



## Middlefield Community Primary School

### COVID-19 catch-up premium spending: summary

#### SUMMARY INFORMATION

Total number of pupils:	215	Amount of catch-up premium received per pupil:	£68.84
Total catch-up premium budget:	£14,800		

#### STRATEGY STATEMENT

Our priorities for use of the catch up premium are:

- Ensure that children have access to high quality online provision during any period of closure
- Ensure that children have the concrete resources, such as stationery, for effective learning at home during any periods of closure
- Address gaps in early reading and phonics in Key Stage 1 and Year 3
- Ensure that Year 6 children have the key skills required for a successful transition to Secondary school.
- Ensure that Year 5 children have the key skills required to reach the age related expectations for the end of Key Stage 2.

This is to be achieved in the following ways:

- Home Learning- Purchase and replenishments of items needed for home learning- text books, exercise books, stationery etc
- Home Learning- IT technical support to ensure that DFE laptops are secure and equipped with the necessary software
- Reading Recovery- Employment of a Reading Recovery specialist to work with identified children in Year 1
- NTP- Employment of a Tutor for 5 hours per day to deliver 1:1 and 1:3 support to targeted children in Year 6, followed by Year 5

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Phonics- recent success and continuous improvement in Phonics has been negatively impacted by lost learning time
B	Reading- large gaps in time spent in school, especially for the most disadvantaged, risks gaps in reading and comprehension skills.
C	Year 6- lost learning time threatens the successful transition for older pupils. Many may not have the key skills and knowledge required to meet the demands of end of Key Stage expectations.

### ADDITIONAL BARRIERS

#### External barriers:

D	Not all children engaged well with online/distance learning during closures
E	A digital divide was apparent during periods of closure, this was not always just due to access to devices and connectivity
F	Social and economic deprivation factors became more acute for many children and families

## 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?
Home Learning- Purchase and replenishments of items needed for home learning- text books, exercise books, stationery etc	Ensure that children have access to resources during periods of closure- whole school or 'bubbles'	Many of our children do not have access to basic resources- pens, paper etc needed to learn at home	Daily monitoring of online attendance and levels of engagement eg task completion and work submission	Margaret Hunter	Ongoing
Home Learning- IT technical support to ensure that DFE laptops are secure and equipped with the necessary software	Ensure that children have access to devices and connectivity to access online learning	School received 74 devices in November and a further 24 in February. These did not have security or programming and this required technical support from an IT technician to do this.	Devices are in safe and productive use throughout closures as monitored above	David Potter	November 20 February 21
Total budgeted cost:					£3800
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?

Employment of additional reading recovery practitioner for hours per day for days per week	Work with targeted children in Year 1 to close the reading achievement gap for vulnerable children working below age-expected levels.	Reading Recovery is a literacy programme designed for the lowest achieving children aged around six that enables them to reach age-expected levels within 20 weeks. Research shows that Reading Recovery achieves good results that are swift and long lasting. It involves a short series of daily one-to-one lessons for 30 minutes with a specially trained teacher.	Pre and post assessments and diagnostics	David Potter	half-termly
NTP- Employment of a Tutor for 5 hours per day to deliver 1:1 and 1:3 support to targeted children in Year 6, followed by Year 5	To close the attainment gap for disadvantaged pupils by reinforcing key skills in Mathematics	There is a substantial attainment gap between pupils from disadvantaged backgrounds and their classmates – and <a href="#">the EEF's analysis</a> suggests this is likely to be growing significantly while schools are closed to most pupils. There is extensive evidence showing the impact of <a href="#">tutoring</a> to support pupils who have fallen behind.	Pre and post assessments and diagnostics	David Potter	Every 3 weeks (children access 15 hours- 1 hour a day for 15 days)
<p style="text-align: right;">Total budgeted cost:</p> <p>Total cost to school of 1:3 delivery is £131.25 for a 15 hour entitlement. In Spring, it is planned that 4 groups of 3 children will have one hour of tuition for 15 days. So each cohort of 12 children will be a cost to school of £525. The DfE fund the remaining cost of £1575 per cohort- a total cost per cohort of £2100.</p>					£11,000
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?

<b>From 8<sup>th</sup> March 2021</b> School's current Reading Recovery teacher to be redeployed to provide phonics and Reading Recovery to Year 2 and Year 3 pupils	To boost the phonic skills and reading levels of children who did not pass the phonics screening check in Y2 July 2020 (current Y3) and Y2 Autumn 20.	Effective intervention and support will achieve swift and long lasting recovery	Pre and post assessments and diagnostics	Lauren Beresford Lucy Price	May 2021
<p style="text-align: right;">Total budgeted cost:</p> <p><b>We hope that additional 'catch-up' funding in addition to this £14,800 may be made available later in the school year to support this.</b></p>					From existing school funding

#### ADDITIONAL INFORMATION

**These 'Catch up' spending plans relate specifically to initiatives funded through designated DfE 'Catch up' funding. School has a wider and holistic approach to recovery, delivered through our curriculum and pastoral support.**