



**Aston Lodge  
Primary School**  
Show Pride • Reach for the Stars

# COVID 19 Catch up funding 2020-2021

## SUMMARY INFORMATION

Strategy Plan

## CURRENT PUPIL INFORMATION 2020-2021

Total number of pupils:

180

Total pupil premium budget:

£12,400

## Strategy Statement

School recognises that it is important to use this grant effectively to narrow the gap and minimise impact of the lost teaching over the previous months . We will use this funding to counteract the impact of COVID 19 using our academic and social and emotional baselines of pupils, government guidance and particularly the EEF published COVID-19 support guidance. As a school we firmly believe interventions and early diagnosis of difficulties for pupils have the most positive impact on the pupils. All of the approaches taken by school to narrow the gap are well thought out and evidenced based.

Our approach is targeted academic support with other strategies aimed at breaking down the non-academic barriers to success in school. By improving, the cultural capital of all our pupils improves their experiences of their time with us at Aston Lodge and helps us to achieve the vision and curriculum intent for all our pupils.

All pupils have been assessed in core subjects and we have used lauren scales to identify the level and type of support needed on a 3-tier recovery pathway: universal (quality first teaching), targeted (structured interventions) and specialist (external agencies). This approach is in-line with the EEF recommendations. Additionally using wider strategies e.g. parental engagement, social and emotional learning, reinforcing behaviour routines, breakfast clubs etc.

**Our main aims are to:**

- To continue to reduce the attainment gap between school's disadvantaged pupils and others nationally.
- To raise the in-school attainment of both disadvantaged pupils and their peers through accelerated progress.
- To increase the cultural capital of pupil premium pupils and broaden their experiences.

CHARACTERISTIC*	NUMBER IN GROUP						
	F2	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
Class	26 pupils	16 pupils	23 pupils	23 pupils	21 pupils	28 pupils	25 pupils
Boys	16	9	11	17	12	13	11
Girls	10	7	12	6	9	15	14
SEN support	4	0	6	6	5	6	9
EHC plan	2	0	1	0	0	1	0
EAL	0	0	0	0	0	0	0

### Assessment data, pupils on track to be ARE (based on recovery curriculum assessments)

EYFS	PHONICS SCREENING		
Good level of development (GLD)	38.5%	Year 1 60%	Year 2 20%

Aspirational End Year targets EXS+	Reading	Writing	Maths
Foundation Stage 2	71%	71%	71%

Year 1	86%	86%	79%
Year 2	82%	70%	70%
Year 3	70%	65%	78%
Year 4	76%	71%	76%
Year 5	79%	75%	79%
Year 6	68%	64%	72%

## Barriers to learning

### Academic barriers identified:

- Writing is the weakest subject across school (subject area that parents felt least confident in supporting with their children)
- Pupil's have lost their fluency, stamina and inference skills in reading
- Some increased levels of anxiety amongst some of our more vulnerable pupils

**PRIORITY 1 & 2 IMPROVE THE ATTAINMENT OF READING AND WRITING SCORES, NARROW THE GAP**

Member of staff responsible: Sarah Cronin, Annette Burton, Bethany Tims

Objectives	Actions to be taken	Rational/research EFF etc.	By whom/when/cost	Progress indicators & Success Criteria
To purchase new chrome books.	<ul style="list-style-type: none"> <li>Identify how many chrome books are needed to support distant learning and working within bubbles</li> </ul>	<p>ICTs can enhance the quality of education in several ways: by increasing learner motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training. ICTs are also transformational tools which, when used appropriately, can promote the shift to a learner-centered environment. Due to COVID we need to be able to facilitate and adapt by learning through the use of ICT.</p>	<p>By the end of half term 1 15 chrome books £140 £2100</p>	<ul style="list-style-type: none"> <li>All pupils can access learning remotely and within bubbles</li> <li>Pupils are able to access the full computing curriculum</li> </ul>
To renew and fully implement the accelerated reader programme	<ul style="list-style-type: none"> <li>To renew the subscription to accelerated reader, purchase new books, code all books, organise CPD/training from Accelerated Reader for all staff, organise all pupils logins, baseline all chn so they can be allocated appropriate levels</li> </ul>	<p>Key recommendation from the Improving literacy summary KS1 &amp; KS2 states, "Teach pupils to use strategies for developing and monitoring their reading comprehension."</p>	<p>By end of half term In place 22.10.20 £3000 subscription and training £160 new books</p>	<ul style="list-style-type: none"> <li>Reading and writing outcomes are in line or above for national average.</li> <li>The gap is narrowed between PP pupils and non-PP pupils, pupils who are not on their flight path</li> <li>Reading comprehension can be improved by teaching pupils' specific strategies to support them with inferencing and self-monitoring their understanding. These include: prediction, questioning, clarifying, summarising, activating prior knowledge.</li> </ul>
Buy practical maths equipment	<ul style="list-style-type: none"> <li>To buy practical equipment so all pupils have the available practical equipment that they need to support with their</li> </ul>	<p>With mathematics itself being abstract, concrete maths manipulatives provide the learner a 'window' in, to make sense of the</p>	<p>£2000</p>	<ul style="list-style-type: none"> <li>Pupils continue to make the expected progress in maths and are able to overcome</li> </ul>

