



AVANTI HOUSE

Excellence · Virtue · Devotion

Avanti House Primary School - Covid 19 Catch Up Premium Funding (2020-21)

Vision

Avanti House Primary strives to support individual pupils to become a well-rounded global citizen. Through intellectual, moral and spiritual growth, and so make the world a better place. We will achieve this by providing a stimulating and exciting curriculum, designed to offer real life and purposeful experiences, which are both inclusive and challenging.

Curriculum Intention

The Early Years Framework and National Curriculum lie at the heart of what is taught at Avanti House Primary School. It is a curriculum intended to build on key knowledge and skills to ensure there is continuity and progression across all year groups. Our school instils Avanti and British values ensuring the needs and aspirations of all pupils including a diverse range of learning experiences are carefully planned for. Running through our curriculum is spiritual insight. The curriculum and school life make spirituality relevant and accessible to all, irrespective of faith or belief. Pupils evidence spiritual insight in terms of their own identity, their relationship with others, with the wider world and for some, their relationship with God.

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.”

(Covid-19 Support Guide for Schools – June 2020)

Teaching

Quality first teaching is the most important lever schools have to improve outcomes for their pupils.

Targeted Academic Support

There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.

Pupil Assessment and Feedback

Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been effected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

Wider Support

Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parent, especially to increase attendance and engagement with learning.

1. Summary information				
School	Avanti House Primary School			
Academic Year	2020	Total Covid Catch Up Funding budget	£25,994	
Total number of pupils			360	Date for next internal review of this strategy December 2020

2. Current attainment – October 2020			
	September 2020 - Reading	September 2020- Writing	September 2020 – Maths
% achieving expected standard or above in reading, writing and maths (Y6)	88%	86%	86%
% achieving expected standard or above in reading, writing & maths (Y5)	73%	70%	77%
% achieving expected standard or above in reading, writing & maths (Y4)	80%	68%	68%
% achieving expected standard or above in reading, writing & maths (Y3)	68%	65%	78%
% achieving expected standard or above in reading, writing & maths (Y2)	72%	68%	75%
% achieving expected standard or above in reading, writing & maths (Y1))	75%	70%	80%
% achieving expected standard or above in reading, writing & maths PPREMIUM (5 pupils)	80%	80%	80%
% achieving expected standard or above in reading, writing & Maths (SEND) (19 pupils Yr 1 to Yr 6)	37%	26%	37%

Considerations for future attainment (Post Covid)		
A.	Teaching	
B.	Targeted academic support	
C.	Wider strategies	

3. Intended outcomes <i>(specific outcomes and how they will be measured)</i>	Success criteria
<p data-bbox="103 161 344 193">A. Teaching</p> <ul data-bbox="253 236 1536 991" style="list-style-type: none"> • Baseline assessments to identify gaps in learning. • 1 additional teacher for 3 days per week and additional LSA for 2 days per week. To provide capacity to deliver bespoke interventions. • Recovery curriculum planned for Maths and English for each year group, including daily sessions to ensure positive mental health and well being. Objectives have been identified as not taught or taught but not fully embedded. These are being taught alongside a broad and ambitious curriculum. • Feedback used to make next steps explicit to children. • Whole staff CPD for research based high quality teaching– metacognition, working memory, retrieval practices, low stakes assessments etc. • On arrival baseline assessments are carried out and areas identified for intervention. • Low stakes assessments to aid memory retention. • Daily reflection time to allow pupils to reflect on what they have found difficult and why. What are the next steps? What support do they need? • Daily reflection time to consider own learning needs and resilience. • Newly devised curriculum and character education to improve children’ resilience and perseverance and to improve learning attitudes. 	<p data-bbox="1626 161 2040 368">Analysis will show that whole class gaps are diminishing and the majority of pupils are attaining in line with prior attainment.</p> <p data-bbox="1626 411 2107 624">Analysis of both qualitative and quantitative data (tests, pupil conference, book looks) will show that gaps are being filled and progress is being made.</p> <p data-bbox="1626 667 1995 959">Pupil’s attitudes towards change and towards learning will increase, this will be monitored within lessons through pupil engagement, behaviour in and out of class.</p>

B.

Targeted academic support

- **Parents informed about their child's next steps and how to support at home.**
- **Same day interventions for closing the gaps and addressing misconceptions.**
- **Pre-teaching established to make curriculum access more equitable.**
- **Teacher led interventions – content determined by analysis of baseline assessments.**

C.

Wider Strategies

- The introduction of character education will provide pupils with the opportunity to think about the type of person they wish to become
- Introduction of consistency in the use of powerpoints as a teaching tool. They provide opportunities for knowledge recall including the key vocabulary for that lesson as well as the character virtues that will be developed throughout the lesson.
- Assemblies designed to promote character virtues and to provide pupils with an understanding that they can achieve their full potential.
- The newly formed parent and staff working group to develop character education at home and school will provide parents with strategies that can be used to further support their child at home.
- Daily reflection time will support pupils to think about and celebrate their achievements as well as to identify their areas of development.
- Classroom environments developed to be comforting and promote wellbeing.
- Daily relaxation and refresh opportunities for sensory breaks – yoga, mile a day and mindfulness.
- Nurture groups for pupils who require it (PPM and SEN)
- Business Support Manager to liaise and support parents with any attendance issues.
- Informing and including parents in their child's next steps.

The development of character education across the school will show better behaviour and pupil wellbeing.

Children will feel supported and calm in school.

Parents will feel supported and engaged.

Planned expenditure - 2020-21

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	When will you review implementation?
<p>Targeted academic support</p> <p>Newly appointed teacher and LSA to deliver high quality interventions. Content of interventions informed by Baseline assessments.</p>	<p>Gaps to be closed.</p> <p>Children back on track and attaining, at least, in line with prior attainment.</p>	<p>Evidence from EEF and Sutton trust for teacher to lead interventions groups.</p>	<p>Moderation of learning including regular lesson studies.</p> <p>Data tracking with Progress Leaders</p> <p>Book looks for transfer of knowledge/skill independently.</p>	<p>£25,994</p>	<p>October 2020 - Summer 2021</p>

<p>Teaching Whole school comprehension skills identified as an area for development from Baseline data analysis .</p>	<p>Children to show improvements in reading comprehension in class and in outcomes.</p>	<p>Evidence from EEF about the value of pre-teaching for all to access the curriculum</p>	<p>Lesson Obs Pupil conferencing Book Looks Data analysis</p>		<p>October 2020 – summer term 202 1</p>
<p>Teaching KS1 and KS2 Reflection on learning journals – allowing children to build up their resilience and good learning behaviour.</p>	<p>Children will be more resilient and ready to learn</p>	<p>Evidence from the EFF on the advantages of metacognition in children.</p>	<p>Lesson Obs Pupil conferencing Book Looks Data analysis</p>		<p>October 2020 - summer term 2021</p>

**Wider
strategies**

Teaching children to develop strategies to relax and refresh their minds – taking good care of their mental health.

P.E coach to support all teachers deliver high quality P.E sessions.

Marathon Mile