

**Avanti Court Covid 19 Catch up premium action plan 2020-21**

**Strategic Plan for the Year ahead 2020­‐2021 Overview and Planned expenditure and expected outcomes**

An overview: The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs.

The DfE has also set out the following Curriculum Expectations, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year:

* The curriculum remains broad and ambitious. All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Remote education

DfE asks that schools meet the following key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content…In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.

2. Aim to return to the school’s normal curriculum in all subjects by summer term 2021.

Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils’ starting points and addressing the gaps in their knowledge and skills. 4. Develop remote education so that it is integrated into school curriculum planning. Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. **The EEF guidance suggests a 3-tiered\* approach**:

1. **high-quality teaching for all,**
2. **targeted academic support, and**
3. **wider strategies to support pupils in the year ahead.**

**Teaching**

* High-quality teaching for all
* Effective diagnostic assessment
* Supporting remote learning
* Focusing on professional development

**Targeted academic support**

* High-quality one to one and small group tuition
* Teaching Assistants and targeted support
* Academic tutoring
* Planning for pupils with Special Educational Needs and Disabilities (SEND)

**Wider strategies**

* Supporting pupils’ social, emotional and behavioural needs
* Planning carefully for delivery of the PSHE/Wellbeing curriculum
* Communicating with and supporting parents
* Supporting parents with pupils of different ages
* Successful implementation in challenging times

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| Total number of pupils on roll Sep (year) | 741 this number will change depending on numbers |
| Total number of pupils eligible for CUPG | All pupils |
| Amount of CUPG received per pupil | £80 |
| Total amount of PPG received Autumn 2020 | £25,949 |
| To be reviewed | January 2021, March 2021, May 2021, July 2021,September 2021 |

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| **Nature of School actions Support** | **How will it link with pupil access to school curriculum and learning to raise achievement?** | **How much will be spent?**  **(details of each activity)** | **Impact on pupils: What will be the outcomes for pupils?** | **Reasons why have we chosen the support actions/activities?** |
| **Welfare Support Officer** | Supporting pupils who have social, emotional barriers to ensure | Contribution to the Welfare Officer’s salary-­‐ equivalent to 72hours=£850 | Raise confidence and self-­‐ esteem. Disadvantages pupils make accelerated progress and the gap between disadvantaged and non-­‐disadvantaged pupils closes  Attendance improves | Sutton Trust-­‐ Social and emotional learning +4  Sutton Trust Behaviour interventions +3 |

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| **Pupil Conferencing by HLTA** | All pupils have personalized targets in each of the core areas Pupils achieve good progress in all core subjects  The attainment gap between vulnerable and non-­‐vulnerable children  closes in reading, writing and maths | HLTA’s salary x 1  35 hours per academic year total=£2444  1:1 conferencing | All pupil premium children make good progress from their starting points  Raise pupil self-­‐esteem and their *can do* attitude leads to accelerated achievement in core subjects  Gaps in knowledge and skills close | Sutton Trust feedback +8 Sutton Trust Mentoring + 1 |
| **Professional development linked to quality first teaching in Reading, Writing and Maths-­‐ developing teacher’s practice to ensure daily quality first teaching and remote learning**  **Professional development linked to wellbeing/ PSHE** | Linked to maths and English teaching and learning/ CPD-­‐ developing teachers practice to ensure daily quality first teaching.  Ensure consistent implementation of school policies and initiatives | £4000. | All targeted pupils make accelerated progress  An increase in the number of pupils attaining expected and greater depth levels of attainment increase half termly particularly for disadvantaged pupils  Gaps in knowledge and skills close  The delivery of remote learning for those pupils isolating or in the case of a lock down is high and as a result pupils still make good progress  Pupils can talk about their emotions and develop and use language linked to emotions/feelings  Pupils are self-aware and resilient | Professional development training needs to take place to ensure Teachers and TAs are able to deliver the strategies below effectively:  Sutton Trust-­‐ Feedback  +8  Sutton Trust-­‐Oral Language Interventions  +5  Sutton trust 1:1 Tuition  +5  Sutton Trust-­‐ Phonics +4 Sutton Trust-­‐ Reading Comprehension Strategies +5 |

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|  |  |  |  | Sutton Trust-­‐ Small Group Tuition +4 |
| **Providing a range of range of TA interventions/ training and support for TAs** | Interventions for reading, writing, maths and phonics to raise standards and to consolidate the learning in class | £5000 | Identified pupils make accelerated progress and the gap between disadvantaged and non-disadvantaged reduces.  Improved confidence and belief.  Gaps in knowledge and skills close  Data half termly shows an increase in the number of pupils at ARE and GD increases | Sutton Trust-­‐Oral Language Interventions+5 Sutton Trust Phonics Interventions +4 Sutton Trust Comprehension Strategies +5 |
| **Online Curriculum Workshops for all parents-­‐ pupil premium/SEN parents targeted** | Linked to English and maths | £1440.(36 hours @£40/hour) | Raise achievement in both English, Maths , Remote Learning  Attendance face to face and remotely improves  School and parental partnerships are effective | Sutton Trust Parental Involvement +3 |

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|  |  |  | attendance improves and they remain alert and ready for the school day.  After school provision supports vulnerable families and encourages pupils to better develop socially and  emotionally. Nutrition provided in healthy snacks. | As a school the before and after school provision supports families on low income who work but would struggle to pay for child care |
| **Small group tuition after school** | Linked to English and Maths | £1152 | Raise achievement in both  Maths and English  Data half termly shows an increase in the number of pupils at ARE and GD increases  Gaps in knowledge and skills close | Sutton Trust: Small Group Tuition +4 |
| **Additional Educational Welfare Officer Support for vulnerable**  **families** | Attendance and Behaviour | £1000 | Improve attendance both face to face and in the case of a lock down remotely  Offer financial assistance and  sign post families to relevant organisations e.g. winter fuel grant, 4G Routers, Govinda’s food support, SIM cards for internet usage, lap top provision | Sutton Trust-­‐Parental Involvement +3 |
| **Emotional Literacy Support Assistant to offer emotional support to focus children** | Attendance, behavior, well-being and achievement | 2 ELSA x 2 afternoons a week £248 per day | Improve attendance, behavior, confidence, self-esteem, self-awareness and achievement  Data half termly shows an increase in the number of pupils at ARE and GD increases  Gaps in knowledge and skills close | Sutton Trust-Behaviour intervention +3  Social and emotional learning +4 |

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| **Peer tutoring-­‐reading** | Linked to English and Maths | £1000 | Raise self esteem Improve attendance  Raise achievement in reading and maths | Sutton Trust-­‐Peer Tutoring +5 |
| **Phase Leaders and CLT support/interventions-­‐ collaborative learning** | Linked to English-­‐ Reading | 2 members of CLT  12 weeks of 3 sessions per week £3200 | Attainment and progress improves Pupils have high expectations of themselves as learners | Sutton Trust Comprehension Strategies +5 Collaborative learning +5  Reading comprehension strategies +6 |