

Monk Fryston CE Primary School

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	203	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£16,240		

STRATEGY STATEMENT
<p>The aims of this strategy are:</p> <ul style="list-style-type: none"> ○ To raise the attainment of all pupils to close the gap created by COVID-19 school closures ○ To accelerate the progress of pupils not yet reaching age-related expectations in English and maths in order to close their individual gaps ○ To support the wellbeing of pupils through the implementation of pastoral strategies which impact upon their learning ○ To provide targeted intervention for high-needs cohorts to reduce adult:pupil ratios and provide more effective support for learning <p>We will do this through a blended approach that improves access to resources, increases the number of staff trained in supporting learning, and provides access to small group tutoring sessions aimed at specific needs.</p> <p>The strategies we have selected are informed by research evidence provided by the Education Endowment Foundation. Their statement regarding catch-up provision recommends a variety of approaches: “Catch-up provision, including assessment of lost learning and targeted support, will be essential. However, it is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school closures.” (EEF 2021)</p> <p>Individual research analysis of the selected strategies indicates these positive gains:</p> <p>“There is extensive evidence showing the impact of tutoring to support pupils who have fallen behind. Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.”</p> <p>“On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months’ additional progress on attainment.”</p> <p>“Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months’ progress.”</p> <p>“Evidence suggests that TAs can have a positive impact on academic achievement.”</p>

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Recruit new 1.6fte Teaching Assistants to provide pastoral support throughout the school.	Pupils are well supported and make good progress so that a higher percentage are at or above ARE.	"On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment."	Effective recruitment and induction strategies will be used to ensure that this strategy is implemented swiftly and effectively. Embedded appraisal and support structures will help to monitor and manage this.	Headteacher	Termly through appraisal and pupil progress analysis.
Total budgeted cost:					£3787.86
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Provide 0.5fte additional Teaching Assistant support in Year 1 to accelerate progress in phonics	Increased differentiation and support provide for phonics lessons, accelerating the pace of learning and progress.	"Evidence suggests that TAs can have a positive impact on academic achievement."	Effective recruitment and induction strategies will be used to ensure that this strategy is implemented swiftly and effectively. Embedded appraisal and support structures will help to monitor and manage this.	Headteacher	Termly through appraisal and pupil progress analysis.

Provide tuition through the National Tutoring Programme for small groups (1:2 or 1:3) of 37 pupils in maths and English aimed at addressing specific gaps in knowledge.	Higher percentage of pupils in target cohorts at or above ARE in maths and English. Good progress noted in previously identified areas of weakness.	“There is extensive evidence showing the impact of tutoring to support pupils who have fallen behind. Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.”	Monitoring of sessions will be conducted by SLT and the NTP chosen provider. Pre- and Post-tutoring assessments will be used to measure impact.	Val Law	Half-termly intervals, through meetings between teachers and tutors.
Provide 0.5fte additional Teaching Assistant support in Year 5 to accelerate progress in writing.	Increased differentiation and support provide for writing lessons, accelerating the pace of learning and progress.	“Evidence suggests that TAs can have a positive impact on academic achievement.”	Effective recruitment and induction strategies will be used to ensure that this strategy is implemented swiftly and effectively. Embedded appraisal and support structures will help to monitor and manage this.	Headteacher	Termly through appraisal and pupil progress analysis.
Total budgeted cost:					£10,026.35
Other approaches					
Action	Intended outcome and success criteria	What’s the evidence and rationale for this choice?	How will you make sure it’s implemented well?	Staff lead	When will you review this?
Provide Chromebooks for loan to pupils not qualifying for other additional support, but have no access to digital technology during school closure. These can be used to provide access to digital technology in class when school is in session.	Pupils are able to access learning tasks and maintain progress in their learning during lockdown. There is greater equality of access to valuable digital learning resources.	“Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months’ progress.”	Loan scheme will be through an application process. Access and outcomes will be monitored through engagement in Google Classrooms and progress will be measured.	Headteacher	Through Classroom monitoring and pupil progress meetings.

Purchase new reading books to motivate children to read more often and widely.	Pupils read more Accelerated Reader books, improving their fluency in reading and accelerating progress.	Motivation and interest in reading is a key factor in engaging pupils and impacts positively upon their learning outcomes (Erasmus Project 2017)	Accelerated Reader STAR rearing tests will be used to measure learning gains.	Anna Greenwood/ Hannah Asquith	Analysis of AR
Contingency fund for additional support when needed in summer term.	To be used to support further work as identified.	Not all learning gaps were evident in Autumn and there will be the need for additional resources later in the year.	SLT to identify required strategies and implement them swiftly in response to identified need.	Headteacher	Pupil progress meetings used to identify need.
Total budgeted cost:					£2400

ADDITIONAL INFORMATION

When developing this strategy, staff noted the evidence in the following publications:

'Guidance - Catch up premium' - *DFE November (2020)*

'The EEF guide to supporting school planning: a tiered approach to 2021' – *EEF (2020)*

'Rapid evidence assessment Impact of school closures on the attainment gap' – *EEF (2021)*

'Teaching & Learning Toolkit' – *EEF (2018)*