



# 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 and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID19). 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. We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.”* Department for Education website, 2020

## **COVID 19 catch-up premium funding and AST schools**

The total allocation of funds to AST was just over £300,000. To ensure that our schools could make the most of this funding, AST have pooled the funding across the MAT which allowed each school to recruit at least 1 HLTA on a twelve month, TTO (0.84) fixed term contract. HLTAs have been trained by school staff to deliver a planned catch-up programme that has been informed by the latest EEF guidance and overseen and monitored by each principal.

- We retained a small percentage of the total funding to support the creation and implementation of 'hardship' fund for eligible pupils and families. To date this has provided over 100 devices for disadvantaged students and helped fund household internet connections.
- The AST Board approved this strategy at its December 2020 meeting and received an interim report on the impact of this additional funding in March 2021.

## **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 - 2021	Total Covid Catch Up Funding budget	£25,994			
Total number of pupils			360	Date for next internal review of this strategy	March 2021	

2. Current attainment – March Spring Term 2021 Avanti House Primary School

	Baseline (September 2020)			Autumn Term (December 2020)			Spring Term (March 2021)			Percentage change from Dec 20		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
% achieving expected standard or above in reading, writing & maths (Y6)	88%	86%	86%	88%	85%	87%	88%	85%	90%	No change	1% up	3% up
% achieving expected standard or above in reading, writing & maths (Y5)	73%	70%	77%	93%	85%	83%	95%	85%	88%	2% up	No change	5% up
% achieving expected standard or above in reading, writing & maths (Y4)	68%	68%	68%	73%	72%	82%	73%	70%	83%	No change	2% down	1% up
% achieving expected standard or above in reading, writing & maths (Y3)	68%	65%	65%	78%	78%	85%	85%	70%	77%	7% up	8% down	8% down
% achieving expected standard or above in reading, writing & maths (Y2)	72%	68%	75%	67%	75%	73%	67%	70%	73%	No Change	5% down	No change
% achieving expected standard or above in reading, writing & maths (Y1)	75%	70%	80%	87%	75%	87%	81%	78%	87%	6% down	7% down	No change
% achieving expected standard or above in reading, writing & maths (Whole school Pupil Premium Children 7 Pupils)	80%	80%	80%	71%	43%	57%	71%	43%	57%	No Change	No Change	No Change
% achieving expected standard or above in reading, writing & maths (Whole school SEND Children 18 pupils)	37%	26%	37%	37%	32%	37%	44%	33%	39%	7% up	1% up	2% up

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

### 3. Intended outcomes *(specific outcomes and how they will be measured)*

### Success criteria

A.

#### Teaching

- 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.

Analysis will show that whole class gaps are diminishing and the majority of pupils are attaining in line with prior attainment.

Analysis of both qualitative and quantitative data (tests, pupil conference, book looks) will show that gaps are being filled and progress is being made.

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.

**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.
- All teaching staff trained to deliver virtual learning in the event of bubble closures to ensure a durable and challenging program enables pupil progress to continue at home

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><b>Targeted academic support</b> Newly appointed teacher and LSA to deliver high quality interventions. Content of interventions informed by Baseline assessments.</p>	<p>Gaps to be closed.  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.  Data tracking with Progress Leaders  Book looks for transfer of knowledge/skill independently.</p>	<p><b>£25,994</b></p>	<p>October 2020 - Summer 2021</p>

<p><b>Teaching</b> 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><b>Teaching</b> 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

Bespoke PE resources delivered via remote learning