



Summary information	
Academic Year	2020 - 2021
Total budget	£32,800.00
Date for internal review of this strategy	June 2022

Guidance

Use of funds

This funding is used for specific activities to support pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a support guide for schools with evidence-based approaches to catch up for all students. Maryland has used this to direct additional funding in the most effective way. To support schools to implement their catch-up plans effectively, EEF has published the school planning guide: 2020 to 2021.

Accountability and Monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. Ofsted plans to resume routine inspections in Summer 2021, with the exact timing being kept under review. When routine inspections restart, Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils

Monitoring and Implementation

Maryland has a rigorous monitoring system, all of the above will be demonstrated through:

- Baseline assessment
- Benchmarking
- Tracking and monitoring by SLT, middle leaders, leaders, givers, SIA
- SLT strategic meetings
- Pupil progress meetings
- Formative and summative assessment including test results -measured against-national and local data
- Personal staff interview
- Attendance monitoring
- Pupil conferencing

Current targets for Summer 2022	
KS2 pupils at NS in reading	76%
KS2 pupils at NS in writing	76%
KS2 pupils at NS in maths	85%
KS2 pupils at NS in reading/writing/maths	73%

Planned expenditure

Quality of teaching for all								
Action	Approaches:	Action:	Costs	Staff Lead	Impact/Outcomes for Pupils	Evaluation June 2021		
High-quality teaching for all	Ensure that all missed learning from Summer term 2020 is covered in the required depth in the 2020-21 academic year.	Subject leader to produce a 'missed learning' map of objectives not covered and related content from the year before. Explicit, focussed teaching following assessment SLT to target additional quality first teaching for an additional day per week where needed. Additional Staff CPD Mentoring for class teachers Support to make quality first teaching and learning as precise as possible. Intervention strategies identified and executed efficiently	£16,452	Curriculum leader with subject leaders	Ensure that areas of the curriculum that were missed in the summer term 2020 and spring term 2021 are prioritised in the summer 2021 and the following year.	Achieved Pupils achieved higher than expected progress by the end of year. EYFS pupils achieving their development matters criteria in the area of physical development and fine motor skills.		
						2020-21	% meeting national expectations (school)	% meeting national expectations (national)
						reading	80%	68%
						writing	72%	63%
						number	77%	72%
shape & space	75%	74%						
Achieved Phonics Screening Check results outstanding level of 90% or above								

		Medium term plans adjusted to provide an extra week for key topics to be covered in further depth.				<p>Phonics Year 2</p> <table border="1"> <tr> <td>Phonics November 2020</td> <td>92% pass</td> </tr> <tr> <td>Disadvantaged</td> <td>92% (13/14 pupils)</td> </tr> <tr> <td>Non-disadvantaged</td> <td>92%</td> </tr> </table> <p>Year 4 Multiplication Check Average scores out of 25 for the Year 4 multiplication check</p> <table border="1"> <thead> <tr> <th>2019</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>16.8</td> <td>20.8</td> </tr> </tbody> </table>	Phonics November 2020	92% pass	Disadvantaged	92% (13/14 pupils)	Non-disadvantaged	92%	2019	2021	16.8	20.8
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	Assessment Teachers are confident with assessment for learning strategies and identifying pupil readiness to progress	<p>a) Learning by Questions to be used in KS2 ahead of each new topic to identify gaps and planning to be adapted. (English- GPS, maths, science)</p> <p>b)</p>	£2,500	Assessment leader with subject leaders	Pupil attainment and progress across the school is in line with previous years.	<p>Achieved Evaluation</p> <p>a) 75% KS2 teachers have stated that LbQ has helped with lesson planning (workload), it helps focus on objectives and easily identify misconceptions.</p> <p>b) It was an excellent tool for remote learning - teachers could see how pupils were doing in tasks set and adapt future teaching based on these assessments.</p> <p>c) LbQ challenges the most able. This is evident from results when they get to the final questions of each question set.</p> <p>d) LbQ has been used well for English interventions misconceptions can be identified easily and appropriate support put in place immediately</p>										

