

Abbey Hey Primary COVID 19 Catch Up Premium Grant 2020-2021

School	Abbey Hey Primary School	Allocated Grant funding:	49K
Number of pupils:	642	% Pupil Premium pupils:	47%
Number of SEN pupils: 114			

Rationale

The impact of Covid-19 has meant we as a school have met with an unprecedented array of challenges. 2020-21 will be crucial in re-establishing routines and reconnecting with pupils, so that all pupils go on to thrive. We have found that the strains of lockdown have created new barriers to learning or exacerbated existing challenges for our children. Many of our children—particularly those from disadvantaged backgrounds, or who are vulnerable in other ways have been adversely affected by extended time away from school. Some have inevitably suffered from the traumatic loss of a loved one or struggled with the loss of familiar routines. In terms of learning, many children have been unable to access and engage fully with remote learning.

As a school we have identified the key barriers to future attainment and through our baseline assessments, and detailed gap analysis planned a clear three tiered approach to enable us to address the challenges presented due to the impact of COVID 19.

Our three-tiered approach focusses on:

Tier 1: Quality First Teaching – These are the strategies used within each classroom on a daily basis.

Tier 2: Targeted Interventions – These are the additional interventions used across the school to address specific gaps that cannot be met within the classroom.

Tier 3: Whole School – Wider Strategies - These are the strategies used to ensure that school support families within the community.

Identified key barriers to future attainment:

Attendance

- Attendance & lost learning due to staff, children, families and bubbles self-isolating.
- Elements of the curriculum from the summer term not taught. Gaps in pupils' knowledge and understanding limit their ability to access the age-related curriculum for the autumn term

Behaviours for Learning

- Stamina,
- Resilience,
- Metacognition

Staff CPD

- Training in how to access new technology ie online 'Live Teaching'.
- Staff having to teach outside of their chronological curriculum due to gap filling.
- Introduction of White Rose Hub Mathematics for years EYFS - y6.
- New leaders to Core Curriculum subjects

Language

- Speech and Language – Limited use of language in lockdown.
- Poor language skills, limited vocabulary and inaccurate GPS impact writing.
- Lack of models of grammatically accurate English at home.
- Many have had no contact with spoken English since March 2020.
- 36 languages are spoken and 36% of pupils do not have English as their first language

Parental Engagement

- Poor language skills and limited vocabulary impact on early reading (including phonics) and comprehension.

Continuity of Learning

- Lack of technology limits access to remote learning, especially for PP pupils and large families requiring multiple devices.
- Training in how to access new technology ie online 'Live Teaching'.
- Limited technology within school for remote teaching ie headphones, microphones, visualisers.

Low Baseline

- Elements of the curriculum from the summer term not taught (Phonics, Reading, Writing, Maths)
- Gaps in pupils' knowledge and understanding limit their ability to access the age-related curriculum for the Autumn term.

Reading

- Low baseline in EYFS for Communication and Language
- Significant gaps in Phonics due to missed learning.
- Baseline indicates gaps in word recognition processes (including phonics) and language comprehension processes.

Maths

- Fluency and recall of number facts and the application of the four operations to problem solving.
- Mathematical vocabulary

Writing

- Baseline indicates inconsistent use of punctuation across all year groups.
- Significant gaps in spelling due to lost learning.
- Lack of writing opportunities have resulted in a need to focus on handwriting.

Tier 1: Whole School Strategies for catch up: – identifying GAPs & Quality First Teaching	
Actions:	Intended impact
Baseline the children using PIRA, PUMA and TA Identify GAPs in learning	To identify key gaps which will feed into termly planning. Therefore, children narrow the gap.
<p>Audit of staff skills and knowledge Identify CPD needs to ensure QFT CPD Plan in place to address gaps in teacher knowledge With a Focus on RWM</p> <ul style="list-style-type: none"> • Complete United Learning CPD Programmes • Phonics (RWI) • Nuffield Literacy • CatchUp Literacy 	Teachers are able to plan and deliver lessons which address gaps and misconceptions and therefore children are able to make rapid progress.
Ensure an effective recovery curriculum identifies pupils' gaps in their knowledge and understanding. Curriculum mapping plots how lost or missing learning will be caught up and rusty recall addressed.	Pupils are able to access the age-related curriculum for their year group, as key learning from the summer term has been caught up Lesson obs, drop ins, book scrutiny and pupil conferencing show that review is effective, and pupils are able to remember and do more PUMA and PIRA scores rise.
Further develop the application of Rosenshine's Principles of Learning – training provided Modelling is effective – including the modelling of language, grammar, spelling and punctuation.	Book scrutiny, lesson obs and drop ins show and pupil conferencing show that pupils know , remember and can do more – they have filled gaps in their knowledge and are accessing their age appropriate curriculum, where they are cognitively able to do so. Puma and PIRA scores rise Pupils' work and assessment information shows that scaffolding is effective in enabling the less able pupils to fill gaps in their knowledge and understanding.
Opportunities are planned across the wider curriculum to revisit gaps in learning.	Children will be given more opportunities to embed skills across a range of subjects.
Wave 1 children to be the initial focus during independent activities and marking.	Misconceptions addressed in the lesson and rapid progress made.

