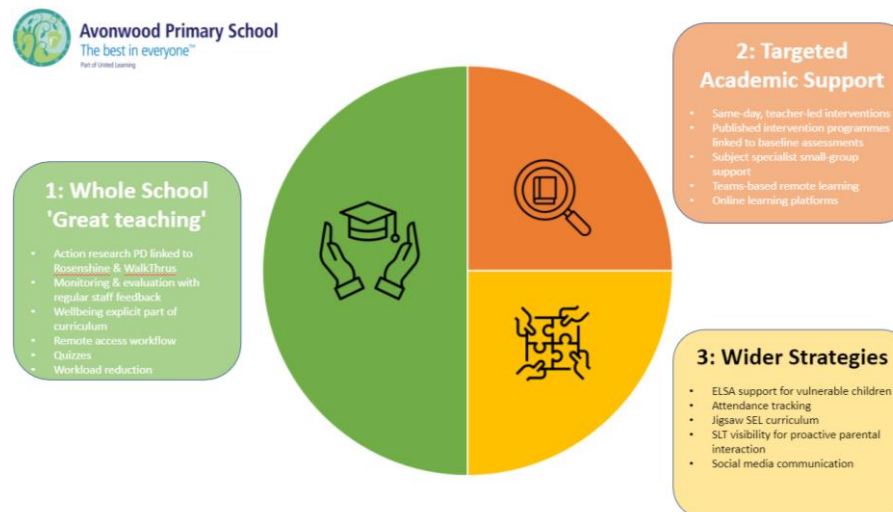


# Primary Catch-up Grant Plan

<b>School</b>	Avonwood Primary School	<b>Allocated Grant funding</b>	£40,560
<b>Number of pupils</b>	570	<b>% Pupil Premium pupils</b>	7%
<b>Identified key barriers to future attainment:</b>			
<ul style="list-style-type: none"> <li>Rosenshine principles of instruction are not consistently embedded across the school due to new staff, NQT's and implementation timescales. This impacts the consistency of teaching across the school.</li> </ul>			
<ul style="list-style-type: none"> <li>Curriculum design does not take into account the impact of lost learning as a result of lockdown.</li> </ul>			
<ul style="list-style-type: none"> <li>The challenge of providing access to high quality teaching and learning resources and consistent teacher input when isolating at home.</li> </ul>			
<ul style="list-style-type: none"> <li>The ability of staff to better identify gaps in attainment in core areas.</li> </ul>			
<ul style="list-style-type: none"> <li>Maths performance in Lower KS2 has dipped by 16%, specifically in geometry.</li> </ul>			
<ul style="list-style-type: none"> <li>Writing assessment indicates significant regression across the school which requires further investigation and identification of barriers.</li> </ul>			
<ul style="list-style-type: none"> <li>SEMH in EYFS is a concern due to missed pre-school time during lockdown.</li> </ul>			
<ul style="list-style-type: none"> <li>Language skills have been identified as barrier through baseline assessment in EYFS.</li> </ul>			
<ul style="list-style-type: none"> <li>Individual children struggling with behaviour, resilience &amp; school stamina due to external factors.</li> </ul>			
<ul style="list-style-type: none"> <li>The lack of specialist support for children that do not meet the threshold for CAMHS yet are displaying more anxiety and mental health challenges.</li> </ul>			



## Teaching and Whole School Strategies

Actions	Rationale	Intended impact	Cost
To set up an action research cycle that delivers effective year team and whole school actions, addressing identified Rosenshine principles.	Rosenshine principles of instruction underpin our approach to effective teaching practice; quality first teaching at Avonwood aims to secure long-term knowledge and flexible understanding.	Consistent high-quality teaching for all via the implementation of CPD which breaks down Rosenshine principles into specific teaching techniques. (e.g. Teacher Walkthrus, TLAC book). T&L in year groups with identified needs are addressed with support of SLT.	£700
To enable distance peer learning and lesson studies to improve the delivery of specific Rosenshine principles at Avonwood.	Peer-based coaching, combined with self-directed study and organised professional development, secures both skill acquisition and practice development.	Establishing a culture of engaging with research to establish the boundary conditions for high quality teaching and learning at Avonwood. (IRIS Connect).	£3,500
To create a programme of personalised CPD which maps to PDR and enables consistent high-quality T&L.	Alignment of CPD and PDR systems results in converging focus on high-quality T&L whilst ensuring accountability.	Teachers will identify areas to develop to identify, implement and reflect on evidenced based strategies with an improved culture of professional learning. (e.g. Optimus Learning)	£0
To have a wider array of literature ready to support KS2 in the event of home learning.	Reading endows knowledge, improves vocabulary and provides access to cultural capital. Decontamination protocols require greater physical quantity of books; online resources support remote learning	Children will be able to take home more level appropriate books on a weekly basis and access online reading (e.g Bug Club & expanded library resources)	£5,000
To provide the technology and expertise to enable high quality remote live teaching.	It is a legal requirement to provide daily remote learning; our COL plan requires technological proficiency and hardware.	To offer a full daily curriculum with teacher interaction, feedback and progression that maps to a normal school day.	£2,500
To improve the data literacy of staff at Avonwood.	Effective use of data enables timely and appropriate interventions to take place; lockdown fallout requires careful flight path tracking.	To reduce specific knowledge gaps in identified / vulnerable groups (e.g. use of FFT, PowerBi, MARK, SIMS & internal systems)	£500
<b>Total Cost</b> <b>Allocated cost from catch up Grant</b>			£12,200

