

**Catch-up Premium Strategy 2020-2021**

School's name	<i>Milford primary School</i>		Date	2.12.20
School's universal catch-up premium fund (total amount)	£8080		Number	Percentage
Total number of pupils on roll	NOR = 101	Pupils eligible for the pupil premium/ disadvantaged	25	24.75%
		Pupils eligible with SEND		
		Pupils eligible who are LAC and/or PLAC	1	1%
National Tutoring Programme	Tutors 12 hours a week for 15 weeks			

Barriers	
Academic	
1.	<i>Gaps in Maths/English learning</i>
2.	<i>Gaps in phonics learning</i>
3.	<i>Delayed language acquisition in Early Years</i>
Behaviour and Attitudes	
4.	
5.	
Personal development (including social and emotional health and wellbeing)	
6.	<i>Increased school anxiety due to Covid 19</i>
7.	
Date(s) of review(s) and impact of catch-up premium funding:	Spring: <i>HT, and GB.</i> Summer: <i>HT, and GB.</i>

Catch-up Premium: <b>Academic</b> <b>Objective 1: To improve children's learning in Maths and English</b>					
<b>Reasons for the approaches taken: The NTP offers value for money – we pay 25% of the tutor's cost. We are getting good quality tutors as we are able to use 2 of our part time teaching staff who already know the children and their needs</b>					
<b>Success criteria</b> - what will tell you that you have overcome the barrier? Children reaching their expected level in their termly NFER assessments					
Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible	Monitoring and evaluation	Amount of funding to be spent and from which source:
1	<i>Gaps in Maths and English learning as a result of school closures</i>	<i>Reach age related expectations Measured by teacher assessment and NFER tests</i>	<i>Purchase of termly NFER tests for years 1-6 Detailed objectives placed on Insight tracking to aid analysis Target children enrolled on to NTP to begin in January</i>	<i>NFER termly tests and ongoing assessment</i>	<i>NFER tests from universal fund £1603  NTP @ £12.50 a session 12 hours for 15 weeks  Total £2,250</i>
Catch-up premium plan: <b>Academic</b> <b>Objective 2.....Improve phonics knowledge in years 1 and 2</b>					
<b>Reasons for the approaches taken: Employing the part time class teacher on her days off to focus on the phonics knowledge of the children ensures that the support is focussed and relevant</b>					
<b>Success criteria</b> - what will tell you that you have overcome the barrier? Passing phonics screening test					
Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar

2	<i>Gaps in phonics knowledge</i>	<i>Selected children will pass their phonics test</i>	<i>Employ class teacher as additional support on her days off to take small intervention groups</i>	<i>Passing phonics screening test in June 2021</i>	<i>Phonics screening test</i>	<i>From universal fund 1 hour for 2 days a week as HLTA for 15 weeks</i>  <i>£13.35 an hour Total £400.50</i>
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Catch-up premium plan: **Academic**      **Objective** Improve the language skills of the reception cohort

**Reasons for the approaches taken:** Teachers have noticed that weak language skills evident in current reception class cohort. NELI is a government funded with evidence to show that it can make the children make significant improvements

**Success criteria** – Improved language skills after teacher assessment for early learning goals

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
3	<i>Weakness in oral language skills in reception children</i>	<i>Use of Nuffield Early Language Intervention</i>	<i>CK/PI/ED By end of 20 week programme</i>	<i>Teacher assessment at the end of programme</i>	<i>TA Training of 12 hours 10x £13.35 = £160.20 Teacher training of 1 day £200 Deliver intervention - 4 hours a week for 20 weeks £1068</i>

Catch-up premium plan: **Personal development**      **Objective 6** Improve the well-being of targeted children through forest schools sessions.

**Reasons for the approaches taken:** Forest school sessions can develop confidence and self-esteem through learner inspired experiences in a natural setting

**Success criteria** - what will tell you that you have overcome the barrier? Improved well-being and a reduction of anxiety

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar

6	<i>Anxiety as a result of Covid 19 and personal circumstances</i>	<i>Improved well being</i>	<i>Weekly forest school sessions with an aim to reduce anxiety and improve self esteem</i>	<i>CK/KT</i>	<i>Teacher assessment</i>	<i>Weekly 2 hour sessions at £13.35 an hour for 15 weeks £400.50</i>
Catch-up premium plan: <b>Personal development Objective 7...Improve well-being of whole school community by developing forest school site for all to use</b>						
Reasons for the approaches taken: <b>Forest school sessions can develop confidence and self-esteem through learner inspired experiences in a natural setting</b>						
<b>Success criteria</b> - what will tell you that you have overcome the barrier? Improved well-being throughout the school						
Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar	
7						<i>Weekly 2 hour sessions for each class in rotation @ £13.35 for rest of school year beginning in January 24 weeks £648.80</i>  <i>Equipment to develop forest school site £1,500</i>
						<i>Total Projected Spend £8,031</i>

Review of the impact of the strategy				
		How the money was spent: Barriers and actions taken to overcome them.	The impact of the strategy: To what extent the barriers were overcome. To include outcome data.	Lessons learned: What did/did not work and why.
1.	Ac.	<i>Brief recap for each barrier.</i>	<i>Note the efficacy of the interventions and the extent to which the barriers were overcome. Evidence with data where appropriate.</i>	<i>Identify the approaches that were successful. Explain why they achieved the desired outcome. Identify the actions that were not successful. Explore what went wrong and determine whether it was the approach or the implementation that led to this outcome.</i>
2.				
3.				
4.	B A			
5.				
6.	P D			
7.				