

Micklem Primary School and Nursery



COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	224	Amount of catch-up premium received per pupil:	£70.68 (current calculator - should be £80 per pupil but our numbers fluctuate due to high mobility)
Total catch-up premium budget:	£15833		

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Gaps in phonic acquisition
B	Low early language skills
C	Gaps in mathematical fluency
D	Low resilience levels

ADDITIONAL BARRIERS

External barriers:

E	Attendance and engagement with remote learning
F	Family resilience
G	Lack of resources - devices, paper based materials
H	Lack of opportunity to engage in language rich opportunities

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?
Implement structured approach to whole class vocabulary teaching through 'Word aware' in all year groups	Increased vocabulary and consequently increased levels of reading comprehension and fluency.	Hjetland et al (2017), in their systematic review found that spoken vocabulary predicted children's later reading development. Vocabulary relates to reading comprehension, but impacts equally on curriculum areas that require specific word knowledge such as mathematics and science.	Training will be introduced to teaching staff to explore the use of 'Word aware' as an approach - Summer 2 Implementation will be consolidated with further CPD for all staff September '2021	Sarah Cavender English Lead and SENDCO	July '21 following initial trials. Monitoring across the autumn term for consistency. Impact on attainment reviewed Jan '22 Cost of resources £208 (4x books)
Implement use of Jigsaw resilience and engagement tool (REST) CPD to discuss approaches and use of PSHE to adapt classroom practice	Children who have the ability to bounce back from adversity. REST assessments demonstrate increasing levels of resilience.	Building children and young peoples resilience in schools - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/355766/Review2_Resilience_in_schools_health_inequalities.pdf	REST assessments will be identified on the school monitoring schedule. Time will be given in staff meeting to discuss outcomes and CPD provided to choose appropriate whole class approaches.	Kate Rawson Mental Health Lead	Children assessed in September. Benchmarked groups to be re-assessed each term. All children re-assessed Summer '22 £200
Total budgeted cost:					£408

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?
Additional support for accelerated phonic acquisition in Y1 and phonics interventions in Y2 for children who did not meet phonics test threshold.	All children moving into Y3 (September '21) will have at least met the threshold for the phonics test. All children moving into Y2 (September '21) will have met the threshold for the phonics test by December '21	Our aim is that every child will be a reader on leaving KS1 in order for them to access the full KS2 curriculum. Phonics is our prime approach to teaching reading.	Specialist teaching assistants have been trained to deliver the 'whizzy words' intervention to accelerate phonic acquisition. Interventions with key children are timetabled and protected as is planning time. TAs complete records to demonstrate impact. Quality of delivery is monitored by the DHT and the SENDCO	Sarah Cavender - English lead and SENDCO	Phonics acquisition is monitored on an on-going basis. Timetables and TAs are reviewed summer 2. £4940
Children with communication and language difficulties in KS1 and KS2 to receive targeted interventions by ELKAN trained TA	Increased use of language and understanding and consequently impact on attainment	Additional understanding of language impacts on comprehension and also the quality of writing	Dedicated time to deliver interventions. Specialist training Support from SENDCO Monitoring by the DHT and the SENDCO	Sarah Cavender - English lead and SENDCO	£4940
Nuffield Early Language Intervention programme to help young children overcome language difficulties	Improved expressive language skills and impact on letter sound knowledge and spelling	Evidenced based programme and validated by the DfE and the EEF https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention	Time and support for practitioner to access training. Ring fenced time to deliver the intervention. Monitoring by SENDCO	Sarah Cavender - SENDCO and English Lead	£983
Breakfast maths booster sessions x3 led by skilled maths teaching assistant	Improved levels of attainment	Breakfast sessions are 'additional to' and consequently enable children to still access a broad and balanced curriculum during the school day.	Liaison between class teachers and skilled TA.	Josh Swift Maths Lead and DHT	£1482

Partial use of NTP through Third space Learning (had to purchase full cost slot for each subsidised slot accessed)	Improved maths fluency for children in UKS2 to ensure any gaps in core knowledge are addressed	EEF evidence that 1:1 tuition can deliver an impact of 5 months progress https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/#:~:text=Evidence%20indicates%20that%20one%20to,additional%20months%20progress%20on%20average.&text=In%20some%20cases%20one%20to.equally%20or%20even%20more%20effective.	Whether carried out remotely or on-site, access can be monitored. Resources (such as chrome books) can be provided if learning remotely. Attendance and impact reports are generated weekly.	Josh Swift Maths Lead and DHT	End of term data £ 2904
Maths interventions for identified groups (Y5 girls, Y6 potential greater depth) delivered by maths lead and DHT	Any gaps that limit potential are addressed		Interventions timetabled and adapted through discussions with class teachers .	Josh Swift Maths Lead and DHT	£1250
Total budgeted cost:					£16907
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?
Continue to identify and make provision to overcome barriers to home learning should we return to remote learning this academic year	Ensure all families are engaging with remote learning effectively.		Monitoring systems in place where class staff identify children who are not engaging. Follow up from Learning mentor - personalise to families.	Allison Bordoley	On-going Cost already in main budget

	Total budgeted cost: £0
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ADDITIONAL INFORMATION

Leaders have purchase HfL Back on Track materials in order to support teachers to with their assessment for learning and planning of key learning.
Teachers are currently taking part in Herts Essentials Summer of Success training - using focussed assessment tasks to identify insecure learning.