

Coronavirus Catch Up Premium Grant 2020-21

SUMMARY INFORMATION			
Total number of pupils:	352	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£28,000		



STRATEGY STATEMENT

COVID 19 Catch-Up Premium and Curriculum expectations 2020/21

Using a three tiered approach, as suggested by EEF guidance

1. Teaching

- High quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

2. Targeted academic support

- High quality 1-1 and small group work
- Teaching assistants and targeted support
- Academic tutoring
- Planning for pupils with SEND

3. Wider strategies

- Supporting pupils social, emotional and behavioral needs
- Planning carefully for adopting a social and emotional learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

At Montagu Primary Academy we recognise that during Covid lockdown period, Spring/Summer 2020, our pupils had very limited access to home learning. This is due to a variety of issues, including: limited access to appropriate technology and the internet, limited parental support to access learning and no school online learning platform. We have therefore set our priorities to address gaps in reading, writing and mathematics- with a particular focus on phonic / early reading interventions with the aim to ensure all pupils develop fluency skills to match their age related expectations. Additionally we have focused on supporting pupils social, emotional and mental health so that they are better able to self-regulate which will in turn impact positively on their ability to learn.



BARRIERS TO FUTURE ATTAINMENT	
A Reading	Children are less fluent in their reading, the bottom 20% on readers has been greatly impacted on and in particular Y3 pupils who did not pass their phonics test
B Curriculum	Gaps in curriculum knowledge will be evident due to missed learning time
C SEMH	Many of our most vulnerable pupils will have been hugely effected by the national lockdown due to changes in routine and family circumstances.

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?
A. Phonics catch up programme in Y3	All pupils who did not pass the phonic screening test in Y1 make accelerated progress in phonics and reading. Pupils scores in PST increase	23% of Y3 did not achieve Y1 Phonics	Fortnightly challenge meeting with staff. CDP for staff teaching and support staff Team teaching Placement of TA	KWo	Half termly
A. New Reading books purchased to support gaps in quality and quantity of resources for non-fluent readers up to Y6	All pupils will have a good choice of age appropriate reading books that support development of reading skills. The attainment gap will narrow.	A large % KS2 is reading text 2+ years below ARE, (Benchmarking data) Reading plus data PST data – KS1 Project X reading scheme demonstrated a measurable impact on progress in Y3 and Y4 early readers in the past	Interventions planned by teachers to improve fluency. Interventions QA Fortnightly challenge meeting with staff. CDP for teaching staff and support staff	KWo/SOg	Half termly



<p>A. Online reading subscriptions for early readers and fluent readers: Bug Club and Reading Plus</p>	<p>All pupils will be able to access a good range of quality texts to support early reading and comprehension- both at school and at home</p>	<p>Current position for Reading Plus baseline: Year 3 = 56% assessed as having a reading comprehension at Y1. Year 4 = 77% assessed as having a reading comprehension Y2 or lower. Year 5 = 63% assessed as having a reading comprehension Y2 or lower. Year 6 = 75% assessed as having a reading comprehension Y3 or lower.</p>	<p>Competitions to encourage engagement. Monitoring of use and progress. Dedicated timetabled slots. Pupil voice</p>	<p>KWo/SOg</p>	<p>Half termly</p>
<p>B Subscriptions to various primary IT platforms to support teachers to deliver an exciting and engaging curriculum</p>	<p>Units of work will be engaging which will in turn enhance pupil engagement. This will increase pupil's motivation to learn.</p>	<p>A lack of quality resources are available for teachers to access in order to engage pupils in their learning.</p>	<p>QA impact and levels of engagement Pupil/ parent voice</p>	<p>SLT Remote learning team</p>	<p>Half termly</p>
<p>B quality resources purchased to enable teachers to deliver high quality art and science provision</p>	<p>This will have a heavy focus on reading to further support the development of reading fluency and comprehension. Pupil platforms will support remote learning and allow pupils to access at their individual pitch and pace.</p>			<p>SLT</p>	<p>Half termly</p>



B. T 4 Writing staff training	Quality CPD will be disseminated across school to refine the writing curriculum. Pupils' learning outcomes in writing will improve	2018-2019 KS1 writing data: Expected ARE = 57% 2018-2019 KS2 writing data: Expected ARE = 75%	QA through monitoring cycle Pupil voice	KWo/VPe	Half termly
C. Purchase jigsaw- whole school PSHE curriculum	A nurturing and empathetic ethos will be reinforced across the school. Pupils will develop self-soothing and self-regulating techniques which will support their learning behaviours	Deprivation report 20/21: IDACI- 63% of local community are in the lowest 10% of most deprived, compared to 26% in the local authority and 11% nationally Education and skills - 55% of local community are in the lowest 10% of most deprived, compared to 46% in the local authority and 12% nationally	Attendance data Exclusion data Outcome data	SLT	Half termly
C. Thrive – whole school training to enhance approach across school				SOg	Half termly
Additional staff – Salaried School direct student	Additional adult will support smaller 1-1 and group focus interventions. Pupils gaps will diminish	To support Lowest 20% of school in early reading interventions	QA thorough monitoring cycle Reading data outcomes : PST, Reading Plus	KWo	Half termly

