



THE MEAD INFANT AND NURSERY SCHOOL COVID CATCH UP SPENDING PLAN 2021-22

SUMMARY INFORMATION			
Catch-up Premium Plan	The Mead Infant and Nursery School 2021-22 Reviewed September 2022		
CURRENT PUPIL INFORMATION 2020-2021			
Total number of pupils:	326	Total Catch-up Premium:	£1,417.50

STRATEGY STATEMENT	
<p>All members of The Mead Infant and Nursery School community are committed ensuring that all of our children achieve the best outcomes and are well prepared for the next stage in their education. Developing the whole child is at the heart of our ethos and our curriculum ensures our children are well prepared for the next stage of their educations and become happy successful lifelong learners. intended effect of recovery funding is to accelerate progress and develop the whole child who may be at an academic, physical, social or emotional disadvantage; this includes disadvantages brought about from the global pandemic. Our main focus is for those children who have been significantly disadvantaged by the pandemic receive support to accelerate their progress towards the expected standard in reading and writing.</p>	



BARRIERS TO FUTURE ATTAINMENT AND ACHIEVEMENT

Academic Barriers:

1.	Lower starting points for all children in phonics, reading and writing
2.	Lower starting points for children in communication and language
3.	Increased social and emotional anxiety with identified children

External Barriers

1.	Lack of engagement in certain remote learning activities e.g. writing
2.	Lack of resilience and stamina to complete work independently

Planned expenditure for the academic year 2021-2022

TEACHING AND WHOLE SCHOOL STRATEGIES (TIER 1)

TARGETED APPROACHES (TIER 2)

WIDER STRATEGIES (TIER 3)

Priority area	Rationale /Objective	Action taken	Funding allocation	Assessment of impact	Review September 2022
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Little Wandle Targeted Phonics intervention	Evidence shows that teaching phonics is the best way to teach children to read' (DFE's Reading Framework 2021). In addition, an effective synthetic phonics scheme is classed as a high impact strategy, for very low cost based on extensive evidence on the Education Endowment Foundation (EEF) Teaching and Learning Toolkit. 'There is convincing evidence of the value of systematic synthetic phonics (SSP), including the seven-year study by Johnston and Watson undertaken in Clackmannanshire, published in 2005, which has been especially influential in England.' (Reading Framework 2021)	Daily Targeted phonic interventions for small groups and 1:1	£1500	50% (3 out 6 children) of targeted children met the expected in phonics by the end of year 1	Targeted phonics intervention will continue into year 2 for the children who did not meet the required standard. Training for staff to ensure high quality of delivery of intervention.
Literacy for All 1:1 school led daily tuition	One to one tuition is deemed as a high impact strategy for moderate cost based on moderate evidence on the EEF's Teaching and Learning toolkit.	TA trained to deliver Literacy for All program	£500	Data indicates Improvement in phonics attainment and writing levels Increased in levels of confidence and improvement in attitude to learning	Intervention to be rolled out across the year group Training for staff to ensure high quality delivery of intervention