## Targeted Strategies

Actions	Rationale	Intended impact	Cost
The identification of knowledge gaps in Maths alongside implementing specific learning sequences to address them.	Using baseline data, use published intervention resources to help children catch up with missing procedural & conceptual knowledge.	Improvement in Lower KS2 maths attainment over the school year, specifically in Geometry (e.g. use of Shine / PUMA).	£250
The identification of knowledge gaps in Reading alongside implementing specific learning sequences to address them.	Using baseline data, use published intervention resources to help children catch up with missing inference and deduction skills for a range of texts.	To narrow the baseline attainment gap (between 2% to 7%) in KS2 with reference to KS1 attainment (e.g. use of Shine / PIRA) and maintain current trajectory.	£250
To launch an internal 'Ready to Progress' working group to develop diagnostic mini quizzes based on 2020 NSG (Non-Statutory Guidance) in Mathematics.	Summative assessment provides broad headlines whereas low stakes quizzes will diagnose gaps in finer detail, facilitating both whole class and small group gap filling as appropriate	To provide mid unit responsive formative assessment to act upon knowledge gaps from the prior years curriculum.	£900
To track the progression of phonics more acutely to identify gaps at the earliest opportunity.	Phonics transition from EYFS to Y1, and Y1 to Y2, requires particular attention this year due to impact of lockdown.	Improved tracking of pupil phonics progress to enable interventions at the earliest opportunity and driving year-to-year transition of data.	£700
To address the identified barrier of S&L in EYFS.	The development of vocabulary and language acquisition has been inhibited by reduced social interaction as a result of lockdown.	Building additional S&L capacity to the EYFS team to enable children to rapidly progress in this specific area of learning (e.g. additional specialist CPD, Teddy Talk Test (Speech and Language Aid) or Nuffield Strategy)	£105
Effective small group & 1:1 intervention to address writing and phonics in EYFS & KS1.	Writing regression is a nation-wide issue generated by lockdown: fine motor skills, language and vocabulary, sentence construction and stamina all require support.	A qualified teacher will work with targeted groups of children two days per week to reduce the significant writing gap and support children who miss phonics due to isolation.	£10,000
<b>Total Cost</b> <b>Allocated cost from catch up Grant</b>			£22,205

<b>Wider Strategies</b>			
<b>Actions</b>	<b>Rationale</b>	<b>Intended impact</b>	<b>Cost</b>
To train an additional ELSA to provide support to vulnerable children.	Mental health and wellbeing for support for children struggling with the ongoing pandemic will help with learning behaviour and emotional stability.	More comprehensive support available in school to support specific children that are struggling with mental health issues linked to lockdown.	£1,500
To create capacity to support children in need with mental health support via specialist counselling.	The fallout from lockdown is significant for some members of our school community and there have been a range of lived experiences that require specialist support.	To support the long-term attendance and well-being of vulnerable children.	£3,000
<b>Total Cost</b> <b>Allocated cost from catch up Grant</b>			£4,500

<b>Summary Catch-up Grant allocation</b>	
<b>Strategy</b>	<b>Cost</b>
<b>Teaching and whole school</b>	<b>£12,200</b>
<b>Targeted</b>	<b>£22,205</b>
<b>Wider</b>	<b>£4,500</b>
<b>Total</b>	<b>£38,905</b>
<b>Allocation</b>	<b>£40,560</b>