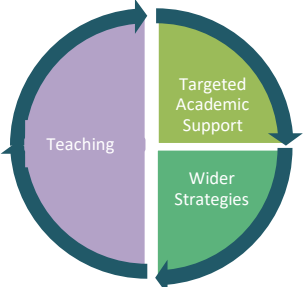


Summary information			
School	Nine Mile Ride Primary School		
Academic Year	2020/21	Total Catch Up Budget	£27,600 (£6,900 per term)
Total number of pupils	359	Number of pupils	24

Evidence-based approach	
<p>Nine Mile Ride Primary has employed an HLTA from Monday to Friday 1pm to 3:10pm to provide targeted academic support as well as ask current teaching staff to take small group interventions after school:</p> <ol style="list-style-type: none"> Covering classes to release the teacher to work with identified individuals Leading and running interventions with identified individuals and small groups. 	

Rationale	
<p>The government has announced £1 billion of funding to support children and young people to catch up. For Nine Mile Ride Primary, this means an additional £27,600. This funding will focus specifically on offering targeted academic support to individuals, with Pupil Premium funding focusing on:</p> <ul style="list-style-type: none"> Teaching Assessment and Feedback Wider Support 	
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. At NMR we know that we have the professional knowledge and expertise to ensure that our children recover and get back on track and the government is keen for all primary schools to remain fully open.</p> <p><i>“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.”</i> (Covid-19 Support Guide for Schools – June 2020)</p>	

Strategy Statement					
We are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspect of school life through a targeted academic support plan. There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.					
Strategy Aims					
<p>The school aims to:</p> <ul style="list-style-type: none"> To reduce the attainment gap between disadvantaged pupils and their peers To raise the % of disadvantaged pupils who reach ARE in all core subjects 					
Barriers to Future Attainment					
<ul style="list-style-type: none"> Some pupils may not have the basic skills in Maths and English to meet age related expectations. Some pupils may have limited speech and language skills which can impact learning. Social and emotional issues of targeted children (mostly eligible for PP) are having a detrimental effect on their academic progress Learning skills need developing, e.g. organisation, commitment, resilience, attendance and lateness 					
Additional Barriers					
<ul style="list-style-type: none"> Limited access to resources, such as books, libraries and life experiences. A lack of regular routines including home reading, homework, spellings and having the correct equipment in school. Limited future aspirations. 					
Targeted Support					
Action	Outcome	Rationale	Success Criteria	Staff Leads	Review
To offer high quality one to one and small group tuition (in-house)	All disadvantaged pupils meet (at least) ARE in all subjects	Evidence consistently shows the positive impact that targeted academic support can have for those pupils who are not making good progress. The EEF Guide to Good Planning	<ul style="list-style-type: none"> The intervention accelerates/maximises progress and minimises learning gaps. The intervention boosts target pupils' confidence (this can be measured through the child be comfortable to make mistakes and asking questions. The intervention prepares pupils to be resilient, independent, confident learners and avoid learned helplessness. The intervention is short, targeted and time limited. The intervention happens consistently and regularly as planned. Pre and post assessment results highlight the effectiveness 	SLT	End of summer term
				Total Budgeted Cost	£27,600

Categorisation for Eligibility

The school will classify any child as being disadvantaged if they:

1. Are eligible for Pupil Premium
2. Are classed as vulnerable
3. Have standardised assessment results for reading & spelling well below chronological age
4. Scored <2 for learning score and metacognition via ImpactEd
5. Classified as SEND
6. Have prior PiXL assessment grades well below peers

Expertise to run interventions

All interventions will be led by either the class teacher, teaching assistant, the dedicated Catch Up HLTA or via an online tutor. This will enable a regular, consistent approach to teaching and learning so that the child feels confident enough to make mistakes and ask questions, and this will only happen over a period of time with the same person every week.

Considerations

Dedicated intervention room

The school will timetable space for the interventions away from distractions where the pupil is able to go every week to focus fully on the lesson.

Time of intervention

The interventions will take place during the school day at a time that is suitable and conducive to the child, class and learning.