

Summary information					
<b>School</b>	Avondale Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£32,640	<b>Number of pupils</b>	408

## Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

4	EEF Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>

## Identified impact of lockdown

<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are a range of domains that need further development.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments and has evidently impact on their reasoning skills.</p>
<b>Writing</b>	<p>Writing is the area in which our Avondale children seem to have been affected the most by the national lockdown. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Basic punctuation skills are being omitted from children's work and they are numerous grammatical inaccuracies due to the children writing as they speak rather than using standard English.</p>
<b>Reading</b>	<p>Books were available online during lockdown as directed by school. Some children had access to books at home, and for those children we can see that they have continue to read and develop. This is something that was more accessible for families and required less teacher input. Some of our children had very limited access to books and devices and therefore their reading was very limited. However, since returning to school it seems that children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected. We have also seen an adverse effect on children's comprehensions abilities compared to simply reading.</p>
<b>Non-core</b>	<p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. Subject areas that are progressive from one year group to another have been identified and these are the focus of our Autumn Term foundation subject curriculum.</p>

**Planned expenditure** - The headings below are grouped into three categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

**i. Teaching and whole-school strategies**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>All school staff have the confidence and ability to deliver high quality phonics lessons that are appropriate to their year group that these are focused on children's current needs and will enable the children to catch up quickly.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Phonics and this supports the recommended way to teach</p>	<p><b><i>Training session on delivering high quality phonics provided by LCC</i></b> <b>(£1000)</b></p> <p><b><i>Purchase additional phonics resources for EYFS/KS1 initially.</i></b> <b>(£300)</b></p>		<p>KN</p> <p>KN</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><b><i>Purchase and implement National Test-style Standardised Assessments. Complete termly tests and record assessments on MARK to identify gaps.</i></b> <b>(£3500)</b></p>		<p>VB</p>	<p>July 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Avondale have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><b><i>A 360 interactive virtual tour of Avondale Primary School is arranged and shared with all new-starters. Additional time is made to cover the teacher so that they can prepare all resources required and then shared remotely via the school website. This is so that the child is confident in joining Avondale</i></b> <b>(£200)</b></p>		<p>SS JT</p>	<p>Ongoing</p>
<b>Total budgeted cost</b>			<b>£ 5000</b>	

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u>  Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.	<i>Reading lead teacher to be utilised to support the reading of the children who have been identified as working below their targets. Small groups to be in operation during the afternoons</i>  <b>(£10,000)</b>		KN	Dec 20 Apr 21 July 21
	Phonics lead to be non-class based so that children can be taught in identified target groups during phonics sessions across EYFS & KS1. Timetables to ensure phonics is taught at different times to enable KN to support in all year groups.  <b>(£15,000)</b>		KN	Dec 20 Apr 21 July 21
<u>Intervention programme</u>  Children who have been identified as amber on our language assessment make rapid progress to ensure that they their language is in line with ARE	<b>Wellcomm language intervention to take place for identified children to develop basic language skills. 3x weekly intervention led by support staff.</b>		SS	July 21
<u>Extended school time</u>  Identified children are able to access a small private tutoring group, delivered by Avondale staff, after school. This would be very focused work and supported by the children and parents.	<i>Weekly tutoring to identified children who are now achieving below their targets, though with additional input should be able to get back on track and catch up. Sessions to take place weekly 3:30-4:30 on an identified day.</i>  <b>(£3000)</b>		VB KM	Review April 21
			<b>Total budgeted cost</b>	<b>£28,00</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u>  Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.  Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	<b><i>Additional online learning resources will be purchased, such as Reading Buddy's to support children reading at home.</i></b>  <b>£1500</b>		KN	Feb 21
	<b><i>2 weekly home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i></b>  <b>£500</b>		VB Class teacher	Feb 21
<u>Access to technology</u>  During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.  Teachers have devices that are equipped with webcams so that remote learning can be facilitated. Provision to ensure that teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	<b><i>Purchase of new Chromebooks. They are to be used to further support online access to resources for the children accessing extended school time.</i></b>  <b>£1500</b>		SS	Nov 20
	<b><i>New webcams purchased for all classrooms</i></b>  <b>£640</b>		SS	Dec 20
<u>Summer Support</u> NA				
<b>Total budgeted cost</b>				<b>£ 4140</b>
<b>Total Spend</b>				<b>£37,140</b>
<b>Cost paid through Covid Catch-Up</b>				<b>£32,640</b>

	<b>Cost paid through SIG funding</b>	<b>£2500</b>
	<b>Cost paid through school budget</b>	<b>£3000</b>