

## Catch-Up Premium Spending, 2020 – 21

Principle: For children to make accelerated progress, the best adults to support them are those who know them well. There needs to be clear links between children's learning in intervention groups and that done in the main classroom, and interventions need to take place at a time when children are awake and ready to learn. All children have the right to take part in the afternoon wider curriculum, so where it is possible to do interventions outside of afternoon class time, that is better.

At Brize Norton School, therefore, we are spending most of our catch-up funding on early-morning intervention groups led by our own teaching assistants. These TAs know the children well, are highly skilled and work closely with the class teachers. Because they are present in the whole-class English and Mathematics lessons, they can draw links between the intervention work and the class work, helping the child to apply what they have learned in one in the other.

To avoid making the day too long and because of the practicalities of timetabling, there are also some afternoon intervention groups.

Intervention groups in the Early Years Foundation Stage all take place during the school day. This is easier to fit in because of their more flexible timetable, and these children are not ready for an extended school day.

Funding allocation, 2020 – 21: £9680

Falcons (Y5/6): 4 days of interventions, 8.00 – 9.00	£2028
Falcons: 1 afternoon	£1014
Voyagers (Y4/5): 4 days of interventions, 8.00 – 9.00	£2028
Hercules (Y2/3): 2 days 8.00 – 9.00 and 2 days 8.30 – 9.00	£1014
Hercules: 1 afternoon	£1014
Hurricanes (Y1/2): 2 days 8.00 – 9.00 and 1 afternoon	£1352
Buccaneers: extra TA time in class	£1230

Total spent: £9680

### Outcomes

The planned work took place throughout the time when the school was open in 2020 – 21. Of course, the second lockdown interfered with the work, though our online learning provision was designed to minimise disruption to learning.

Children were targeted for support because they came back from either the first or the second lockdown with gaps in their learning compared to their peers. By the end of the year the following percentages of those children had made expected progress across the whole year 2020 – 21:

Reading 92%  
Writing 73%  
Mathematics 76%

We need to look at how Writing interventions take place. In Mathematics, we believe that some of the difference with Reading is that the assessments were done on the whole curriculum and interventions focused only on Number.