



SUMMARY INFORMATION

Total number of pupils:	371	Amount of catch-up premium received per pupil:	£80 Rec –Y6
Total catch-up premium budget:	£29,680		

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Communication and Language levels on entry impacting on Phonics levels in Y1
B	Attainment in maths, particularly at ARE in Y2 & GDS in KS2
C	Writing development across KS1 and KS2
D	Learning behaviours and resilience

External barriers:

E	Access within the home to devices and data for remote learning
F	Mental Health and Wellbeing of pupils and families as a result of national Covid measures
G	Financial impact of Covid on 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?
<p><u>Barrier B</u> KS1 and KS2 A subscription to Matific so that pupils experience a broad range of maths activities and are incentivised through the Matific competitions and challenges. The software contains CPD opportunities to support staff with Quality First Teaching.</p>	<p>High pupil outcomes across KS1 and KS2 in Maths. Gaps in learning are rapidly addressed and pupils are able to work at Age Related Expectation and GDS.</p>	<p>Research from the Education Endowment Foundation in June 2020 '<i>Covid19 support guide for schools</i>' suggests 1:1 or small group intervention programs have a high impact for a low cost. The research also supports digital resources to support learning, if the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback. The impact of digital technology gives a moderate impact for a moderate cost.</p>	<p>Regular monitoring through pupil voice and book scrutiny. Pupil Progress and Attainment Meetings to focus on the impact of Matific.</p>	SB	3 weekly alongside PPAM (Pupil Progress and Attainment Meetings) schedule
<p><u>Barrier B</u> Year 2 pupils to access additional in-school teaching to address gaps in mathematical skills and knowledge. Specific targeted resources to be purchased to support this additional teaching element.</p>	<p>The targeted pupils will rapidly progress through the Y2 Maths curriculum, addressing identified gaps in learning and achieving targets set by prior attainment at the end of EYFS</p>	<p>Gaps analysis within class accurately identifies gaps in learning and pupils will have access to high quality input from qualified teachers.</p>	<p>Regular monitoring by Class teachers ensures that children's gaps are accurately identified and addressed. Additional teaching time within the current school day ensures that all pupils are able to access the quality first teaching.</p>	SB / SM	3 weekly alongside PPAM (Pupil Progress and Attainment Meetings) schedule

<u>Barrier C</u> Purchase of high quality texts as model texts. These will be used across the school as a writing stimulus. Staff CPD to be accessed looking at fluency in reading.	The targeted pupils will rapidly progress through the English curriculum, addressing identified gaps in learning and achieving targets set by prior attainment at the end of EYFS & KS1	Recommended actions following discussion with the English Teaching and Learning Advisor for Hertfordshire.	Regular monitoring through pupil voice and book scrutiny. Subject lead monitoring of teaching	PR	3 weekly alongside PPAM (Pupil Progress and Attainment Meetings) schedule
<u>Barrier D & F</u> Resourcing and implementing a whole school approach to an emotional recovery curriculum Funding for: Christopher Winter Project, Jigsaw Emotional Resilience and Zones of Regulation	All staff receive training and support to deliver a wellbeing post-Covid program of support as part of the PSHE curriculum	The resources available were researched by the PSHE team to ensure quality and fitness for purpose. Research shows that the most effective programs are adopted as a whole school.	Regular monitoring through pupil voice and book scrutiny.	SM / NK	3 weekly alongside PPAM (Pupil Progress and Attainment Meetings) schedule
Total budgeted cost:					£4000
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?

<u>Barrier A</u> Year 1 DVP pupils targeted for phonics catch-up 19 additional hours small group tuition in addition to whole class teaching. To take place at the end of the school day.	The targeted pupils will secure a pass at the Y1 phonics check and leave Y1 with a secure knowledge of Phase 5 phonics within Letters and Sounds	Previous years have shown that targeted support for those DVP pupils not on track has an impact. EEF research shows that 1:1 or small group tuition from a high quality practitioner has the biggest impact.	Class teachers to monitor the impact and regularly assess progress.	RY / JG / HK	3 weekly
<u>Barrier B & C</u> Year 6 catch-up sessions for key children to address gaps particularly in Maths 33 half hour sessions small group tuition in addition to whole class teaching. To take place at the end of the school day.	Gaps in learning are rapidly addressed and pupils are able to work at Age Related Expectation and higher.	Research from the Education Endowment Foundation in June 2020 ' <i>Covid19 support guide for schools</i> ' suggests 1:1 or small group intervention programs have a high impact for a low cost.	Class teachers to monitor the impact and regularly assess progress.	PR / HA	3 weekly
Total budgeted cost:					£1500

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?
<u>Barrier B & C</u> Tutoring of key DVP pupils	Gaps in learning are rapidly addressed and pupils are able to work at Age Related Expectation and higher.	Research from the Education Endowment Foundation in June 2020 ' <i>Covid19 support guide for schools</i> ' suggests 1:1 or small group intervention programs have a high impact	Senior leaders monitor quality of provision	BK	half termly
<u>Barrier E & G</u> To purchase 10 Chrome books: Devices for pupils when isolating To facilitate the remote tutoring purchased through the National Tutoring Program	Disadvantaged pupils are able to access home learning using school devices. Disadvantaged pupils are able to access tutoring during the school day.	EEF: The research also supports digital resources to support learning, if the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback. The impact of digital technology gives a moderate impact for a moderate cost.	Class teachers monitor the engagement with remote learning Senior Leaders monitor the delivery of remote learning	RY	Half termly
Total budgeted cost:					£24,180