	<p>maths. This equipment will also be distributed to pupils who and home</p>	<p>problem at hand by touching them, playing with them, exploring the patterns and relationships which make a huge difference between understanding for depth or just for procedure.</p>		<p>misconceptions and difficulties through using equipment</p>
<p>To improve levels of attainment in reading at the end of KS1</p>	<ul style="list-style-type: none"> <li>• Embed Read Write Inc programme</li> <li>• Buy home reader books that match what pupils are being taught at school</li> <li>• Re-organise old phonics books to be in-line with the programme</li> <li>• Staff training</li> <li>• 2 full days training for staff, untrained.</li> <li>• Linked consultant from Ruth Miskin to support all staff involved.</li> <li>• "Refresher" staff development opportunities with access to online materials.</li> <li>• Planning and resources to be provided as part of scheme to ensure consistency with high quality, appropriate resources at the correct level.</li> <li>• Moderation of assessments across staff.</li> <li>• RWI Champion to observe and support all staff teaching.</li> </ul>	<p>EEF research states, a consistent approach to phonics can have an impact of 4+ months. As this programme is planned to be delivered with EYFS, EEF also recognised that interventions and structured approaches to phonics/reading within the early years can have an impact of 5+months progress.</p>	<p>£2000 books,training for new staff</p>	<ul style="list-style-type: none"> <li>• At least all lessons observed are good</li> <li>• Pupils are working within the correct groups</li> <li>• Rapid progress in reading</li> <li>• Phonics screening results are improved and in line with other pupils</li> <li>• Pupils are confident decoders and fluent readers</li> <li>• Phonics screening results are in line with National and gaps close</li> <li>• Pupils have the appropriate reading materials for their age and stage (OFSTED priority)</li> </ul>
<p>After school boosters &amp; interventions for target children identified from recovery assessments</p>	<ul style="list-style-type: none"> <li>• Subject Champions and the most skilled staff to deliver after school boosters for pupils</li> <li>• Pupils to attend master classes delivered by SLEs within the Trust</li> </ul>	<p>Individualised instruction on the TLK moderate impact for low cost a potential 3+ month gain.</p>	<p>£2000</p>	<ul style="list-style-type: none"> <li>• Attendance of boosters and master classes</li> <li>• Strong pupil voice</li> <li>• Improved outcomes for PP pupils compared to other groups</li> <li>• Timetabled/calendar</li> </ul>
<p>Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching</p>	<ul style="list-style-type: none"> <li>• Staff training on new handwriting scheme</li> <li>• Buy correct lined books to support writing scheme</li> <li>• Buy CPG books/Rising Stars for GPS/skills builders/spelling</li> <li>• Adopt whole school approach to spelling</li> <li>• Buy resources to support with spelling scheme/curriculum for each year group</li> <li>• Deliver training of the programme</li> <li>• Develop a tracking system to monitor progress</li> <li>• Knowledge Organisers with relevant vocabulary</li> </ul>	<p>Writing assessments have highlighted pupils poor spelling, sentence structure and sometimes handwriting is impacting on the quality of writing and barrier to pupils being ARE. EFF Improving Literacy Guidance Transcription refers to the physical processes of handwriting or typing, and spelling. Children must develop fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think</p>	<p>Implement in Autumn 2 CPD  KS2 £250 KS1 £250 Spelling £150  CGP books £108 (to support year 6 children with</p>	<ul style="list-style-type: none"> <li>• Presentation in books</li> <li>• Writing speed</li> <li>• Regular lessons being taught</li> <li>• More pupils moving on to using a pen</li> <li>• Pupils are spelling at age related expectations (within the statutory lists for their age range)</li> <li>• Less spelling mistakes in books</li> <li>• Increased confidence in spelling allows pupils to focus on writing content</li> <li>• Termly monitoring is positive</li> </ul>

		about the content of their writing. A large amount of purposeful practice, supported by effective feedback, is required to develop fluency. Achieving the necessary quantity of practice requires that children are motivated and fully engaged in the process of improving their writing. Spelling should be explicitly taught. Teaching could focus on spellings that are relevant to the topic or genre being studied.	their home learning)	<ul style="list-style-type: none"> <li>Gap is narrowed because pupils are able to focus on the quality of writing rather than the transcription</li> </ul>
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**PRIORITY 3 Support Pupils with mental health SEMH/ASD/ADHD, wellbeing anxiety (covid-19)**