<p>Ensure an effective home learning strategy is in place and is backed up by sufficient appropriate technology to support learners, especially those in receipt of PP, EAL or SEND.</p> <p>180 chrome books needed to ensure access for all-in worst- case scenario bubble lockdown.</p> <p>All children to be given an email address to enable them to access Microsoft Teams.</p> <p>60 Chrome books to be set in 'Kiosk' mode to enable children in class to become familiar with accessing online learning.</p> <p>Teachers to plan remote 'live teaching' lessons within the class.</p>	<p>Pupils required to isolate are not academically disadvantaged and are able to keep up with intended learning or the offer that their peers are receiving in school.</p> <p>To improve staff confidence when teaching remotely. To enable children to experience live teaching remotely.</p>
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Tier 2: Targeted Strategies for catch up:

These are the common barriers across School: Phonics, Reading, Writing, Maths.

- Elements of the curriculum from the summer term not taught (Phonics, Reading, Writing, Maths)
- Gaps in pupils’ knowledge and understanding limit their ability to access the age-related curriculum for the Autumn term.
- Low baseline in EYFS for Communication and Language
- Significant gaps in Phonics due to missed learning.
- Baseline indicates gaps in word recognition processes (including phonics) and language comprehension processes.

These are the common barriers across School : Language

- Speech and Language – Limited use of language in lockdown.
- Poor language skills, limited vocabulary and inaccurate GPS impact writing.
- Lack of models of grammatically accurate English at home.
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- 36 languages are spoken and 36% of pupils do not have English as their first language

<p>Actions: <i>specific intervention needed</i> Targeted Strategies: Reading Wave Two: Lost Learning (QFT + specific intervention needed)</p>	<p>Intended impact The gap between all pupils and groups of pupils has closed, through Quality First Teaching and an effective programme of catch up across the school.</p>
<p>Phonics Catch Up – additional phonics sessions delivered to pupils not meeting age related milestones. Sessions are organised on a small group basis.</p>	<p>Reception – All non-complex children to achieve ARE in phonics by the end of the Summer term.</p> <p>Year 1 - All children targeted to pass the phonics screening test.</p> <p>Year 2 – All children targeted to achieve a pass in the Yr 1 phonics screening test to have done so by the end of the Autumn term.</p> <p>Year 3 - All children targeted to achieve a pass in the Yr 2 phonics screening RESIT test to have done so by the end of the Autumn term.</p>
<p>EYFS Language catch up (Nuffield) – additional oral language intervention for children in Nursery, Reception and Year 1 who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. Sessions are organised on a small group basis.</p>	<p>Children to have improved expressive language skills, including the use of vocabulary and grammar. Their letter-sound knowledge and spelling will also have improved, indicating the foundations of phonics were in place. Children to be working at ARE in their respective year groups.</p>
<p>CatchUp Literacy – A structured one-to-one intervention to support learners in their reading of a book so they activate both dimensions of</p>	<p>To enable struggling readers from Years 2 – 6 to achieve more than double the progress of typically developing readers. Therefore, achieving their end of year target.</p>

