

Temple Learning Academy

Catch Up Premium Strategy

2020-2021



- Catch Up Premium funding allocation from RKL is £47,520 (TBC based on final census data) for the 2020-2021 Academic Year.
- Eight initiatives have been chosen across school to achieve the greatest impact for (a) the students with the highest levels of identified “catch up” need and (b) the greatest number of students.
- Tier 1 initiatives are targeted interventions in line with EEF guidance for the most effective small group tuition, involving three or four 50 minute interventions per week for a specified number of weeks (no less than six).
- Tier 2 initiatives are targeted at defined larger groups (on a whole year group or whole key stage scale) in line with EEF guidance for the most effective intervention programmes.
- Tier 3 initiatives are targeted at whole year groups, whole key stages or whole school priorities that have the greatest impact upon supporting quality first teaching.
- In Year 7, the deployment of enhanced, specialist transition support has been based on information and partnership work with primary schools regarding the needs of that particular cohort.
- At Key Stage 4, the recruitment and deployment of specialist interventionists in English and Maths is being shared 50/50 with Temple Moor High School.
- In Early Years, targeted interventions are supporting students with the lowest attainment in PSED, specifically making relationships and managing feelings and behaviour, with an overarching focus on communication and language (specifically speaking and listening) because 54% of the cohort are working below or well below age-related expectations at baseline.
- In Reception and Years 1 and 2, targeted interventions are supporting students with the lowest attainment in early reading, specifically phonics, because baseline data shows significant gaps and regression in students’ prior learning (especially related to letter sounds and blending skills) because of lost learning time during partial school closures.
- In Years 3, 4 and 5, targeted interventions are supporting students with the lowest attainment in early reading, specifically phonics, because baseline data shows significant gaps and regression in students’ prior learning (especially related to letter sounds and blending skills) because of lost learning time during partial school closures.
- Also in Year 3 and 4, targeted interventions are also supporting a small percentage of students who have returned to school and have regressed in their ability to access a full-time mainstream curriculum, particularly regarding social groups, routine and authority. Baselines in PSED (personal development and social and emotional aspects of learning) show interrupted development in power and identity.
- In Year 7, additional transition capacity is supporting all students with their social, emotional and mental health and their learning behaviours, attitudes and competencies in readiness for the Year 7 curriculum. Transition information and baseline observations show significant gaps and regression in students’ prior learning (especially related to personal development and social and emotional aspects of learning) because of lost learning time during partial school closures.
- In Year 10 (and 9), additional academic intervention capacity (targeted at English/Maths/Science) is supporting identified students with below expected levels of attainment and/or progress.

Reference	What is the initiative?	How will this be resourced?	EEF Category	Key Stage to benefit	Number of pupils targeted	Impact Measure	Basis for costing?	Cost estimate
TLA1	Phonics - Additional training and Targeted intervention for phonics delivery in Early Years & Key Stage 1.	Additional personalised training and increased staffing to support the delivery of high quality phonics teaching and delivery of the RWI and Fresh start programme.	Supporting great teaching	EYFS and KS1	180 (all EYFS & KS1 students)	Tracking from baselines to outcomes and observations of learning.	Further increased capacity for personalised training will be secured through the deployment of an additional 0.2 FTE teacher from November; cost = approx. £4,200.	4,200
TLA2	Targeted interventions for identified learning gaps in Reception. PSED. Baseline shows 53% of students are working below ARE in PSED. 27% are working well, well below ARE.	Re-deployment of HLTA and/or teacher hours to deliver Targeted intervention.	One to one and small group tuition	KS1	30	Tracking from baselines to outcomes and gap analysis	Each Targeted student to receive 2 x 50 minute Tier 1 interventions per week (in groups of no more than 5) for 6 weeks and then review. Staffing required for 4 EYFS interventions per week in total * £20 = £80 per week. 30 weeks x £80 = £2,400.	2,400
TLA3	Targeted interventions for identified learning gaps in Reception. Communication and Language - EYFS Baseline shows 54% of pupils are working below ARE. 25% are working well, well below.	Re-deployment of HLTA and/or teacher hours. Further training for staff from Talking House speech and Language therapist.	One to one and small group tuition	EYFS	20 pupils	Tracking from baselines to outcomes and gap analysis	Each Targeted student to receive 2 x 50 minute Tier 1 interventions per week (in groups of no more than 5) for 6 weeks and then review. Staffing required for 4 EYFS interventions per week in total * £20 = £80 per week. 30 weeks x £80 = £2,400.	2,400
TLA4	Targeted interventions for identified learning gaps in Key Stage 1. Phonics - Baseline data shows a small percentage of students working slightly below ARE. Small percentage of pupils working well, well below ARE.	Re-deployment of HLTA and/or teacher hours to deliver Targeted intervention. HLTA/Teachers will be RWI trained.	One to one and small group tuition	KS1	TBC - estimated 20 in Y1 and 20 in Y2	Data analysis - Baseline phonics assessment pre and post intervention.	Each Targeted student to receive 4 x 50 minute Tier 1 interventions per week (in groups of no more than 5) for 6 weeks and then review. Staffing required for 12 KS1 interventions per week in total * £20 = £240 per week. 30 weeks x £240 = £7,200.	7,200
TLA5	Targeted interventions for identified learning gaps in Key Stage 2. PSED - Small group who have struggled post lockdown to return to school life in relation to social groups, routine and authority.	Re-deployment of HLTA and/or teacher hours to deliver Targeted interventions. Support from a Licensed Thrive Practitioner to conduct assessments.	One to one and small group tuition	KS2	15 in Y3, 15 in Y4 & 15 in Y5	Data analysis - Tracking from Thrive assessment baselines to outcomes and gap analysis. CPOM/Class Chart conduct incident analysis.	Each Targeted student to receive 2 x 50 minute Tier 1 interventions per week (in groups of no more than 5) for 6 weeks and then review. Staffing required for 6 KS2 interventions per week in total * £20 = £120 per week. 30 weeks x £120 = £3,600.	3,600