Member of staff responsible: Headteacher, SENCO A.B., Learning mentor PT

Objectives	Actions to be taken	Rational/research EFF etc.	By whom/when (include review dates)	Progress indicators & Success Criteria
To use assessment data (Leuven) to identify target pupils who need additional support	<ul style="list-style-type: none"> <li>Regular pupil progress meetings to identify pupils who need extra support</li> <li>Low level cases of anxiety to be supported through small group interventions with the Learning Mentor</li> <li>Children requiring additional support have been referred to Me In Mind.</li> <li>Referrals have also been made to CAMHS since the return to school.</li> </ul>	<p>KCSIE amendments in response to Covid-19</p> <p>2.2 The revised KCSIE 2020 highlights the importance of a child-centred and highly co-ordinated approach to safeguarding, including covering all aspects of a child's development and well-being, in particular the physical, emotional and mental health of students.</p> <p>2.3 In this school all staff are actively encouraged to be curious and inquisitive about the potential 'root cause' of students and the behaviours that they are present within school and beyond.</p>	<p>HT &amp; SLT</p> <p>Class teachers</p> <p>End of each term</p>	<ul style="list-style-type: none"> <li>All staff are able to record data, analysis and respond to data</li> <li>Through triangulation of lessons planning, work and interventions pupils are given work/challenged at appropriate levels</li> <li>All staff know who their target pupils are, their barriers and what needs to be put into place</li> <li>Case studies show accelerated progress</li> </ul>
Set up a sensory room	<ul style="list-style-type: none"> <li>Ensure that pupils with ASDA, behavior issues, social care have</li> </ul>	A sensory room provides physical and mental stimulus for children with	Paige Thompson Sarah Cronin	<ul style="list-style-type: none"> <li>All pupils feel safe and supported</li> <li>Pupil's sensory needs are met</li> </ul>

	<p>the opportunity to access sensory breaks and have a safe space</p> <ul style="list-style-type: none"> <li>Room for ASPIRE team and other agencies to work safely with children</li> <li>Boxall pupils who have been identified</li> </ul>	<p>physical disabilities, developmental delays and sensory impairments. For children with physical disabilities, interaction with sensory stimuli can help them to develop their sight, sound, touch and hearing, as well as encouraging independence. These rooms have a calming effect and improve socialization skills, focus, motor skills development and cognitive development. Can you be used to support children with challenging behaviours.</p>	<p>£1000</p>	<ul style="list-style-type: none"> <li>Pupil's levels of anxiety improve and this is measured through Leuven scales</li> </ul>
<p>Behaviour issues are addressed</p>	<ul style="list-style-type: none"> <li>Review of behavior policy</li> <li>Behaviour plans for pupils</li> <li>Engagement in SEMH services to support with emotional regulation e.g. Me In Mind</li> <li>Investment in the PSHE Jigsaw programme</li> <li>Training and implementation of the collaborative working approach (part of the SFA program)</li> <li>Employ a learning mentor</li> <li>Team Teach training</li> <li>All pupils to have a safe zone in their classroom</li> </ul>	<p>Research undertaken by the NFER has identified 7 building blocks that are common in school which are more successful in raising disadvantaged pupil's attainment. TKL behavior interventions +3 months gain Collaborative working low cost high impact, potential +5 months</p>	<p>HT &amp; SLT Subject Champion SLT meeting focus termly</p>	<ul style="list-style-type: none"> <li>All stakeholders have a clear understanding of the behavior policy</li> <li>Less behavior issues recorded on CPOMs</li> <li>Reduced number of internal exclusions</li> <li>Meetings with parents and pupils when behavior plans have been put into place</li> <li>Observed better learning behaviours in classroom &amp; low level behavior</li> <li>Increased emotional regulation and resilience</li> <li>Supportive classroom environments</li> </ul>

**Any additional funding will be used to support the production and resourcing of personalised learning packs for each pupil.**