



Catch Up




The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census and does not include Nursery numbers. We are predicting that The Mead Infant and Nursery School will receive £21500. The spending of this money will be down to schools to allocate as they see best. To support schools to make the best use of this funding, the school has used the Education Endowment Foundation (EEF) support guide for schools with evidence-based approaches to catch up for all pupils.


At The Mead Infant and Nursery School we will be using a tiered approach based on two main principles


- The vast majority of children at The Mead Infant and Nursery School will be working at, at least age related expectations by the end of the year.
- The well-being needs of pupils are met and supported by the school.

The tiered approach will work in the following way:



 Tuition- Teacher led individual or very small group work. Planned to teach a gap in a child's learning.

 Keep Up Support - TA support to quickly re-teach a misconception or small gap in learning to a small group or individual children.

 Adjusted Planning (Quality First Teaching)- Planning reviewed and amended to cater for the gaps that the whole class may have.



Summative assessment informs the teacher when tuition is required.

A qualified teacher offering targeted teaching at the direction of the class teacher, this could be for an individual child, pair of children or very small group. The sessions would be time bonded and reviewed to ensure that rapid progress is being made. Sessions would be in addition to literacy and numeracy lessons in class. Tuition would be used to fill larger gaps or more entrenched misconceptions.





Formative assessment informs the teacher when support is required.


Responsive support quickly put in place at the direction of the class teacher by a teaching assistant to recap an element of a lesson or cover a misconception or a small piece of lost learning. This will be for individual children or a small group of children to enable them to continue to access the adjusted planning.

Adjusted planning

Research shows that Quality First Teaching has the greatest impact on closing the gap

Planning is reviewed and adjustments made to ensure that the learning that was missed by the majority of the class is covered. This will mean the teaching of topics and concepts that should have been taught the previous academic year.

Catch Up Support Action Plan 20/21	What this is	Cost	Time	Monitoring	Expected Impact
Expected Funding £21500					
	<ul style="list-style-type: none"> • A qualified teacher offering targeted teaching at the direction of the class teacher, this could be for an individual child, pair of children or very small group. • The sessions would be time bonded and reviewed to ensure that rapid progress is being made. • Sessions would be in addition to literacy and numeracy lessons in class. • Tuition would be used to fill larger gaps or more entrenched misconceptions. • “There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.” EEF 	<p>1 teacher x 1½ days a week Approx £11,450</p>	<ul style="list-style-type: none"> • Sessions will be time bonded 	<ul style="list-style-type: none"> • Specific targeted planning in place • SLT hold teacher to account • The children identified for support monitored by SLT • Drop ins during sessions • Pupil progress meetings 	<ul style="list-style-type: none"> • Individuals to have made accelerated progress to enable them to meet at least the expected standard by the end of the year
	<ul style="list-style-type: none"> • Responsive support quickly put in place at the direction of the class teacher by a teaching assistant to recap an element of a lesson or cover a misconception or a small piece of lost learning. • This will be for individual children or a small group of children to enable them to continue to access the adjusted planning. 	<p>TA cost per hour £12.50</p> <p>1½hr per week per class in KS1 Approx £4500</p>	<ul style="list-style-type: none"> • Short sessions on a daily basis- some children may only access once as support enables them to catch up quickly ready to access 	<ul style="list-style-type: none"> • Specific targeted planning by teacher • Drop in on sessions by SLT • Targeted children are identified and discussed with SLT at pupil progress meetings 	<ul style="list-style-type: none"> • Gaps will have been plugged and misconceptions addressed • Children are able to keep up and access next lesson

			the next learning		
 <p>Adjusted planning</p>	<ul style="list-style-type: none"> • Quality First Teaching supported by evidence-informed CPD for teachers and support staff • Teachers will work to identify gaps in learning and adapt teaching accordingly • Planning is reviewed and adjustments made to ensure that the learning that was missed by the majority of the class is covered. • This will mean the teaching of topics and concepts that would have been taught the previous academic year • Time spent on mental health, wellbeing and social skills development. This will be at the core of all catch up work • “The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for children” EEF 	<p>Approx CPD costs £3000</p> <p>Approx Resources £2500</p>	<ul style="list-style-type: none"> • Daily lessons for all children 	<ul style="list-style-type: none"> • Planning is monitored by subject leaders • Teachers held account by SLT through pupil progress meetings • Quality first teaching is monitored by SLT 	<ul style="list-style-type: none"> • Quality first teaching ensures children meet at least expected by the end of the year