



# Ashford Park Primary School

## Catch-Up Premium Strategy 2020-22

Summary information					
<b>School</b>	Ashford Park Primary School				
<b>Academic Year</b>	2020-22	<b>Total Catch-Up Premium</b>	£ 50,720	<b>Number of pupils</b>	Based on 584
Guidance					
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.</p> <p>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 Y11.</p> <p>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.</p>					
Use of Funds			EEF Recommendations		



## Ashford Park Primary School

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](#).

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

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support



## Ashford Park Primary School

Identified impact of lockdown	
<b>Reading</b>	Children accessed reading during lockdown more than any other subject. We delivered live phonic teaching and signposted the DfE daily phonic sessions to our community. However, application of phonic skills to reading was less developed by children at home. This affected their fluency in reading. In KS2 the gap between the children who usually read widely and those that don't increased during the period that the school was closed to these pupils, despite face to face teaching being provided throughout lockdown for disadvantaged and key worker children. There was also a notable gap in pupil's comprehension skills throughout the school and this was particularly in lower KS2.
<b>Writing</b>	The effects of school closures and the lockdown in response to the Covid-19 pandemic has been particularly detrimental in children's writing and spelling skills. Children did not miss 'units' of learning in the same way as reading and maths, due to well-planned remote education and teaching, however; upon the analysis of the baseline teacher assessments it was clear that children lost essential practising of fundamental writing skills. Children returned to work lacking stamina at writing, weaknesses in punctuation, grammar, handwriting and attention to detail in their work.
<b>Maths</b>	During lockdown, all year groups had access to three times daily check-ins, daily maths teaching and learning and access to high quality mathematics resources. We maintained a sense of balance with the accessibility of regular home learning units (White Rose) and maths programmes, however; a lack of access to manipulatives / resources, led to a lack of conceptual understanding in number and learning across other strands taught in maths, especially in lower KS1. Children still have enthusiasm for maths and lockdown has not affected their resilience and overall approach to learning; however, some children have shown gaps.



## Ashford Park Primary School

<b>Non-core subjects</b>	Gaps in knowledge are apparent in foundation subjects. Directed learning and knowledge organisers were provided during lockdown in foundation subjects, however, learning outcomes were difficult to assess and monitor. Some children were unable to explore the topics deeply when compared to experiences that would have been available when at school (e.g. no opportunity for educational visits, visitors, WOW moments or school-based workshops), therefore being unable to access the pre-requisite knowledge when approaching a new topic. They are not always able to make connections between concepts and themes throughout the curriculum.
--------------------------	--

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)				
i. Teaching and whole-school strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting great teaching:</u> The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.	Additional time for subject leads to research and monitor non-core subjects. Release time and additional cover will be required to facilitate the additional PPA 13 staff members as foundation subject leads, half day, once termly. CM to cover on Tuesday mornings in line with: subject lead release schedule.		SLT	Jul / Oct 21



## Ashford Park Primary School

<p>Subject Leads will have an improved working knowledge, and therefore leadership, of their subjects.</p>	<p style="text-align: right;"><b>(£2094 per term, £6,282)</b></p> <p>All foundation subject leads have been signed up to SAfE foundation subject lead training and networks.</p> <p>The Role of the Primary Subject Leader</p> <p style="text-align: right;"><b>(£320)</b></p> <p>Core and foundation subject leads to receive training from Shine Education and Training Ltd in order to fully support them in raising standards through colleague leadership of their curriculum subject.</p> <p>0.5 day LH and NA'B – Core</p> <p style="text-align: right;"><b>(£47 for 4 x am LSA uplift)</b></p> <p>(Additional cover provided by LSA uplift for foundation subject lead release time).</p>			<p>June 2021 (Core)</p> <p>23/09/21 (Foundation)</p>
<p><u>Transition support</u></p> <p>A fully researched, planned and implemented shift in the transition process for reception</p>			<p>VDi</p>	<p>Oct 21</p>



## Ashford Park Primary School

<p>children moving to year 1. Through purposeful, play-based learning opportunities, pupils will be able to continue to improve social and emotional development whilst learning through carefully planned learning.</p> <p>The EYFS Lead and KS1 / Y1 Lead will plan and deliver a smooth, and strong transition from the EYFS framework to the National Curriculum – identifying gaps in learning whilst pitching at the appropriate level for Year 1.</p>	<p>EY Lead and KS1 Lead both attended SAfE transition training. VD attended 2 day course in June.</p> <p>Kym Scott – EYFS Consultant worked with EY and Y1 colleagues to identify gaps and to plan a robust and effective transition.</p> <p style="text-align: right;"><b>(£813)</b></p> <p>EY Lead led two weeks of training sessions in EY continuous provision and what that will look like in Y1. This was delivered through team teaching and by enabling Y1 colleagues to observe good practice in EY. Cover was required.</p> <p>(LSA uplift for 3 classes for 10, morning sessions)</p> <p style="text-align: center;"><b>(90 LSA uplift hours £356)</b></p> <p>Resources invested in to enable the Y1 version of continuous provision that has been planned for the Autumn Term 21.</p> <p style="text-align: right;"><b>(£661)</b></p>	<p>VD and NA'B 7<sup>th</sup> and 9<sup>th</sup> June 21</p>	<p>NAB SLT</p>	
<b>Total budgeted cost</b>				<b>£ 8479</b>



