

**Catch-Up Premium Plan  
Avanti Park Primary School**

| Summary information  |                    |                               |         |                         |     |
|----------------------|--------------------|-------------------------------|---------|-------------------------|-----|
| <b>School</b>        | Avanti Park School |                               |         |                         |     |
| <b>Academic Year</b> | 2020-21            | <b>Total Catch-Up Premium</b> | £23,768 | <b>Number of pupils</b> | 283 |

### 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.

| Use of Funds   | 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> </ul> |

|                                  |   |
|----------------------------------|---|
| <p><b>Maths</b></p>              | <p>Due to re-opening of Avanti Park School (previously Steiner Academy Frome) historic coverage of the National Curriculum has been absent and specific content has been missed, leading to gaps in learning and a historic absence of subject journeys. Children have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>High numbers of children are behind their peers nationally with diagnostic assessments indicating current gaps in knowledge.</p>   |
| <p><b>Writing</b></p>            | <p>Due to re-opening of Avanti Park School (previously Steiner Academy Frome) historic coverage of the National Curriculum has been absent and specific content has been missed, leading to gaps in learning and a historic absence of subject journeys. Due to lockdown and the absence of a coherent and sequenced writing curriculum, children are behind their peers nationally. Children's vocabulary levels are consistently quite high however they have missed on direct teaching time allowing for basic writing skills to be taught. Focus areas include grammar, punctuation and spelling along with better understanding writing with purpose and an intended audience.</p>   |
| <p><b>Reading</b></p>            | <p>Due to re-opening of Avanti Park School (previously Steiner Academy Frome) historic coverage of the National Curriculum has been absent and specific content has been missed, leading to gaps in learning and a historic absence of subject journeys. Due to lockdown and the absence of a coherent and sequenced reading curriculum, children are behind their peers nationally. RWInc has been implemented as of September 2020 across YEFS- Year 4 to address missed early reading teaching. A high number of children lack the basic phonological understanding and therefore catch-up time is needed to support, group and teach the missed content accordingly.</p>  |
| <p><b>Concept Curriculum</b></p> | <p>Due to re-opening of Avanti Park School (previously Steiner Academy Frome) historic coverage of the National Curriculum has been absent and specific content has been missed, leading to gaps in learning and a historic absence of subject journeys. 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. With the curriculum only being launched in September 2020 and with current Covid-19 restrictions, children may also miss out on the curriculum experiences e.g., trips, visitors and powerful curriculum moments.</p> |

**Planned expenditure** - The headings below are grouped into the 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>The concept curriculum will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</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 Maths and this supports children's conceptual understanding.</p>  | <p><b><i>Purchase of cornerstones – curriculum maestro to support the development of a carefully sequenced and progressive curriculum - £2000.00</i></b></p> <p><b><i>Purchase of WR Premium resources and investment made in a wider range of concrete resources to support conceptual understanding in mathematics - £600.00</i></b></p>   |                        | L.M                        | Dec 20'<br>Feb 21'<br>April 21<br>June 21' |
| <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>The school's assessment and teaching and learning approach includes a wide range of assessment strategies including low-stakes quizzing, consolidation lessons to test understanding and retention, diagnostic assessments to inform planning and ipsative assessment (the child's own perspective on their progress).</p> | <p><b><i>Joined up approach to staff CPD created with incorporation of assessment calendar underpinned by the Avanti Park assessment approach and model. - £ N/A</i></b></p> <p><b><i>Curriculum Review calendar established incorporating opportunities for pupil voice to be captured across age ranges.</i></b></p> <p><b><i>Development of teaching principles incorporates low stakes quizzing an integral aspect of every lesson to support long-term retention and sticky learning. - 3 N/A</i></b></p> |                        | L.M                        | Dec 20'<br>Feb 21'<br>April 21<br>June 21' |
|  |  |                        | <b>Total budgeted cost</b> | <b>£ 2600.00</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><br><br>Children have been identified for small group interventions around literacy and numeracy. A Covid-19 Catch up HLTA has been hired on a year's contract to support the interventions. The HLTA is working in conjunction with the class teachers to identify gaps in learning and plans interventions accordingly.    | <i><b>HLTA hired on a one-year contract to deliver catch-up sessions - £23,768</b></i>  |                        | J.M & J.L                  | July 21'                                   |
| <u>Intervention programme</u><br><br>A range of interventions and targeted learning has been developed by the catch-up HLTA. The HLTA will also have access to resources such as Toe by Toe, Nessy reading and spelling, Numicon and Lexia. The HLTA will decide which pupils require access to the various interventions in conjunction with the class teachers. | <i><b>Purchase of Nessy (reading and spelling) initially £200</b></i><br><i><b>Purchase of Toe by Toe resources £150</b></i><br><i><b>Purchase of Big Ideas Numicon £150</b></i><br><i><b>School is already subscribed to Lexia</b></i> |                        | J.M<br>& J.L               | Dec 20'<br>Feb 21'<br>April 21<br>June 21' |
|   |   |                        | <b>Total budgeted cost</b> | <b>£24068.00</b>                           |

|  |   |                    |
|--|---|--------------------|
|  | <b>Total budgeted cost</b>              | <b>£ 26,668.00</b> |
|  | <b>Cost paid through Covid Catch-Up</b> | <b>£24,068.00</b>  |
|  | <b>Cost paid through school budget</b>  | <b>£2600.00</b>    |