

# AVENUE JUNIOR SCHOOL

## COVID-19 catch-up premium report 2020-21

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### COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	462	Amount of catch-up premium received per pupil:	£80 per pupil
Total catch-up premium budget:	£36,960	£9,400 received Autumn term	
Budget allocated so far	£22,110	To be allocated for further individual/group tutoring:	£14,850

## STRATEGY STATEMENT

A brief overview of our catch-up premium strategy.

### AJS school's catch-up priorities

- Disadvantaged pupils who have missed significant schooling and found it more difficult to access learning
- Pupils identified at SEND whose progress has been reduced due to lack of individual interventions during COVID and at risk of failing to make enough progress in attaining basic skills in English and Maths
- Children transferring to high school at the end of 2021 – ensuring basic skills are in place for successful transition
- Other pupils who are displaying a gap in Reading/Writing or Maths which will need additional support beyond the classroom to catch up

### Whole School priorities

#### Writing

Year group priorities in addition to writing

Y3 & 4 – phonics and reading. A large chunk of learning has been missed by many children.

The core approaches AJS is implementing and how these will contribute to helping pupils catch up missed learning

- High quality teaching for all children with a broad and balanced curriculum but with additional emphasis on gaps that have been identified for whole class focus.
- Focused feedback and summative assessment timetable to measure progress and address misconceptions
- Group intervention and quick 'catch up' activities with school based staff to support those in need of further help
- Individual tutoring for the most disadvantaged children with wider gaps in learning
  
- The overall aims of your catch-up premium strategy
  - To reduce the attainment gap between your disadvantaged pupils and their peers
  - To ensure Y6 have the necessary skills in English and Maths for their transition for high school
  - To raise the attainment of all pupils to close the gap created by COVID-19 school closures

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Some children have not retained the skills taught last year and are finding it harder to catch up in class lessons, thus widening the gap.
B	Lack of phonetic confidence in a significant proportion of Year 3 and 4 resulting in poor writing skills and reading skills to access the rest of the curriculum
C	Writing was already a priority in school. Grammar and punctuation as well as sentence structure are key areas needing much more input. In addition to this there is a lack of experience in Y3 of any sustained pieces of writing which would normally have taken place in the latter part of Y2. Children in Y6 have not got the confidence or skill to write with confidence using higher order skills.
D	Independence in learning is very low in Y3.

### ADDITIONAL BARRIERS

#### External barriers:

D	Low attendance of small number of disadvantaged children who are finding it difficult to re-engage with lessons.
E	Lack of access to a positive home learning environments for a large number of disadvantaged children and for some other children where parents are working from home, have larger families and/or do not have the skills needed to support children in their learning, are sharing equipment and parents attention leading to disengagement with home learning in the past and potentially in the future during isolation periods.
F	Availability of equipment to support remote learning. The majority of disadvantaged families surveyed reflect lack of access or shared access to IT equipment.

## Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
High quality Inset provision by English and Maths leads with regular opportunities for monitoring and follow up	<p>Planning reflects areas of need are being addressed</p> <p>Models for English and Maths planning reflect the development of skills to be taught</p> <p>Year leaders monitor across year groups to ensure consistency</p> <p>High quality maths and English seen in books</p> <p>Gaps addressed for the vast majority of children</p> <p>Progress made in assessments across the year</p>	<p>Fist quality teaching in classroom has the most impact on progress - EEF</p>	<p>Regular meetings with English and Maths leads</p> <p>Staff meeting Inset timetabled</p> <p>Moderation of work</p>	<p>Mike Hooper H of S</p> <p>Baiba Zivtins (En)</p> <p>Elliot Thorne(En)</p> <p>Nick Thornton (Ma)</p>	<p>English and Maths action plans reflect opportunities for monitoring</p> <p>FADE sheets show next steps</p>

					Total budgeted cost:	0 (costed in PP plan)
Targeted support						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	
Catch up Maths Intervention teacher in Y6 (employed from September)	Gaps identified in lessons for groups/individual children addressed quickly as ongoing support Children reach expected level & are confident in maths ability in time for transfer to high school	Experience has shown if the catch up happens following the lesson (consolidation of skills) children will be able to keep up with the planning for the week. This has been successful for the past 2 years. Use of an experienced maths intervention teacher to provide catch up	Yr lead to oversee and arrange groups (also Maths Lead)	Nick Thornton  Vishali Waje	Time budgeted for weekly review Half termly basis for progress Groups/individuals will change depending on focus of lessons	£5070 part of salary & additional overtime
Additional high quality intervention providers group teaching specifically for catch up in Y4 & 5 (2 x 17 hours per week)	Children have more individual/small group attention in addition to QFT. Gaps are reduced and children make increased progress.	People employed by the school will be able to liaise with year leads more easily to ensure that support is targeted correctly.	Year leads to work with teachers to identify children in need of further support/groups for targeted support Catch up templates to ensure consistency and reporting	Year leads Baiba Zivtins/Joc Read Mike Barber	Catch up templates updated regularly and progress monitored by year leads	£5, 400 x 2 = £10,800

<p>Individual group catch up teaching tutors external to school 15 hours per child/subject to have targeted specific catch up sessions</p> <p>Targeted firstly at Y6 to ensure children are high school ready.</p> <p>Use of external Tutors</p> <p>SEN tutoring to be investigated</p>	<p>Children 'catch up' gaps that require teacher input to address larger gaps and help pupil to regain confidence and catch up/make good progress</p> <p>TUTE providers for small learning groups of 1 – 3 (online tutoring)</p> <p>Fresh Start in Education: Individualised learning (face to face)</p> <p>Disengaged children re engage with learning.</p> <p>Series of lessons to be discussed to support specific needs which cannot be addressed by school staff intervention</p>	<p>EEF &amp; Government guidelines on use of catch up premium Tutors vetted for quality</p> <p>More specific teaching identified by RA to support the gaps for children with SEND who are not progressing at expected rate.</p>	<p>Mike Hooper will liaise with tutors to set up.</p> <p>Rosie Amies to oversee provision &amp; implementation for identified children and review progress</p>	<p>Year leaders will liaise with tutors to ensure provision matched to need Time given for this.</p>	<p>Reports sent to update on progress made Access through portal</p> <p>Cost: subsidised cost £270 per pupil per block of sessions</p> <p>(£3240 for January – Feb) identified need</p> <p>(£2000 already in budget)</p>
Total budgeted cost:					£19,110
Other approaches					

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Reading resources to extend reading scheme into Yr 4 & 5 to support with interventions	<p>Improve comprehension skills and fluency in reading</p> <p>Increased progress shown in reading comprehension testing</p>	<p>Regular reading targeted at specific levels with supporting materials will have a positive impact on children's ability to access texts.</p> <p>Reading scheme (Rising Stars) has proven record for success and is being implemented by Senco</p>	Half termly monitoring of catch up children with SLT	<p>Rosie Amies</p> <p>Mike Barber</p> <p>Baiba Zivtins</p>	<p>Every 6 weeks</p> <p>Feedback given to year leads on implementation by teachers</p>
				Total budgeted cost:	£3,000

#### ADDITIONAL INFORMATION

External tuition will be monitored carefully for impact

Implementation for external tutoring will be Y6 followed by any Y5 still not making sufficient progress.

Support for Y3 & 4 will be given once reading and phonics scheme is embedded. Maths interventions already underway.