



## ‘Catch up’ Planning Statement

The government has announced £650 million will be shared across state primary and secondary schools over the 2020/21 academic year. This is expected to equate to approximately **£80 per pupil**.

Whilst head teachers will decide how the money is spent, the government expects this to be spent on small group tuition for whoever needs it.

This one-off grant to support pupils in state education recognises that all young people have lost time in education as a result of the pandemic, regardless of their income or background.

Separately, a National Tutoring Programme, worth £350 million, will increase access to high-quality tuition for the most disadvantaged young people over the 2020/21 academic year. This will help accelerate their academic progress and prevent the gap between them and their more affluent peers widening.

Please complete this planning tool to identify groups of pupils who may require additional tuition. The funding is not available for interventions that remove pupils during the lessons and should only be targeted at morning, lunch or afterschool learning that is additional to the core teaching offer. The Education Endowment Foundation also has a [published guide](#) to help school leaders and staff decide how to use this funding to best support their pupils and their outcomes. The [Toolkit](#) provides an evaluation of the various tested programmes.

[The National Tutoring Programme](#) is designed to reach up to two million of England’s most disadvantaged children.



# Strategy for 2020-21

1. Summary information 'Catch up' Grant					
Academy	Millfield LEAD Academy				
Academic Year	2020-21	Total Catch up budget	£33200	Number of pupils	415

## Initial evaluations and assessments of gaps/barriers for groups of pupils

2. Barriers to future good attainment
<b>Pupils processing of instructions is delayed / not as strong as pre lockdown</b>
<b>Arithmetic speed and fluency has regressed in all year groups due to not adhering to timed responses during lockdown</b>
<b>Reading in KS1 has been affected</b>
<b>Reading comprehension in KS2 is not as secure as previous, except Year 6 which is broadly in line with previous cohorts at this point (PALS impact)</b>
<b>For children entering Year 2, the phonic knowledge is not as secure as previous year groups.</b>



3. Planning for Catch up interventions						
What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?	Progress/Impact
<i>Year Group</i>	<i>Identified evaluation or assessment as a baseline</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>		<i>Provide simple breakdown of proportionate or full costs.</i>	<i>Briefly evaluate impact of intervention against the identified outcomes.</i>
<b>Year 6</b>	53% of children have fallen behind in maths. Test show they are working below ARE where they would have been at ARE at the end of Year 5. Arithmetic has seen the greatest impact – due to a lack of fluency and pace of answering.	½ hour dedicated arithmetic sessions, using QLA to identify gaps, in groups of 4 - 6 during the afternoons. 4 groups per afternoon, daily for 6 weeks, Autumn 2, Spring 2	<p>The <b>EEF</b> states: Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind</p> <p>First, the quality of the teaching in small groups may be as or more important than the precise group size (there is evidence of the benefits of staff professional development on pupil outcomes).</p>	Phase Leader	% of 0.5FTE teacher at M2 – M3 £15,251 - £16,390 to cover class teachers to deliver the intervention during afternoon sessions.	
<b>Year 5</b>	Close identified gaps through QLA analysis	½ hour dedicated sessions using QLA to identify gaps. Groups of 4 – 6 children during afternoons. 4	<p>The <b>EEF</b> states: Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind</p> <p>First, the quality of the teaching in small groups may be as or more important than the precise group size</p>	Phase Leader	% of 0.5FTE teacher at M2 – M3 £15,251 - £16,390 to cover class teachers to deliver the intervention during afternoon sessions.	



		groups per afternoon, daily for Spring 1 term	(there is evidence of the benefits of staff professional development on pupil outcomes).			
<b>Year 4</b>	Close identified gaps through QLA analysis	½ hour dedicated sessions using QLA to identify gaps. Groups of 4 – 6 children during afternoons. 4 groups per afternoon, daily for Summer 1 term	<p>The <a href="#">EEF</a> states: Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind</p> <p>First, the quality of the teaching in small groups may be as or more important than the precise group size (there is evidence of the benefits of staff professional development on pupil outcomes).</p>	Phase Leader	% of 0.5FTE teacher at M2 – M3 £15,251 - £16,390 to cover class teachers to deliver the intervention during afternoon sessions.	
<b>Year 3</b>	A group of children displaying anxieties on return to school. Focus on Reading and Maths	Dedicated, fluid groupings based on QLA analysis and emotional needs. Autumn term 1	<p>The <a href="#">EEF</a> states: Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind</p> <p>First, the quality of the teaching in small groups may be as or more important than the precise group size (there is evidence of the benefits of staff professional development on pupil outcomes).</p>	Phase Leader	Use of substantive class teacher prior to going on maternity leave at October half term	



Name of Academy: Millfield LEAD Academy

<p><b>Year 1 &amp; 2</b></p>	<p>Not being able to read is a barrier to life. Children's reading has regressed during lockdown. Children's phonics comprehension has</p>	<p>6 children, 5 x week for 20 minutes for 3 – 5 weeks resulting in an additional 5 – 8 hours targeted reading. Repeated across remained of the school year – different children every 3-5 weeks. Autumn 2 – Summer 2</p>	<p>The <a href="#">EEF: 1:1 tuition</a> states:  One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching  Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching</p>	<p>Phase Leader</p>	<p>0.5FTE teacher at M2 – M3 £15,251 - £16,390</p>	
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