



## Catch up Premium Strategy Statement: Milton Road Primary school

Summary information					
<b>School</b>	Milton Road Primary				
<b>Academic Year</b>	2020/21	<b>Total number of children</b>	420	<b>Total Catch-up Premium</b>	£33,250

Guidance	Use of Funds	EEF Recommendations
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be amongst those hardest hit. Schools' allocations will be calculated on a per pupil basis, providing mainstream school with a total of £80 for each pupil (Reception to Year 6).</p> <p>As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to</p>	<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence based approaches to catch up for all students.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>• Supporting great teaching</li> <li>• Pupil assessment and feedback</li> <li>• Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>• One to one and small group tuition</li> <li>• Intervention programmes</li> <li>• Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>• Supporting parent and carers</li> <li>• Access to technology</li> <li>• Summer support</li> </ul>

schools' baselines in calculating future years' funding allocations.	Schools should use this document to help them direct their additional funding in the most effective way.	
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Priorities	Links to School Improvement Priorities
1. Assessments used to identify pupils and inform effective implementation of interventions	<b>Catch Up:</b> Introduce "catch up" for all children whose learning and progress has been compromised as a result of missing school. Ensure all children achieve their highest potential including those with SEND. Implement optimal strategies including focused TA deployment & tutoring.
2. Deployment of trained staff and resources that meet the needs of all pupils. Delivery of identified interventions to support closing core subject knowledge gaps for identified pupils. Regular and rigorous reviews demonstrate gaps closing and adapting to developing needs of cohort.	
3. Improve reading provision within school, some children have missed opportunities to develop their reading and access to varied, appropriately levelled reading materials has been limited through lockdown.	<b>Quality of Education: Phonics, Reading &amp; Writing:</b> Continue to implement Story Time Phonics and early reading and writing in EYFS. Reading and writing in Key Stage 2 is motivating and purposeful, reading texts and reasons for writing are exceptional. (School Improvement Priority 2)
4. Pupils and families identified as needing additional well-being support, due to COVID-19, are offered 1:1 support in school.	<b>Culture, Behaviour, Attitudes to Learning</b> - The school's behaviour & relationships policy is becoming embedded and is one that is trauma informed and based on a basic understanding of neuroscience including self-regulation and co-regulation. (School Improvement Priority 8)

5. To ensure positive lessons learnt from lockdown are supported to continue once full re-opening is established.	<b>Curriculum Design, Pedagogy and Assessment:</b> Milton Road's curriculum which will be research informed, and securing high academic standards through positive ethos including CREW, assessment processes, the 6Cs, project based learning. (School improvement Priority 5)
6. To support EYFS children following a reduced pre-school provision and under developed vocabulary/language skills for pupils starting Reception	<b>Early Years:</b> Continue to develop the pedagogy and curriculum offer in Early Years Foundation Stage to embed "in the moment planning", forest school and child-led learning. Ensure the pedagogy of the EYFS class room; voice, choice and agency is developed to promote resilience, independence, collaboration and creativity. (School improvement Priority 1)

Planned expenditure				
Priority	Identified Areas	Action/ Approach	Costing	Review
1	Identify gaps from lockdown	PiRA and PUMA tests Y1-Y6	£2885	Two cycles of PIRA and PUMA tests carried out. Information used to inform two cycles of Pupil Progress meetings and inform planning provision and support for all year groups. 83% children demonstrated expected levels of progress or above in Reading and 37% above, in Maths 75% expected and 33% above.
2	Interventions set up to support children with identified gaps in learning	Purchase of Shine Intervention tool, Rapid Reading, Writing and Maths schemes.  Allocation of additional TA time to target identified groups	£7,555  £9,825	Rapid interventions in year 5 and 3, 83% showed good progress using intervention assessment tools, 75% now at or just below Age related expectations using teacher assessment/ Reading test materials.  Further development needed around shine intervention tool

3	Improve reading provision within school	Additional reading books purchased for pupils to support PM benchmark reading scheme progression.	£1,170	Additional reading books available and being used throughout school for those children on PM scheme.
4	Barriers to learning caused by pupil well-being, due to possible COVID19 related issues in the child and wider families	Whole school support from and individual case-by-case referrals made to NHS Mental Health support team  School counsellor sessions with identified children  Family worker intervention from Red Hen charity	-  £2,325  £900	MHST provision support intervention successful with several families, especially around managing anxieties.  Family worker provision has been successful for a high needs family.  From entry and exit data, 75% children felt better after counselling following, the majority (80%) felt counselling had “helped me a lot”, 70% said they know where to go for help in the future.  Early Intervention support still remains an area for development. Red Hen support investigated and links now established with Social Worker placements for 2021-2.
5	Access to technology that supports online learning, independent project work and crew based learning	Purchase of android tablets to allow 6 per class throughout KS1 and 2	£7,650	Tablets introduced successfully to support learning across KS2 in a pilot scheme, now to be more widely available for use in September.
6	Identification of and intervention for children in EYFS needing support around communication and interaction.	Wellcomm speech and language toolkit with traffic light scoring and Big Book of Ideas for play based actions.	£940	88% of children achieving GLD or above in EYFS communication and interaction.

Total budgeted cost £33,250				

