

Ashton Keynes CE Primary School – Catch-up Premium Strategy 2020 - 2021

Funding allocation (Mainstream Schools)

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

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 [curriculum expectations for the next academic year](#). (See also [EEF - School Planning Guide 2020-21](#))

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

AKPS School Overview

Number of pupils in school YR – Y6	220
Proportion of disadvantaged	6 %
Catch-up Premium allocation (No. of pupils x £80)	£17,600 Total of anticipated spend in this plan: £15,179 so far estimated at time of writing (to be adjusted)
Publish Date	October 2020
Review Dates	Dec 2020 April 2020 July 2020
Statement created by	S. Saville (HT)
Governor Lead	M. Bromelow (Chair) S. Danby (Vice Chair)

NOTE: This plan is need and objective driven. Where possible spend has been identified and forecasted at the time of writing but as this is a new document written as a result of COVID 19- it will be updated as we work. A cost centre for catch up has been created and the HT and SBM monitor any spend to ensure that it is specifically linked to the outcomes on this plan. All children in AKPS benefit from this plan and it will have an impact upon their wellbeing and academic outcomes whilst supporting any gaps which have arisen as a result of partial school closure COVID 19. Our unique AKPS ‘finger on the pulse’ approach and early intervention including high quality first teaching, wellbeing prioritisation and quality 1:1 and small group work by staff known to the pupils will be a priority. S. Saville

Barrier	Desired outcome
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Teaching priorities	A	Remote learning was limited due to the platform used and can be developed further to improve access to learning at home for all pupils and ease of use for parents and staff with consistency.	A strong remote learning offer is in place. A new and improved platform and 'seesaw' and 'showbie' is in place and all staff are trained in its use. Weekly homework activities are uploaded and feedback to pupils given accordingly.
	B	Not enough staff to fully deliver additional catch up programmes in small groups or 1:1 on return to school as ELSA and SALT a priority	2 academic mentors in place to work on a 1:1 basis and 2 catch up mums (voluntary). We can continue the ELSA and SALT provision which is increased due to COVID 19
	C	School has one SENDco working only 1 day per week. Due to lockdown anxieties more communication and support for pupils required and support with communication beyond one day required to alleviate any concerns heightened by COVID 19	Parents of SEND pupils feel supportive and aware of the support for their child within school via good communication
Targeted academic support	D	Some LA (Lower Ability) readers had limited access to reading materials during the summer term, did not read regularly at home and therefore, their reading ages are lower than expected.	Reading skills of lower 20% in each class are much improved and rapid progress in reading ages are demonstrated on a termly basis. Specific AKPS programme in place.
	E	Not all of our disadvantaged pupils engaged in the full remote learning during lockdown including specific zoom tutoring calls. Some inconsistencies with attendance.	Specific identified disadvantaged pupils make accelerated progress from their starting points at the beginning of the autumn term and their attendance is strong.
	F	Speaking and Listening on entry to school in Reception have dropped significantly as the children have not had access to quality EY provision from Nursery settings.	Pupils make accelerated progress in speaking and listening and this has a positive impact on their reading attainment.
Wider Strategies	G	Staff require CPD to develop a greater understanding of children's' mental health needs.	Staff are better informed and have greater clarity about how to support children with mental health needs. this is a focus of daily/ weekly teaching in the autumn term.
	H	Due to children being indoors and less active during Covid isolation children's health and well-being have decreased making it even more essential that children are engaging in high levels of physical activity and establishing good active behaviours for later life.	Children's fitness levels improve to pre-COVID levels and their health and well-being are improved
	I	Some children have spent a lot of time during Covid indoors and using technology for both school work and entertainment. Many have become dependent on this resource and are lacking the confidence to take risks and be independent.	Children are engaged in an outdoor lifestyle which encourages a love of nature and builds confidence and independence.

Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
A	<p>Online platforms reviewed and purchased CPD provided for staff on the effective use of the new online learning platform. Children are trained in its use.</p> <p>Parents / carers are made aware of the platform and how it can support home learning and a clear remote learning policy is in place.</p>	<p>The new platforms are embedding and staff, pupils and parents are able to use it effectively. Home learning (homework) and communication with parents is enhanced (parent / pupil surveys) Greater engagement with remote learning via remote learning policy 2020</p>	<p>Seesaw and Showbie as a learning platform</p> <p>Effective parental engagement supports learning. *EEF Teaching and Learning toolkit Parental engagement +3 Homework(Primary + 2</p>	<p>IT support from IT lead Staff meeting time Platform Showbie £299 per year</p>		HT & DHT	
B	<p>Wellbeing is a priority for the school of staff and pupils</p> <p>A newly formed wellbeing team to representing all staff and a governor with wellbeing priorities and mental health at its heart</p>	<p>All staff and pupils feel that their wellbeing is valued and supported and know what to do if they have challenges</p> <p>School continues to be a happy place with exciting events and opportunities to continue to</p>	<p>KCSiE focus on mental health and via COVID 19</p> <p>(EEF Teaching and Learning Toolkit – interventions which target social and emotional learning - SEL +4)</p>	<p>Staff wellbeing day: Costs</p> <p>Yoga £70</p> <p>Massage £245</p> <p>Pupil yoga x termly 150 x 6 = £900</p> <p>Pupil Zumba x termly 60 x 6 = £360</p>	Baseline Data across maths and English	<p>HT</p> <p>Wellbeing team AKPS HT- lead SC- teacher HL- TA PC- BM SD- gov</p> <p>Pupil voice from all classes via school council</p>	

		grow and develop self confidence and the team 'family' ethos through inspirational activities and whole school treats for excellent behaviour		<p>Theatre experience whole school £699</p> <p>Hayes Education wellbeing programme- free ELSA into forest school programme AKPS</p> <p>Gardening therapy in forest school via TA (LW) 4 hours per week £1862 pa</p>			
C	Restructure staffing to create a new SEND support assistant role 2 ams per week to increase communication with SEND parents, assist SENDco with admin and work with IEP pupils and provision in class	All parents of SEND pupils or with SEND concerns feel well communicated with and less anxious for their child and understand the support in place at AKPS. Parents know how to support their child and work with the school in a partnership	Effective parental engagement supports learning. EEF Teaching and Learning toolkit Parental engagement +3 Homework(Primary + 2	2 ams TA time via restructure Actual cost- £3,355		HT SENDco BM	

Targeted academic support i.e. Structured interventions, small group tuition, 1:1 support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
D	<p>Sharing best practice for accelerating reading of lower 20%</p> <p>Whole school appraisal targets with this as a focus</p> <p>Identifying lower 20% in class and using EEF document to improve attitudes and progress/ outcomes</p>	<p>All Key Stage 2 staff are aware of the children who need to be targeted for reading (bottom 20%) best practice is shared and children make strong progress in reading</p>	<p>(EEF toolkit)</p> <p>Reading comprehension +6</p> <p>Feedback +8</p>	<p>Reading books LA/ high interest £500</p> <p>Library restructure New units and system to make more accessible in new build to all readers £1,200</p> <p>Reading comprehension resources £330</p>	<p>All classes have assessed and identified their bottom 20% readers in their classes.</p>	<p>HT & Subject leads for English (KS1 and KS2 leads) SI and KT</p>	
E	<p>2 x Academic mentors (already work in school) and 2 catch up mums (voluntary) trained to work with small groups and individuals</p> <p>30 mins x twice a week to focus on need identified by teacher analysis- read, spell, maths and improve these areas in 4 weeks across KS2</p>	<p>One to one tuition given to individuals to provide intensive support f across the school- all pupils via a</p>	<p>EEF Teaching and Learning toolkit – One to one tuition (+5)</p>	<p>Salary provided by DfE – School to fund on-costs involved £ 2,557 pa</p> <p>Voluntary catch up mums x 2</p> <p>Maths and grammar £640</p> <p>Art specialist – time for every class to give all pupils 1:1 teacher time. All</p>	<p>Baseline Data across maths and English</p>	<p>HT SBM</p>	

