

## Catch up Premium Funding (including tutoring) 2021-22

### What is the Catch-up Premium?

The government has announced additional funding to support children and young people to catch up. At Medlock, we have been allocated approximately £23,439.00 based on pupil numbers at the October 2020 census. Additional funding is expected. School will also be prioritising additional funding, through the Pupil Premium grant and main school budget.

### What are some of the identified barriers to future attainment exacerbated by impact of Covid 19 and school lockdowns?

<b>Academic barriers</b> (issues to be addressed in school, such as insecure use of the phonic code)	
A.	Impact of 2 periods of school closure (March-Sept 20-21) (Jan-March 21) on progress made in R/W/M
<b>Additional barriers</b> (including issues which also require action outside school)	
A.	Impact of Covid 19 : SEMH : wider social issues
B.	Families live in an area of high deprivation and some children have a narrow sphere of experience (which impacts on attainment across curriculum)
C.	Lower attendance and more particularly punctuality rates for some pupils as a consequence of the pandemic

### Purpose of the funding

Schools should use this funding to support children to catch-up for lost learning over the previous months, in line with the guidance for curriculum expectations in their current academic year. Schools have the flexibility to spend the funding in the best way for

their cohort and circumstances but there is also some additional funding which must be spent on supporting more disadvantaged children.

To support schools to make best use of the fundings the Education Endowment Foundation (EEF) has published a support guide with best evidence-based approaches to catch-up. We will use this document to help direct our spending of additional funding in the most effective way.

***Our Catch-up spending is informed by our priorities as outlined in our SDIP 2021-22. As noted, further monies have been deployed above the amount granted, some of which is listed below.***

**Strategies including use of the funding to support our pupils who have been impacted by Covid 19?**

<b>What?</b>	<b>Costs</b>	<b>Intended Outcomes</b>	<b>How will leaders ensure appropriate implementation?</b>
1:1 tutoring/intensive support in KS2 maths <ul style="list-style-type: none"> <li>- 24 pupils in year 4-6 to access Third Space Learning Tutoring</li> <li>- 1:1 and 1:2 teacher led maths tutoring</li> </ul>	£1980  1-1 = £162 per 15 hrs 1-2 = £171 per 15 hrs	To deliver maths 1-1 interventions where pupil gaps have been identified across Key Stage 2	<ul style="list-style-type: none"> <li>- Regular reports provided. Additional support given where there remains and identified need</li> <li>- Regular time identified for dialogue between class teachers/tutors</li> <li>- Covid catch up ½ termly meetings with DHT/AHTs</li> </ul>
Specialist 1-1 reading and writing support for our most vulnerable pupils in KS1	£21,300 approx	<ul style="list-style-type: none"> <li>- Gaps are closed, particularly in phonic code, so that children are</li> </ul>	<ul style="list-style-type: none"> <li>- Clear, measurable start and end points</li> <li>- Regular check ins with</li> </ul>

		<p>ready to access KS2 curriculum</p> <ul style="list-style-type: none"> <li>- % of children below ARE for reading and writing diminished.</li> </ul>	<p>class teachers (which continue once children are 'back on track')</p> <ul style="list-style-type: none"> <li>- Review meetings alongside SLT</li> <li>- TAs within classroom pick up chn for further 1-1 support across the week</li> </ul>
<p>1-1 and small group reading intervention across years 3-6 for children within the lowest 30%</p> <ul style="list-style-type: none"> <li>- Switch On</li> <li>- Inference</li> <li>- Fluency</li> </ul>	£22,369	<ul style="list-style-type: none"> <li>- Gap reduced or eradicated for identified children</li> <li>- More children at ARE in year 6.</li> <li>- Expected progress at pre Covid projections in Year 6.</li> </ul>	<ul style="list-style-type: none"> <li>- Intervention 'paperwork' shows clear start and end points</li> <li>- Regular reports provided. Additional support given where there remains and identified need</li> <li>- Regular time identified for dialogue between class teachers/tutors</li> <li>- Covid catch up ½ termly meetings with DHT/AHT</li> </ul>
<p>Additional reading interventions for children identified as higher attaining prior to Covid 19 in reading/writing/maths</p>	<p>No direct costs - ½ day DHT time (within role) 1.5 hours AHT time</p>	<ul style="list-style-type: none"> <li>- Children maintain or improve on previous progress markers despite periods of lockdown</li> <li>- Gap between % of chn at higher standard at end of KS2 with National continues to close</li> </ul>	<ul style="list-style-type: none"> <li>- Team teach/ peer observations to check quality</li> <li>- Regular tracking - covid catch up conversations</li> </ul>

<p>CPD (continuing professional development)</p>	<ul style="list-style-type: none"> <li>- Equivalent to ½ day per week of leadership support looking at identified gaps and supporting teachers with assessment.</li> </ul>	<p>To ensure staff have strategies to support in responsive diagnostic assessment in reading</p> <ul style="list-style-type: none"> <li>- Impact seen in quality of adult interactions</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure that CPD is matched to need and returned to regularly across the year</li> <li>- Observations and staff/pupil voice demonstrate tangible impact of training</li> </ul>