## Ashford Park Primary School

<b>i. Targeted approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p>A supply teacher will be employed for three days per week to enable class teachers to deliver 1:1 or small group support or interventions for phonics and early reading.</p> <p>This targeted and personalised approach will allow the teacher (being the best-placed professional) to work directly with the child on their gaps and areas for development. Furthermore, the teacher will then be able to transfer this into classroom practice, ensuring optimum results from the targeted support.</p> <p style="text-align: center;"><b>March 21 to July 22 (£30,225)</b></p>		<p>Y1, Y3, Y4, Y5 year leads</p> <p>DHT to oversee</p>	<p>July 21</p> <p>Oct 21</p>
<p><u>Little Wandle SSP</u></p> <p>Introduction and embedding of Little Wandle SSP programme (DfE 'The Reading Framework, July 2021), to consistently deliver quality first phonics</p>	<p>English and early Reading / Phonics lead to introduce and implement Little Wandle SSP</p>		<p>MW</p> <p>SC</p>	<p>Ongoing</p>



## Ashford Park Primary School

<p>teaching, to significantly improve pupils phonic outcomes and early reading skills.</p> <p>Phonetically-matched reading books for group reading and individual reading sessions to support the new SSP that will be implemented in order to improve children' working phonic knowledge and early reading skills.</p> <p>Employment of two skilled LSA colleagues, to support the teaching of SSP delivery / assessment / reading lead release and early reading, therefore enhancing QFT in years 1 and 2.</p>	<p>programme and associated training for all staff.</p> <p>Purchase of Little Wandle recommended phonic reading books in EYFS, year 1 and year 2.</p> <p style="text-align: right;"><b>(£8,274)</b></p> <p>To purchase additional storage to enable easy access to the required resources to effectively deliver SSP programme.</p> <p style="text-align: right;"><b>(£658)</b></p> <p>English Team will invest in further quality reading books to fully support and complement the whole-school reading approach.</p> <p style="text-align: right;"><b>(£600)</b></p> <p>Temporary termly contracts with LSA colleague's specifically supporting quality first teaching and learning in years 1 and 2 for this academic year.</p>			
---	---	--	--	--





## Ashford Park Primary School

<p><u>Speech and Language Intervention EY and Y1</u></p> <p>Speech and language / communication problems have increased vastly due to the lockdown.</p> <p>This has a negative ongoing impact on children's ability to listen, communicate, process and understand learning.</p> <p>To address these needs early, gives children a far greater chance of academic and social success. It also dramatically reduces the number of children with SEN as they move through the school.</p>	<p>A speech and language therapist has been employed to work with identified children in reception and year 1 and to train APPS staff so that they can support children in class.</p> <p>Speech and language therapist      <b>(£6000)</b></p>		<p>VDi NAB SENco / AHT</p>	<p>July 21 Oct 21</p>
<p><u>Maths</u></p> <p>NCETM 'Mastering number programme' and associated teacher training, to strengthen the understanding of number, and fluency with number facts, among children in the first three years of school (R, year 1 and year 2).</p>	<p>Training for identified teachers to receive training (protected time for online and self-led sessions throughout the academic year). Programme to run for an academic year.</p> <p>School to receive 'rekenre' equipment.</p> <p><b>(27 LSA uplift hours £106.80)</b></p>		<p>LH SST AB KM</p>	<p>Sep 2021 – Sep 2022</p>
<p><u>Swimming</u></p> <p>Year 6 swimming provision to meet NC PE requirements.</p>				



## Ashford Park Primary School

	Catch up swimming provision and associated staffing and travel costs to support this statutory provision.  <b>(£875)</b>			
Employment of a skilled LSA colleague to support the learning in Year 2 following a period of lockdown, this is a high need year group with lower attainment.	A skilled agency colleague appointed for the summer term 21.  <b>(£4,821)</b>			
<b>Total budgeted cost</b>				<b>£51,560</b>
<b>ADDITIONAL RECOVERY FUNDING AT £145 PER PP CHILD (£17,086)</b>				
<u>Recovery premium funding - GOV.UK (<a href="http://www.gov.uk">www.gov.uk</a>)</u>				
Total funding including recovery funding £67,806				
<b>Overall cost</b>				<b>£60,039</b>