

# Catch Up Premium Spend



Planned Review Dates	Date Reviewed
March 2021	March 2021
July 2021	July 2021 – alterations to focus of spend.
November 2021	
February 2022	
April 2022	

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## **Accountability**

All catch-up premium must be spent for the benefit of our school's children. Spending must be coordinated to meet our catch-up obligations, supporting teachers as they work to recover learning lost due to COVID-19. The Department for Education has made it clear that local authorities are required to certify to the Education and Skills Funding Agency (ESFA) that the school's catch-up premium spend complies with set terms and conditions. It is also made clear that the basis for allocation of this grant may be varied by the Secretary of State for Education. Planned expenditure for current year It is the responsibility of the school's headteacher to ensure that this money is spent effectively. As advised by the government, though the funding has been calculated on a per pupil basis, the school will use the sum available as a single total from which to prioritise support for pupils according to their need.

## **Context**

Throughout lockdown approximately a third of children attended school for a period of time, benefiting from face to face contact with class teachers and teaching assistants. The remaining two thirds accessed remote learning, engagement here was closely monitored, enabling teachers to have a good overview as the children returned to school. It is vital that all children are provided with the support they need to make the progress, fulfilling our key aims.

## **Aims**

- Outcomes for children at the end of 2020/21 academic year will be in line with children's projected attainment at the point of the first lockdown in March 2020.
- Outcomes for the 2021/22 academic year will be at least in line with those at the end of the 2019/20 year.
- All mental health and well-being needs of the children will be supported by the school.

## **Strategy**

To support the progress of our children we believe this will be best served through a combination of high quality first teaching and small group focus work. This will be delivered by both teachers and teaching assistants – adults that know the children well. Carefully planned spending of Pupil Premium funding has enabled school to focus on this key priority. At Myton Park our catch up strategy focuses on:

- Delivery of a well sequenced, progressive curriculum which has been modified to meet the needs of our children. Professional development will support teachers in curriculum planning and enable them to identify particular areas where pupils have forgotten or misunderstood key concepts to ensure that new material being covered builds on secure foundations.
- Ensuring high quality teaching and learning to improve outcomes for pupils. All teachers will be supported by a bespoke, relevant and progressive package of professional development, which is informed by effective, research based teaching and learning strategies.
- Targeted high quality small group tuition delivered by both teaching assistants and class teachers.

***To be read in conjunction with the Pupil Premium Strategy.***

## Myton Park Primary Catch Up Strategy 2020/21 and 2021/22

Barrier	Rationale/Action	Intended Outcome	Monitoring of Effectiveness	Amount allocated
<b>2020/21 Academic Year</b>				
Academic due to the impact of lockdown.	Targeted small group intervention focused at Y5 and Y3. Each to have 2 days support per week. Support to focus on key knowledge children will need in order to build upon in the next academic year. TA led small group focus during morning sessions. Teacher to deliver bespoke intervention during afternoon session. Y5 to ensure they are prepared for their next stage in education. Y3 did not complete KS1 and so require intervention to close gaps in learning.	Children to make progress and be better prepared to access their learning in the next academic year. Clear next steps for classes and individual children to be identified in order to fully support throughout 2021/22 <b>EEF:</b> <ul style="list-style-type: none"> <li>• <b>Delivery of reading comprehension strategies within intervention focus +6 months.</b></li> <li>• <b>Small group tuition +4 months</b></li> </ul>	Analysis of assessment data by key leads: assessment, maths and English. Lesson drop ins Book Looks Pupil Progress Meetings	No allocated funding to be met within school budget.
<b>2021/22 Academic Year: proposed – specific year groups to be identified at July review</b>				
Academic due to the impact of lockdown.	Targeted small group intervention focused at. Support to focus on core subject areas to support progress. TA led small group focus during morning sessions. Teacher to deliver bespoke intervention during afternoon session.	Children to achieve at least projected progress and attainment based on known prior attainment points. <b>EEF:</b> <ul style="list-style-type: none"> <li>• <b>Delivery of reading comprehension strategies within intervention focus +6 months.</b></li> <li>• <b>Small group tuition +4 months</b></li> </ul>	Analysis of assessment data by key leads: assessment, maths and English. Lesson drop ins Book Looks Pupil Voice Pupil Progress Meetings	Two Level 3 teaching assistants to support full time in Year 3 and Year 4 for two terms initially. This accounts for both 2020/21 and 2021/22 funding to date <b>£16,900</b>
	To provide release for professional development both internal and external to support the effective delivery of QFT.	Children to make progress in line with prior attainment points due to effective quality first teaching. <b>EEF:</b> <b>Metacognition and self-regulation +7 months. This will be a key part of continuing professional development delivered in school.</b>		
	Increase in leadership capacity with the addition of two TLR2B posts focusing on teaching and learning with responsibility for English and maths.	Children to make progress in line with prior attainment points due to effective quality first teaching.	Lesson drop ins Coaching with Teaching and Learning Leads	No allocated funding to be met within

<p>To develop high quality first teaching through research driven strategies.</p>	<p><b>This raised capacity within leadership will enable the above improvements in teaching and learning for all children in school.</b></p>	<p>Liaising with Headteacher to reflect on the impact of delivered professional development.</p>	<p>school budget.</p>
<p>Raise the quality of teaching and learning in English and the wider curriculum.</p>	<p>Children to make progress in line with prior attainment points in reading and writing.</p> <p>Long term impact on wider curriculum raising cultural capital of all children beyond the immediate recovery phase following lockdowns.</p> <p>Curriculum Lead to ensure knowledge rich curriculum is delivered in the interim addressing gaps in knowledge due to the pandemic.</p>	<p>English Lead to liaise with Headteacher to assess impact of applied approach and make amendments as necessary.</p> <p>Headteacher to liaise with Curriculum Lead and Senior Leaders as work to set new curriculum is completed.</p>	<p>Support from local English Hub £800.00</p> <p>Chris Quigley Education £5260</p> <p>No allocation funding met within school budget.</p>