	<p>Phonics extra intervention and support in Y2 KS1 catch up mum</p> <p>Art specialist for all children to extend art skills and allow every child to benefit form 1:1 and small group work with class teacher</p>			<p>classes plus additional so specialist sculpture and art and additional teacher 1:1 and small group time £1,000</p>			
F	<p>Train EYFS TA team on the correct implementation of NELI (Nuffield Early Language Intervention.</p> <p>Additional SALT provision in the afternoons to continue and increase from 2 trained TA AKSP specialists</p>	<p>To develop children's oral language skills therefore decrease the likelihood of experiencing difficulty with reading.</p>	<p>EEF Teaching and Learning Toolkit Early Years Interventions +5 Teaching assistants +1</p>	<p>DFE funded Release time for training TBC for NELI programme</p> <p>Additional speech and language support due to COVID 19 form AKPS specialists on demand (Additional time as required) Estimated 1pm per week. £30 per afternoon approx. = 35 weeks £1,050</p>	<p>Baseline assessment of S&L in Reception cohort shows that children are working at below expected levels of development in Speaking and Listening than our usual AKPS baseline pre-COVID</p> <p>All children being assessed currently by teacher and then referring to additional screening from AKPS SALT team</p>	<p>Early Years Lead S Crowley</p> <p>Paula Thomas SALT lead</p>	

Wider strategies i.e. Behaviour approaches, recommendations made in “Safe, Happy, Settled”.

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
G	Staff are more aware of children’s mental health needs	Staff are monitoring children ‘holistically’ and able to identify and share mental health concerns and this extends to other colleagues of one another too.	Interventions which target social and emotional learning - SEL +4)	Mental Health first aid training (TA trained) £75	Observation and regular pupil progress and via ELSA work and communication with parents and staff with HT ‘finger on the pulse’ approach	HT	
G	Ensure that all children’s levels of physical attainment are increased- due to children being indoors and less active it is even more essential that children are engaging in high levels of physical activity and establishing good active behaviours for later life	Each child in school undertakes at least 2 hours of physical activity through REAL PE, lunch and break time activity and forest school provision	EEF Teaching and Learning toolkit – Outdoor adventure Learning +4 Sports Participation + 2 Interventions which target social and emotional learning - SEL +4)	Real PE via ports coaches shared costs – from sports premium Outdoor fitness equipment and running track PE Premium, fund raise shared COST TBC	TBC	PE lead and Sports coaches D. Hockaday SIP AREA 2 link	
H/I	Forest school with ELSA link introduced set up and introduced	Each child takes part in regular Forest school sessions already	EEF Teaching and Learning toolkit – Outdoor adventure Learning +4	School already funds FS annually.		HT S.Saville with H.Lang and S.Jackson	

	across the school to support all children's health and well-being.	where they are encouraged to manage risks and build confidence, mental well being. To add element of ELSA.	Sports Participation + 2	Time for ELSA lead and Forest school lead to work together to plan this HLTA and lead planning time 6 x pms x 2 TAs £165 Garden therapy – veggie pod package £500			
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Additional funding supporting provision

Funding for wider strategies is to be shared across Pupil Premium funding and Sports Premium funding where required.

Governance – monitoring the effectiveness of the Catch up Premium Strategy

Governors involved:			
<ul style="list-style-type: none"> - Chair of Governors/ Vice-Chair - Head Teacher 			
Committee meeting dates			
Autumn:	December 2020	Spring:	April 2021
		Summer:	July 2021

Autumn summary
Spring summary
Summer summary

*EEF =Education Endowment Foundation