

Milton Abbot School: Catch up funding statement and plan

Academic Year 2021-22

School overview:

School name	Milton Abbot School
Total pupils in school:	62
Academic year or years covered by statement:	2021-22
Publish Date:	October 2021
Review Date:	January 2022
Total amount of funding available:	School-led tutoring: £1,215 Catch up Premium: £2, 333 TOTAL: £3,548

**we will be using our pupil premium grant funding for those children who qualify in addition to the catch up premium grant.*

Research-based: This plan makes full use of ‘The EEF Guide to Supporting School Planning: a tiered approach to 2021’ which states:

“Managing the full-time return to schools for all pupils since September 2020 has placed significant demands on school leaders and teachers...there is no adequate evidence to best steer these logistical challenges schools face, but there is evidence that reiterates the importance of great teaching to support all pupils, especially the most disadvantaged.”

The guide promotes a tiered planning model for the current academic year:

- **Teaching** (universal provision) – explicit instruction, scaffolding, flexible grouping, and cognitive and metacognitive strategies are key components of high quality teaching and learning for pupils. Milton Abbot School has always been recognised for how well the teaching team know their pupils and this is combined with consistently high levels of commitment and expectation.
- **Targeted academic support** – considering how classroom teachers, learning support assistants and external partners can provide targeted academic support, including how to link structured one to one or small group intervention to classroom teaching, is likely to be a key component of effective planning for this academic year. Wherever possible, we will aim for teachers who know the children best to apply their skills and knowledge to the intervention ‘catch up’ groups. This has numerous benefits, not least in avoiding a loss of time in hand overs to a tutor for example but also in structuring sequences, feedback and assessment that tailors with classroom plans. This will require consistent classroom cover in the afternoons and careful timetabling
- **Wider strategies** – supporting pupils’ social, emotional and behavioural needs, primarily as part of good teaching, is likely to prove an effective strategy to support learning. Getting back to good attendance will be problematic but essential. Milton Abbot School has maintained good levels of attendance, largely through effective communication with our families. Such systems of communication and support (pick up arrangements, extended school support, etc.) will be enhanced as appropriate upon the children’s return.

Tier 1: Teaching - Universal Provision

Every child achieving! Better never stops! Inspire, believe, succeed!

“High quality teaching for all including clear explanations and scaffolding” (The EEF guide: Tiered Approach)

Professional Development programme: Our teachers will continue to receive high quality professional development via First Federation Trust, Babcock LDP and the Prince’s Teaching Institute to support and enhance strong practice. A record of professional development is maintained. There is a need to support with changing habits, especially when teaching remotely.

Our leaders are committed to deliver in-house professional development within school and will continue to have a development and monitoring calendar to support teacher subject-knowledge in reading, core subjects and the wider curriculum. Each leader will lead a benchmarking system of effective diagnostic assessments in September and will respond to the analysis of these outcomes to implement actions and support for teachers. This will include sharing the ‘components of high quality teaching’ table with staff to self-assess and implement changes if required.

Aim: To ensure that all aspects of the curriculum, which may not have been taught during the Summer term 2020, is planned for all children, where there is a universal need or all of the class.	
Brief overview of support provided: This will be provided through day to day teaching. The curriculum will be adapted so that missed objectives and units are planned across the academic year. Additional teaching assistant support will be provided, where required. High quality first teaching will address any learning that was not taught, and this in turn will be the focus of our monitoring and standardisation calendar.	
<p>Resource:</p> <ul style="list-style-type: none"> • Additional Learning Support Assistant hours in Key Stage 1 to support identified needs and gaps in knowledge. • Read Write Inc was hugely effective in 2020-21 and supported parents well during remote learning, as RWI online tutorials were available. We want to spread the expertise even further this year in school and RWI training has been booked with the company at the earliest available date, although this is February 2022 for 5 members of the school team, mostly LSAs who will lead RWI groups. Training has been led internally by Early Reading leader, who is an experienced RWI teacher of nearly ten years. • Professional Development – Milton Abbot works effectively with a number of partners, although more specifically with Dartmoor Multi-Academy Trust as we move towards greater partnership. DMAT are not charging for additional support during our management partnership period, due to ethical reasons. There is also an expectation that leaders will attend local briefings regarding strategies and best practice for deploying the catch up premium • SENDCO support – the Headteacher is currently the SENDCO and there is a perceived need for additional support for effective catch-up to ensure all SEN pupils have clear, robust and effective plans in place. This support will also make regular and additional contact with families who require additional contact with regard to home learning and reading at home. • Remote learning plan to be implemented whenever a pupil is required to self-isolate due to Covid. Remote Learning systems were recognized as effective by Ofsted’s monitoring inspection in March 2021. We will continue to respond rapidly. 	<p>Planned Expenditure:</p> <p>£1, 302 for the Autumn term. To be reviewed based on outcomes ready for Spring term.</p> <p>£640.00 for official RWI training. £340.00 for supply cover 2 days</p> <p>DMAT NO CHARGE</p> <p>Systems and support currently require no additional expenditure. Additional hardware was purchased last year and had a positive impact for several families during remote learning.</p>
Total planned to support universal teaching	£2,282

Tier 2: Targeted Academic Support

Every child achieving means Every Child regardless of starting points or barriers.

“High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning or misunderstood content [this] may require targeted one to one or small group tuition to address gaps” (EEF guide: a tiered approach).

