



COVID 19 catch-up premium funding and AST schools

“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

The total allocation of funds to AST was just over £300,000. To ensure that we could ensure that our schools could make the most of this funding we:

- Pooled the funding across the MAT which allowed us to recruit at least one HLTA per school 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 a ‘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.

Avanti House Secondary School received £51,637 from AST total allocation of £300,000 to help support our students who have been disadvantaged due to Covid-19. Avanti House Secondary School believes, as difficult as the lockdown has been, our students will be able to catch up and achieve success.

Funding has been and is, continually being proportionally distributed amongst our key priorities as listed below:

1. Small group face-to-face interventions, using the National Tutoring Programme.
2. Subject specific lunch-time interventions.
3. Overcoming any barriers to access to technology, so that students can continue with remote and online learning, e.g. This includes supplement of Chromebooks and WIFI access in the home.
4. Pastoral support such as 1-2-1 wellbeing calls by Form Tutor and Progress Leads to address any low esteem or motivation.



5. Additional training to support staff with remote learning, including training on MS Teams, Google Classroom and Zoom.
6. Dedicated HLTA's in classrooms
7. Equipment, to support staff deliver live lessons to students who are self-isolating.
8. Avanti Online – online resources developed to further support students develop their curriculum knowledge.
9. Subject specific revision resources, such as guidebooks and workbooks to support students catch up with missed learning.
10. Providing additional mentoring support for students who require it as well investing in extra staff to accommodate this.
11. Ensuring some members of staff have bereavement training to further support students who require additional support at school and will therefore have the ability to provide group support if required.

How will we measure the effect of this expenditure on the educational performance of those pupils targeted?

Students are identified as requiring support through our system of “Academic and Pastoral Intervention tracking”. We track all students carefully and have 3 formal Progress Review Points each year. During these points we measure the rate of improvement on attainment to ensure we are using the funding to have maximum impact. At the end of the academic year, we also review the full impact of the expenditure. In addition to the support put in place due to Covid-19, Avanti House Secondary School also puts in place a range of other interventions across all year groups to support our students to increase their performance.

Pupil Premium

Purpose

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their more advantaged peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

- In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.
- For pupils from low-income families in non-mainstream settings, it is for the local authority to decide how to allocate the Pupil Premium. For instance, it could be allocated to the setting where they are being educated or held by the local authority to spend specifically on additional educational support to raise the standard of attainment for these pupils. The authority must consult non-mainstream settings about how the Premium for these pupils should be used.
- Schools are free to spend the Pupil Premium as they see fit. However, they will be held accountable for how they have used the additional funding to support pupils from low-income families. New measures will be included in the performance tables that will capture the achievement of those deprived pupils covered by the Pupil Premium. From September 2012, schools are also required to publish online information about how they have used the Premium.



This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

- The Government also provides schools with information about strategies and interventions which can improve the progress and attainment of pupils from poorer backgrounds.

Key facts

- The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for FSM in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months.
- The Pupil Premium was introduced in April 2011 and paid to local authorities by means of a specific grant based on January 2011 school census figures for pupils registered as eligible for FSM in reception to Year 11. For looked after children, the Pupil Premium was calculated using the Children Looked After data returns (SSDA903).
- The Pupil Premium was also paid to academies via the Young Peoples' Learning Agency. (YPLA)
- Local authorities are responsible for looked after children in care and will make payments to schools and academies where an eligible looked after child is on roll.
- The Government has decided that eligibility for the Pupil Premium in 2012–13 will be extended to pupils who have been eligible for free school meals (FSM) at any point in the last 6 years. As a group, children who have been eligible for FSM at any point in time have consistently lower educational attainment than those who have never been eligible for FSM.

How we use the Pupil Premium

We provide each child eligible for pupil premium with a bespoke package of support, tailored to their own needs and requirements. We look holistically at each child and work collaboratively with parents/carers to ensure the most appropriate package of support for each individual.

Research detailed by the Education Endowment Foundation about the efficacy of interventions in the context of Pupil Premium was referred to when we made decisions about which to deliver in the context of our school.

Pupil premium funding for each individual child is put towards the costs of providing support with interventions such as:

- **Effective feedback on pupil performance**
This means that we have trained our teaching staff to use marking and verbal feedback to children in such a way that it helps them to understand what they have learnt and what they need to do next to make good or better progress.
- **Development of peer feedback and support**
We have trained and developed staff skills, in order to support our children giving each other constructive feedback on their work. We have also introduced the practice of 'peer tuition', where older pupils support the learning of younger pupils.
- **Early Years' Intervention**
This is to ensure that the majority of children are operating at an age-related level, in all core subject areas by the end of their Reception year.
- **One to one or small group tuition**
This is provided for pupils who are not making good or better progress in literacy and mathematics.



- **Numeracy and literacy interventions**
- **Mentoring enabling tailored support**
- **Parent/carer Support**

Our Head of Inclusion, along with our Head of Primary, work with our most vulnerable families in ensuring that pupils attend school every day and offers support for those children whose behaviour or emotional needs are impacting on their learning. We offer a programme of Family Workshops to parents and carers to help them support their child with their homework in targeted areas of reading, writing and mathematics. The Head of Inclusion regularly holds parent clinics and communicates with parents/carers via regular newsletters, which focus on whole school development areas.

- **Support with Trips**
- **Support with music lessons**
- **Extra-curricular activities**
- **Teaching Assistant Support**

We use highly skilled Teaching Assistants to support groups of children with a range of need, in order to improve their attitudes toward school and learning.

- **Pupil Progress Meetings**

We hold termly meetings with staff in each class to discuss the progress of each child in reading, writing and maths. These meetings are used to plan and evaluate interventions for children at risk, who might not make at least good or better progress and/or achieve their age-related levels at the end of the year.

- **Technology**

We have recently purchased a variety of technological aids for use in the classrooms. These act to motivate our learners and improve access to learning.