other school staff. 	

<p>G WELLBEING</p>	<p><i>The mental and physical well-being of pupils at Thomas Fairchild is supported through additional activities and enriching experiences.</i></p> <p><i>Staff identify those who have suffered physically or mentally during any school closure.</i></p>	<ul style="list-style-type: none"> ● <i>Pupils recognised as having limited access to sports activities and quality physical wellbeing are provided for through sports clubs and classes at school.</i> ● <i>Children with limited access to enriching experiences are offered additional support through music tuition and art sessions with trained members of staff.</i> ● <i>Sports activities take place in the school playground and in other outdoor locations as much as possible.</i> 	
	<p><i>The school uses the current WAMHS project as a means of improving mental health support for the school community.</i></p>	<ul style="list-style-type: none"> ● <i>Experts and professionals are invited to the school to work with children who would otherwise miss out on enrichment activities due to hardship.</i> 	