<p>reading – word recognition processes (including phonics) and language comprehension processes.</p>	
<p>Identified children to access 1:1 reading at least 3 times per week.</p>	<p>Children to increase their reading fluency and verbal responses to questions.</p>
<p>All year groups will teach targeted interventions for Maths focusing on identified wave 1 children to ensure children catch up and keep up, with a focus on</p> <ul style="list-style-type: none"> • Fluency and recall of number facts and the application of the four operations to problem solving. • Mathematical vocabulary 	<p>Wave 1 children make accelerated progress and are back on track for their end of year target.</p>
<p>All year groups will teach targeted interventions for Writing focusing on identified wave 1 children to ensure children catch up and keep up, with a focus on:</p> <ul style="list-style-type: none"> • Punctuation • Spelling • Handwriting. • 	<p>Wave 1 children make accelerated progress and are back on track for their end of year target.</p>
<ul style="list-style-type: none"> • 1:1 Speech and Language interventions. • Speech Therapist in school 2 days per week, assessing, delivering and updating individual plans. • Employ a Speech and Language Intervention Teaching Assistant. • Communicate with EAL parents through Class Dojo which enables parents to translate to their home language. 	<ul style="list-style-type: none"> • Children to meet individual targets set by speech and language therapist, therefore narrowing the gap towards ARE. • Trained SALT TA to deliver high quality interventions, whilst enabling TAs to deliver individualized interventions to other children. • Teachers can clearly communicate home learning enabling parents to better support their children.

Tier 3: Whole School- Wider Strategies

Tier 3: Whole School- Wider Strategies Behaviours for Learning <ul style="list-style-type: none"> • stamina, • resilience, • metacognition 	
Actions: <ul style="list-style-type: none"> • Growth Mindset CPD planned into the Autumn Term 	Intended impact <ul style="list-style-type: none"> • Children begin to exhibit greater stamina and resilience in their learning.
Tier 3: Whole School- Wider Strategies These are the common barriers across School : Parental Engagement <ul style="list-style-type: none"> • Poor language skills and limited vocabulary impact on early reading (including phonics) and comprehension. 	
Actions:	Intended impact
Parental support for home learning: <ul style="list-style-type: none"> • Parental Engagement lead to continue to offer online workshops ie Mouse Club, Pen Club, Active Families. • School to produce ‘How to’ guides to support parents in delivering home learning. 	<ul style="list-style-type: none"> • To increase parent’s confidence when working with their child and also forging positive relationships between school and home. <p>Parents to support children during home learning.</p>
Tier 3: Whole School- Wider Strategies Continuity of Learning <ul style="list-style-type: none"> • Lack of technology limits access to remote learning, especially for PP pupils and large families requiring multiple devices. • Training in how to access new technology ie online ‘Live Teaching’. <p>Limited technology within school for remote teaching ie headphones, microphones, visualisers.</p>	
Actions:	Intended impact
Continuity of Learning : Develop remote learning: <ul style="list-style-type: none"> • All pupils taught to use Microsoft Teams. • Pupils in Y1-6 all have their own e-mail account. • Office 365 and Google account for Chromebooks. • Parents/carers and pupils are provided with log on details for Teams each class to be set up with a log in. • Packs of home learning to be created for those children not able to access online platforms. • 	<ul style="list-style-type: none"> • All users know how to access and to use the programmes they will need, and the transition is quick and effective. • Coverage continues to track what would have been taught were pupils at school. • Children can access CoL at the earliest opportunity from first day of absence. • All pupils can use Microsoft Teams to access online learning and ‘live’ teaching. <p>All children have access to a high-quality learning experience.</p>

Tier 3: Whole School- Wider Strategies Attendance

- Attendance & lost learning due to staff, children, families and bubbles self-isolating.
- Elements of the curriculum from the summer term not taught. Gaps in pupils' knowledge and understanding limit their ability to access the age- related curriculum for the autumn term

Actions:	Intended impact
<p>Attendance officer (One Ed) bought in to support families returning to school.</p> <p>Attendance officer supported by attendance admin JB to ensure follow up calls and letters made to families.</p> <p>Isolation materials are distributed in a timely manner to families who do not have access to online learning.</p> <p>Attendance policy is reviewed and updated. (COVID)</p> <p>At the end of Autumn Term, TS/PG have met with PA parents and targets set</p> <p>Pupil Survey: Attendance focus</p> <p>Red, Amber Green Letters sent home termly.</p> <p>Class attendance published weekly on Class Dojo.</p>	<p>Whole School attendance figures are 96% (Non Covid) PA is < 10%</p> <p>No groups of pupils are disadvantaged by low attendance.</p> <p>Most children can talk confidently about the importance of attending school.</p> <p>Children who can not access online learning are not at a disadvantaged and have work sent home to meet their needs.</p>