



Ashley Primary School
Inspiring Positive Attitudes and Values

COVID catch-up premium report

COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	476	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£33,520	J. McCormick and SLT Chair of governors	

STRATEGY STATEMENT

Ashley Primary School Catch Up Aims:

- The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.
- Attainment outcomes at the end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March. This means that if a child was working at an age-related expectation in a subject in March 2020, they are working at least to an age-related expectation in that same subject by the end of the year (July 2021).
- By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year.

Core approaches to be implemented:

- Time spent on mental health, wellbeing and social skills development. This will be at the core of all catch up work as many children will have not been in a formal school setting for a number of months. This is the priority of the autumn term and certainly the first few weeks of returning to school in September. PSHE will be at the forefront of the curriculum across the school.
- Ashley Primary's assessment for learning and assessment system has - and will continue to - identify gaps in learning from which teachers can adapt teaching accordingly.
- Teachers will provide learning through carefully planned schemes, using assessment and prior knowledge as the foundation. English Medium Term Plans are created to focus on missed objectives and consolidate the basics. In maths, we will utilise our use of the scheme 'White Rose Maths' which includes catch up objectives within the 2020-2021 curriculum from year 1 to year 6, as well as the teaching and assessment of the 'Ready to Progress' objectives to inform further teaching. Focus on consolidation of basic skills to enable successful learning will require increased focus across all year groups. These include (but are not exhaustive of): handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.
- Additional time for the core teaching of reading, writing and maths will require some increased allocations across the week, in order to cover missed learning – particularly in the autumn term with particular focus on early reading and phonics. This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary but we aim to maintain a balanced curriculum for all.

For some children:

- Additional support and focus on basic core skills. Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT		
Academic barriers:		Evidence:
A	Unknown understanding of children's mental health needs from which to be able to help and support children who may have been affected adversely by closures and Covid 19 and would therefore their readiness to learn would be impeded.	Previous access to LfH in 2019-2020. Number of issues raised around children and families. Concern globally around everybody's mental health and well-being.
B	Limitations of effective teaching, learning and access for all when Learning from Home.	Previous access to LfH in 2019-2020. Online questionnaire: devices and internet access. Reliability of resources, live teaching and means of recording work.
C	Pre-existing low attainment in English and maths.	Teacher assessments and previous tests.
D	Poor speech and language skills on entry into early years.	Reception Baseline and ECAT

ADDITIONAL BARRIERS		
External barriers:		Evidence:
D	Attendance	~ 94% attendance 2017-2019, very low attendance with impact of Covid 2019-2020 and expected closures and isolations to reduce attendance and increase persistent absenteeism.
E	Home learning environments	Each setting is different: families face different dilemmas - electronic, number of children, ages of children, parents working from home, grandparents caring - all make learning from home unique to each family and more than likely difficult.

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	Review	Evaluation
Tailored English and maths curriculum.	Gaps from previous year addressed.	EEF Effective diagnostic assessment Knowledge of children's starting points and missed education paramount to moving forward.	Use of professional dialogue between staff to update on areas missed. Robust Assessment system used to identify objective gaps for classes, groups and individuals. Robust planning from teachers to deliver quality first teaching and deploy additional staff. Maths and English resources: WRM £140, Mathletics £1666, TT Rockstar £151, Deepening Understanding £334, Grammarsaurus £394, 123 Learning £185, Mr P ICT £199, Plan Bee £78, Twinkle £1738, EdShed £117, Hamilton £135, Objectives inclusive and exclusive of English and maths lessons. Power of Reading CLPE £350 - planning engagement e.g Y6 'Where do you go Birdie Jones' to support Y6 transition and reciprocal reading. £6040	SLT	Termly Progress meetings Work scrutinies . Monitored planning. Termly	Work reflected appropriate planning. Gaps addressed but gaps remain - take into 21-22 'addressing gaps and Intervention' document created. Each year group used new texts to increase engagement.
Improve Reading across school	Attainment to be ready to be inline with expectations for 2021-2022.	EEF Reading key to closing gap	Phonics audit across EYFS and KS1 using LA consultant. Continue to drive reading across school - purchase of more resources - Book Fair. my ON purchase for reading online. £2840 Continued use of Accelerated Reading within school- books English Budget Use of Grammarsaurus, Lexia SEND budget and Literacy Shed+ to assist	K. Humphrey SLT	Termly Progress meetings	Phonics audit completed + Little Wandle bought into for Sept 21-22. Successful 'remote' book fair. MyON - some successes but not enough to continue subscription - move to Reading Plus. Programmes widely used by staff across school.

