

## Avanti Fields COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	410	Total catch-up premium budget:	£22,712

IDENTIFIED PRIORITIES – ACADEMIC	
Academic Priorities:	
A	To ensure Quality first Teaching and clearly devised subject level targeted 'catch up' strategies <ul style="list-style-type: none"> <li>- To reduce any gaps in knowledge identified due to school closure</li> <li>- To ensure that students can access the curriculum and are able to make improved and rapid progress.</li> <li>- To provide CPD on school online learning platform Google classrooms</li> </ul>
B	To implement targeted small group intervention sessions for identified DA students and others who require Maths and English catch-up provision
C	To devise and deliver a clear academic and pastoral recovery strategy which permeate all areas of school life and which ensures that students have positive levels of well-being and are confident they can achieve once they are back in the classroom face to face learning environment
D	Provide additional resources for students to address gaps in learning caused by lockdown
IDENTIFIED PRIORITIES – EXTERNAL	
External Priorities :	
E	Ensure all students have access to IT provision and are able to engage fully with online remote learning in line with our whole school and trust approach
F	Provide regular and informative communication to parents to support emotional wellbeing and provides clear information to a range of services for those affected financially and mentally by the impact of school closure and Covid 19.

## Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review this?
1. Quality first teaching. CPD - subject specific strategies to address 'learning gaps' due to school closure	All students can access full curriculum and are monitored and supported through high quality teaching following the Avanti Fields principles of instruction model with a focus on checking for understanding and modeling.	Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable.  <b>EEF Covid 19 support guide for schools</b>	Through whole school and subject, QA processes remote and face-to-face as outlined in ARR calendar.	All HoD's and SLT	Half termly and through regular learning walks
2. Pupil assessment and feedback to close and narrow the learning gap caused by school closure	All HoD's and Subject leads receive high quality data and assessment training and are able to disseminate this to all teachers in subject areas to implement robust assessment early on this academic year.  All students are on track to meet their personalised target grade and are coded as a good or exceptional in terms of progress made on whole school reporting data drops	Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19.  For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.  Effective intervention follows assessment, which can be used to ensure that support is accurately targeted and to monitor pupil progress.  <b>EEF Covid 19 support guide for schools</b>	Consistent and timely approach to assessment by all subject departments.  Assessment and feedback to inform whole school data drop and targeted intervention needs.	All teaching staff, subject leads/ Hod's SLT	After each formal assessment and whole school Data drop

<p>3. Whole school CPD on Trust policy for remote on line learning policy</p>	<p>Regular in house and departmental training mapped out through whole school CPD as directed by the trust and shaped by SLT at Avanti Fields</p> <p>All staff are confident with using Google classroom meets function and how to effectively provide effective learning remotely through uploading screencasts and appropriate tasks</p>	<p>Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable.</p> <p><b>EEF Covid 19 support guide for schools</b></p>	<p>Whole CPD.</p> <p>Monitoring and evaluation through regular QA drop in lesson visits to Google meets and into all Google classrooms to assess all work set meets whole school and trust policy.</p> <p>Whole school QA proforma and engagement tracker devised to inform areas of best practice and areas for development</p>	<p>Hod's / subject leads SLT Trust Education Director Parent / student surveys</p>	<p>Weekly</p>
Total budgeted cost:					£7,000
<b>Targeted support</b>					
<p>1.Targeted Maths and English intervention catch up session</p>	<p>Identified students across year groups 7-9 a and all abilities have access to remote and or online Maths and English small group catch up sessions during the academic year and for extended sessions in the summer as required</p>	<p>There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy. It is estimated that the average impact of one to one tuition is 5 additional months of progress (EEF 2020b). More investment is needed to support DA students, the <b>EEF Impact Report</b> states that school closures are likely to reverse the progress made to narrow gaps in the last decade.</p>	<p>Subject specialists employed by the school</p> <p>Teachers are known to students and relationships established</p> <p>Intervention teachers to provide progress reports to subject leads and / or Hod's to monitor and evaluate progress and impact of targeted sessions</p>	<p>PP KPP SA BV</p>	<p>Weekly through meetings with subject lead/ Hod</p>

<p>2. Whole school recovery strategy Academic , wellbeing and character</p>	<p>To support the whole school community to transition back to school safely</p>	<p>All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19.</p> <p><b>EEF Covid 19 support guide for schools</b></p> <p><b>Routes to resilience accreditation and training to inform pastoral and recovery strategies including Avanti Fields wheel.</b></p>	<p>Whole school staff CPD and Middle leader training at start of the academic year</p> <p>Clear safety guidance and risk assessments in place communicated to whole school staff , students and parents regularly</p> <p>Extended tutor time</p> <p>Clear programme of wellbeing tutor time activities and pastoral support from form tutors and pastoral team</p> <p>Student wellbeing information board and regular sign posts to where to access external support</p> <p>Bespoke PHSE and CW programme</p> <p>All provision amended and developed to be delivered remotely as requires</p>	<p>SKU LBI DGA PGA</p>	<p>Half termly</p>
<p style="text-align: right;">Total budgeted cost:</p>					<p>£13,000</p>

Other approaches					
<p>1. Access to technology for all DA students and training on Google Classrooms for all DA students and others</p>	<p>To create and carry out regular audits to assess the IT needs of the most vulnerable students To contact and work with trust IT lead to secure appropriate number of DFE laptops, SIM cards and BT internet provision</p> <p>To create a task force to ensure regular communication with parents and students and deploy all IT provision as effectively as possible as determined by needs analysis.</p>	<p>To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback—is more important than which form of technology is used. In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced.</p> <p><b>EEF's 'Best evidence on supporting students to learn remotely'</b></p> <p><b>Doug Lemov – Teaching in the on line classroom</b></p> <p><b>Ofsted publication on successful remote on line learning</b></p>	<p>Tutor time IT audits Tutor phone calls Regular communication with parents Efficient access and deployment of all available IT resources in partnership with DFE and Avanti Trust IT</p>	<p>SKU NK Trust IT lead AR Admin team</p>	<p>Bi weekly and based on needs analysis and IT Audit results</p>
<p>2. Parental and family wellbeing engagement</p>	<p>To maintain high levels of attendance amongst all groups of learners and a focus on disadvantaged and vulnerable groups of learners</p> <p>To support the whole school community with support and guidance to mental health and financial services at this time. To support the wellbeing of families to ensure all students are well cared for and receive the best care at home and at school in order to flourish in all areas of their lives.</p>	<p>Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.</p> <p><b>EEF Covid 19 support guide for schools</b></p> <p><b>Anna Freud Centre for Children and Families</b></p>	<p>Parent surveys Regular communication with families during school closure Regular Avanti Fields Wellbeing Newsletters with key support and guidance information Trust initiatives – Avanti Nights Yoga and speakers E-mail home with regular Faith communication. Prayers and spiritual guidance from PRE team</p>	<p>SKU PGA PP</p>	<p>Half termly</p>

3. Providing revision guides and extra resources to DA and vulnerable students	All DA students provided with revision and support study guides to enhance their learning experience and progress in the classroom and at home.	Providing additional books and educational resources to families over the summer holidays, with support and guidance, may also be helpful—for example, offering advice about effective strategies for reading with children. <b>EEF communicating effectively with families report</b>	Hod is and subject leads to devise and provide appropriate study guides and work books to key groups of students based on analysis of progress and assessment data.	All subject leads and Hod's	Half termly
Total budgeted cost:					£2,200