						e) LbQ has helped teachers assess science, supporting robust assessment judgements in line with AfL techniques												
	Targeted support: Some pupils need high quality, structured, targeted interventions to make progress, even after high quality first teaching. High quality one to one and small group tuition.	Assessments undertaken to guide areas for focus and track pupil progress. o Specific 1:1 bespoke tuition for targeted pupils. Targeted pupils from year 3,4,5 and 6 will have 8 weeks supported on areas of mathematics where a gap in knowledge has opened due to lockdown. a) Provide 1:2 maths tutoring for 20 Year 5 & 6 pupils via the National Tutoring Programme (NTP) b) Provide 1:3 maths/english tutoring for 18 Year 3 & 4 pupils via the National Tutoring Programme (NTP)	£1800 £2250	Maths leader	High quality interventions being delivered in order to achieve accelerated progress and close the gaps in learning. Selected pupils able to achieve ARE by Summer 2021. 	<p>Achieved.</p> <table border="1"> <thead> <tr> <th colspan="2">Impact of NTP</th> </tr> <tr> <th colspan="2">Average scaled score increase spring to summer 2021</th> </tr> </thead> <tbody> <tr> <td>year 3 pupils attending tuition</td> <td>+8.1</td> </tr> <tr> <td>year 4 pupils attending tuition</td> <td>+2.3</td> </tr> <tr> <td>year 5 pupils attending tuition</td> <td>+3.7</td> </tr> <tr> <td>year 6 pupils attending tuition</td> <td>+3.4</td> </tr> </tbody> </table>	Impact of NTP		Average scaled score increase spring to summer 2021		year 3 pupils attending tuition	+8.1	year 4 pupils attending tuition	+2.3	year 5 pupils attending tuition	+3.7	year 6 pupils attending tuition	+3.4
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Supporting pupils' social, emotional and behavioural needs.	Pastoral & Wellbeing support	a) Summer sponsored children- summer and half term academic to develop social skills and boost academic attainment prior to September and continued into October half term.	£1798	OHSL leader	Equality of opportunities for all pupils to access wider life experiences e.g. school trips and clubs	35% of the most vulnerable SEMH children including 1 with disability/SEND needs attended 6 weeks worth of holiday provision. Pupil conferencing showed that children cherished the experience which was evident in their engagement  Courage												

	b) Provide paid spaces to those vulnerable to attend holiday club				with activities. Teachers reported that these pupils settled quickly back into school routine following lockdown to tackle their learning.									
Learning Mentor-	-Subsidise the Senior Learning Mentor to conduct and devise comprehensive SEMH coaching interventions to support pupils for a positive and restorative legacy after lockdown	£6500	SEMH Leader SENDCO	Focus pupil groups (eg. lower attainers, pupil premium, more able) have high self-esteem and expectations of themselves as a result of the access to enrichment opportunities and therefore motivated achieve in line with national expectation	<p>Example of outcomes for targeted key SEMH pupil:</p> <ul style="list-style-type: none"> -attendance for the year throughout lockdown 100% -drastically reduced Time Owed sessions, reduced by 80% by the end of the summer term -verging on exclusion earlier on in academic year, with focus intervention and SEMH support very settled emotionally by the end of summer term - child is achieving expected standard in reading compared to start of year where he was working towards in this area 									
Tackling non attendance.	Vigorous application of the Attendance Policy. Close monitoring of attendance from both the Attendance Office and the Safeguarding team.	Time	Attendance officer, SLT, FSW	Pupil's attendance being raised therefore pupils accessing the education they are entitled to	<table border="1"> <thead> <tr> <th>TERM</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Spring 1</td> <td>95%</td> <td>96%</td> </tr> <tr> <td>Spring 2</td> <td>93%</td> <td>95%</td> </tr> </tbody> </table>	TERM	2020	2021	Spring 1	95%	96%	Spring 2	93%	95%
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