



KRISHNA AVANTI

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Krishna Avanti Primary School 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

Total number of pupils on roll Sep (year)	455 including nursery
Total number of pupils eligible for CUPG	All pupils
Amount of CUPG received per pupil	£80
To be reviewed	January 2021, March 2021, May 2021, July 2021, September 2021

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?
<p>Subscription to Rainbows training for 3 staff members.</p>	<p>Supporting pupils who have social, emotional barriers to ensure</p>	<p>Training via Rainbows programme in providing key staff with the necessary skills in bereavement and loss counselling.</p> <p>£800</p>	<p>Raise confidence and self-esteem and provide a sense of calmness. All pupils will make accelerated progress as they will have developed their behaviours for learning and the gap between disadvantaged and non-disadvantaged pupils closes</p> <p>Attendance improves</p>	<p>Independent research May 2011: An evaluation of the impact of the Rainbows programme in this research has shown that children and young people benefit from participating in the programme in relation to building their self-esteem and emotional development, their ability to form and sustain relationships and their inclusion within school life. The importance of a trusted adult in school was prevalent in the responses to the pupils' questionnaires.</p>

<p>Pupil Conferencing by SENDco</p>	<p>All pupils have personalised targets in each of the core areas Pupils achieve good progress in all core subjects. Pupils and teachers have an clear insight into individual barriers to learning leading to the knowledge gap and The attainment gap for individuals, particularly our vulnerable groups.</p>	<p>2 days support £800</p>	<p>All pupils in our vulnerable groups make good progress from their starting points Raise pupil self-esteem and their <i>can do</i> attitude leads to accelerated achievement in core subjects Gaps in knowledge and skills close</p>	<p>Sutton Trust feedback +8 Sutton Trust Mentoring +1</p>
<p>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</p> <p>Professional development linked to wellbeing/ PSHE</p>	<p>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</p>	<p>£4000.</p>	<p>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</p>	<p>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</p>

			language linked to emotions/feelings Pupils are self-aware and resilient	
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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
Employment of an additional HLTA from March to end of summer term		£3500		
Employment of an additional teacher 2 days per week		£6800		
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	Sutton Trust-Parental Involvement +3

			relevant organisations e.g. winter fuel grant, 4G Routers, Govinda's food support, SIM cards for internet usage, lap top provision	
Phase Leaders and CLT support/interventions-collaborative learning	Linked to English-Reading and writing	2 members of ELT 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