			<p>planning an engaging curriculum including reading and support SEND/GD.</p> <p>Costings featured earlier</p> <p style="text-align: right;">£10,433</p>			<p>Star tests in AR as well as Progress and EoY tests used as informers of attainment and progress.</p>
<p>Improve maths across school</p>	<p>Attainment to be ready to be inline with expectations for 2021-2022.</p>	<p>EEF studies found maths most affected area and children's progress on average as much as 3 and half months behind.</p>	<p>Use of WRM whole school including gap objectives from 2019-2020.</p> <p>Staff meetings to support staff in planning/assessment and use of 'Ready to Progress' objectives and materials.</p> <p>Use of TT Rockstars and Mathletics.</p> <p>Costings featured earlier</p>	<p>N. Rich SLT</p>	<p>Termly Progress meetings</p>	<p>Successful use of WRM - addressed gaps but slow pace in some year groups - pace maintained 21-22 and intervention.</p> <p>RtP large objectives to assess against - objectives uploaded to OTrack to track gaps and ensure coverage for 21-22.</p> <p>No longer use of TT Rockstars with NR's new tables initiative for 21-22.</p>
<p>Improve remote learning of all areas through online packages Google Classroom, 2Simple Dojo and Seesaw.</p>	<p>All children access to online learning.</p>	<p>Use of Seesaw in school already but the facilities the bought package would create were more beneficial.</p>	<p>Training performed.</p> <p>Accounts set and available for each child.</p> <p>£1760</p> <p>Use of Seesaw to deliver online curriculum and communicate with adults at home.</p> <p>2Simple IT - Computing budget</p> <p style="text-align: right;">£1760</p>	<p>J. McCormick</p>	<p>Termly</p>	<p>Seesaw widely used across school and in school closures, particularly Nursery, Y1-Y4 - 3 year subscription from 21-22.</p>
<p>Improve spoken and language skills in EYFS</p>	<p>Identified children acquire skills expected at age.</p>	<p>EEF - effective for improving children's oral language skills as well as promoting longer-term progress in reading comprehension.</p>	<p>NELI - 20-week programme 10 children £580. CPD for TAs to deliver</p>			
Total budgeted cost:						£7957

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?	Evaluation
PP pupils planned for directly in all settings to narrow the gap.	Gap between disadvantaged and non-disadvantaged narrowed by end of 2020-2021.	EEF disadvantaged children most affected by school closures and Covid 19 creating larger gaps. Ashley has a higher than most percentage of PP pupils 32%.	Pupils directly planned for in weekly planning by teacher and have access to more adult support. Smaller class sizes (additional teachers): Year 4 and 5 £22,000	D.Todd J. McCormick Phase managers	Weekly D. Todd Planning SLT Meetings	PP outlined in planning. Smaller class sizes not consistent due to unforeseen needs arising to alternatively use the staff.
Specified support for classes, groups or individuals for emotional well-being.	Specified children accessing school and curriculum more readily.	EEF Improving Social and Emotional Learning in Primary Schools	Regular feedback across staff, SLT and CWOs. Yoga KS1 £360	D. Todd CWOs	Half termly and (constant feedback of adults involved).	CWO - Friends programme - success roll out to further classes autumn 21-22. CWOs available for extra duties to support well-being and behaviour.
Access to learning for all.	All children have access to online learning and/or learning from home	Number of children who could/did access learning from home during 2019-2020.	Audit of access of devices and internet access. Provision of additional equipment to families in need. Use of CWOs to support families and provide access. IT support - Jigsaw 24 £277 Books to work in at home 2 per child across school: £300	D. Todd J. McCormick CWOs	Half Termly	Successful online questionnaire and implementation of extra IT support to those who needed it - largely LA supported in devices and internet access.
Expected attendance of all pupils.	Identified individuals attending school.	EEF Improving Social and Emotional Learning in Primary Schools	Retention of JG to support attendance. Deployment of CFWOs. % salaries £3000	CWOs D. Todd	Ongoing	Attendance improvement year on year (see CWO Report) moving in line with National average.
Specified support for groups/individuals identified from assessment.	More children achieving inline to attain expectation in 2021-2022.	EEF - 1-1 and group tuition.	Use of additional teachers to deliver specified support. Costings featured earlier	D. Todd	From March 2021	Due to further unforeseen closure postponed to look at successes of other settings in the authority.
Total budgeted cost:					£25,937	

Wider Strategies						
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?	Evaluation
Period of settling, adjustment and review in September across the whole school.	Children across the school will be personally, socially and emotionally ready to access all curriculums and individuals identified who need further support.	EEF Improving Social and Emotional Learning in Primary Schools	Staff Meeting discussions prior to opening. Shared resources. PSHE curriculum to follow lead by PSHE Lead. PSHE heavily timetabled in weekly planning. Support and involvement of CWOs	L. Stratford J. McCormick D. Todd	October 2020	PSHE new programme ready but not full implementation - roll out autumn 21. PSHE ran throughout school heavily autumn 20 and interlaced where necessary throughout year.
Ensure emotional well being of pupils, parents and staff is supported.	Specified individuals accessing school.	EEF Improving Social and Emotional Learning in Primary Schools	Retention of JG to support Health and Well Being. Costings featured earlier	CWOs D. Todd	Ongoing	Successful beginning and interventions put in place to support classes/groups and individuals including staff.
Total budgeted cost:					Costings featured earlier	

Total Balance for 2020-2021 £33,894

Balance carried forward to support 21-22 curriculum and recovery £0

Termly review and SLT/Gov decide on redirections of funds where necessary.