



The Federation of
Middleham (VA) and Spennithorne (VC) CE
Primary Schools

Friendship, Endurance, Forgiveness, Trust



Action Plan and Spending for Catch Up Premium 2020-2021

1. Summary Information					
School Name	The Federation of Middleham (VA) and Spennithorne (VC) CE Primary Schools				
Academic Year	2020-2021	Total catch up budget	£5933	Date of most recent review	June 2021
Total Number of Pupils	73			Date for next review	July 2021

2. COVID Impact on Pupils	
In-School Barriers	
A.	During the COVID-19 pandemic, pupils missed 4 months of formal education in 2020 and then another 2 months in 2021. As a consequence, there are significant gaps in knowledge. Following transition in July -September and assessments in October, year groups and teams identified aspects of the curriculum that have been missed as well as key areas for further development.
B.	Social and Emotional Needs may have been barriers to learning and have been identified through discussions with parents/carers, activities completed during school closure etc.
External Barriers	
C.	Some pupils not accessing remote learning due to home issues/difficulties.

Intended Outcomes		
	Desired Outcomes and how they will be measured	Success Criteria
A.	Further development of phonics and fluency and accuracy increases for all pupils.	Review of phonics following assessments for pupils in Y1 and Y2. Increased results at the end of the academic year. Pupils are reading books matched to their ability. For those pupils who continue to have difficulty, a range of books to support engagement and interest to be purchased at Y2-Y6.
A. and C.	Support for pupils who have been struggling with specific areas within English and maths.	Gaps are identified and pupils make progress in those areas. Support and focus areas are passed onto the next class teacher.

A. and C.	Increase subject knowledge for staff and resourcing for pupils with maths and focused areas of English.	Lessons appropriately support all pupils and ensure that they reach or exceed age appropriate expectations.
B.	Pupils are not disadvantaged due to a negative impact from their social and emotional wellbeing/needs. Pupils are happy, positive and develop a range of different experiences.	Pupils achieve at age appropriate expectations – for Reception, they demonstrate characteristics of effective learning.

4. Planned Expenditure

Academic Year 2020-2021

How is the catch-up premium planned to be used to improve classroom pedagogy, provide targeted support and support whole school strategies?

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Year Group Focus	Cost
1. Further development of phonics and fluency and accuracy increase when reading.	Further development of book resourcing to match phonic ability and appropriate phases. Additional phonics training.	Pupils needing additional support with Phonics, Reading and Writing (blending and segmenting) due to no formal phonics session during the school closure (Summer 2020). Pupils at different points in their reading development.	Purchase of additional phonic stage 3-5 books. Staff training to ensure appropriately used and matched for pupils.	EYFS and KS1	£1000 Recep
2. Fluency and accuracy increases when reading.	Increase opportunities for reading across a range of genres and increase reading for pleasure. Purchase of PIRA assessments for pupils in Y1-6 (summer term).	Pupils were reading own books during school closure (Summer 2020) but missed opportunities for guided reading, shared reading and support to ensure age appropriate texts were being read.	Purchase books for low reading levels but to increase enjoyment. Discussions with pupils to be held regarding books read.	Y2-Y6	£250
3. Increase resourcing for pupils with maths specific areas (particularly number).	Purchase of a range of programs for pupils to access to develop their skills and knowledge e.g. Dynamo Maths, TimesTable Rockstars.	Pupils have learnt, during school closure, a range of differing strategies depending on support provided from home. Appropriate strategies and resources will be needed to ensure that gaps in learning and understanding are reduced and the curriculum is accessible for all.	Resources targeted appropriately. All staff to access CPD at no cost to the school.	All year groups	£600

<p>4. Pupils are happy, positive and develop a range of different experiences.</p>	<p>Increased opportunities to develop learning throughout the curriculum. Regular support and modelling from teachers and teaching assistants. Forest Schools to be used to support the skills that pupils need.</p>	<p>Some pupils' difficulties with settling, friendships, compromise, working together, resilience and perseverance due to limited opportunities of social situations in summer term 2020 as well as school closure in academic year 2020-2021.</p>	<p>Sessions for pupils in each class (half termly in small groups with a range of different sessions). Pupil voice regarding how activities have supported wellbeing.</p>	<p>All year groups</p>	<p>£70 per afternoon during summer term – at least 5 sessions per class.</p>
<p>5. Support is provided for pupils across key curriculum areas.</p>	<p>Small group boosters/interventions to support pupils by the teacher and TA in key areas during Forest School activities. For pupils in Reception/Y1, additional TA support within the class one day per week to target small groups.</p>	<p>HT was unable to access tutoring programmes. Identified that the teachers and TAs are the best placed to provide support for pupils within classes.</p>	<p>Use of assessment data (Insight) to assess the needs of individuals. Class teacher to monitor progress. Review at the end of the summer term and report to governors in autumn 2021.</p>	<p>All year groups</p>	<p>See above for Forest Schools, £9.50 per hour for TA in Rabbits.</p>