Milton Abbot School has always had a strong focus on each child as an individual, encapsulated by our motto: ‘A place of happiness and learning for all’ and our call to action aim: ‘Every Child Achieving.’ We map out universal provision and targeted provision as a toolkit to support each class teacher to ensure we leave nothing to chance. Knowing our pupils really well, especially following our planned September benchmark diagnostic assessment, means we can tailor intervention to more rapidly close gaps. Primarily, our aim will be to ensure that teachers lead targeted academic intervention that is high quality and structured to ensure progress; the catch-up premium will be used to employ consistent and effective classroom teacher cover to still teach the wider curriculum, such as a dance teacher.

Aim: To ensure that any ‘lost learning’ is recovered as rapidly as possible so that pupils are on track to achieve age-related expectation by the end of the academic year. To rebuild any lost confidence or erosion of good habits through a targeted and carefully structured approach.

Brief overview of support provided: Targeted pupils will be listed, based on our knowledge of the pupils and following effective diagnostic assessment and analysis. Targeted support will either take place in the afternoon with the class teaching being led by a consistent and well qualified practitioner or teachers may choose to lead after school catch up clubs if they are concerned about the impact on the wider curriculum if they are absent in an afternoon. Teachers are expected to lead focus groups in class for the majority of the teaching week, ensuring that the most academically vulnerable have the greatest access to quality teaching input and strategies. We will seek to work with home to increase the amount of practice that takes place under our ‘Skills to Success’ home learning plan. Daily reading, multiplication and spelling practice at home is the ideal goal.

Resource:

- Nursery Read Write Inc books for our EYFS class to further enrich the development of phonic knowledge at the earliest point.
- Read Write Inc extensive training was delivered to learning support assistants by Early Reading leader last academic year to ensure high quality delivery during daily reading and phonics sessions; this will allow flexibility of groupings. This will be enhanced by official RWI training in 21-22.
- Reading tutor 2 x per week using Read Write Inc structure to secure Reception reading skills and knowledge before supporting Year 1 objectives; Year 2 to secure end of Year 1 skills and objectives before being supported with in class age-related objectives.
- Dance teacher 1 x pm per week to cover class teachers so they can lead structured and targeted academic intervention for writing skills to ensure identified pupils in Year 2 continue to close gaps from 2020-21 and are working at age-related expectations.

Planned Expenditure:

£1, 000

See above

School Led tutoring: £1,215

£1020

<ul style="list-style-type: none"> • in school tutoring and after school tutoring sessions with teacher using assessment and response to deliver accelerated progress in writing skills caused by 'lost learning or misconceptions of content' during lockdown for lower Key Stage 2 • 'PlusTwo' maths structured precision teaching intervention led by learning support assistants daily for Key Stage 2 pupils who have gaps in their basic maths skills and/or need to develop greater fluency when using and applying the relevant maths skills. • Use of online programmes to secure multiplication tables catch up because six months of practice was lost and this programme can be used in school and continued at home to increase the regularity of practicing. This system also scores and assesses performance and progress to inform teacher and parent. 	<p>School Led Tutoring Grant</p> <p>No additional costs</p>
Total planned to support universal teaching	£3,235
Review of Targeted Academic Support:	

Tier 3: Wider Strategies

'A place of happiness and learning for all' means caring for the whole child

“There may be new barriers to success in school [which] may affect the behavior of some pupils. Equally, many pupils will thrive as regular school routines are reestablished and school leader focus on the social and emotional needs of their pupils.” (EEF guide: a tiered approach).

Milton Abbot School has a strong reputation for its pastoral care for which it takes enormous pride and has been recognised by Ofsted and other external visitors as having good behaviour standards and positive pupil interaction. We take our duty of care very seriously and monitor individuals in terms of their social and emotional health, making timely intervention if we notice a change in their self-esteem or behavior. This duty and approach is underpinned by our Thrive Approach in school in which ‘every soothe and every smile fires the brain’ and we will deploy our Thrive practitioners to deliver additional support for those children who need it most, whilst requiring teachers to have a sensitive approach as the children return.

<p>Aim: To deploy a wide range of strategies to ensure pupils settle back well into school and feel safe as they re-establish routines and click back into successful learning habits and behaviours.</p>	
<p>Brief overview of support provided: All pupils will be welcomed back with a smile and a feeling of sanctuary; all class teachers will be expected to take their pastoral care to an enhanced degree and will reward with our points system to inspire and encourage a return to positive learning behaviours. Targeted pupils will receive additional Thrive time and additional care or listening time from our nurturing support leaders. We will ensure parents have access to share their concerns through our digital messaging service. We will refresh our positive learning culture with a reinvigoration of the learning pit to ensure all learners welcome challenge in their education.</p>	
<p>Resource:</p> <ul style="list-style-type: none"> • Pupil Premium Champion and Pupil Premium Mentor scheme: we will introduce a new Pupil Premium Champion (previously HT) who can proactively and positively drive support for potentially our most disadvantaged pupils; this will include a continuation of our mentor scheme, whereby a PP pupil will meet weekly with an adult in school to check on their wellbeing and learning efforts, challenging them to keep making progress • ‘Learning Climb’ scheme to be reintroduced, along with positive learning characters, to enliven the need to be resilient and brave in our learning, especially with the task of catching up • Enhanced focus on our Thrive Approach by all adults in every classroom and space • Increased Thrive time with Thrive practitioners for those children as identified previously or following return to school • Weekly attendance watching brief to work closely with families and offering support with extended school care or transport to school if required. Effective links with EWO are expected to continue. The approach will be sensitive but consistent and clear. Communication will be key. 	<p>Planned Expenditure:</p> <p>No additional costs – GW to be Champion at his request;</p> <p>No additional cost is anticipated as our Early Reading Leader has led on this area previously</p> <p>No additional costs anticipated for Thrive, unless additional adult hours are required should there be a higher demand than currently anticipated.</p> <p>Led by HT so no additional costs.</p>
<p>Review of Wider Strategies in January:</p>	