

Coronavirus Catch-up Premium

School: Abbots Green Academy

Date: 12th January 2021

Purpose of the premium

The catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19). Consequently, the grant is only available for the 2020 to 2021 academic year.

Use of funding

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. This could include, for example:

- small group or one-to-one tuition (particularly through the National Tutoring Programme)
- summer programmes to help re-engage pupils or extra teaching capacity from September.

To support schools to implement their catch-up plans effectively, EEF has also published the [school planning guide: 2020 to 2021](#). This is to provide further guidance on how schools should implement catch-up strategies following their return in September and supporting case studies to highlight effective practice.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

Number of pupils in school	461
Coronavirus premium allocation this academic year 2020/2021	£32.320

Catch-up priorities for current academic year 2020/2021

At **Abbots Green Academy** School, we intend to spend the Coronavirus catch-up premium in the following ways:

Measure	Activity	Tier: - T&L - Academic Intervention - Wider Approaches
Priority 1	National Tutoring Programme SP Tutors – 15 hours a week for a 15 week time period	Academic Intervention
Priority 2	Nuffield Early Language Intervention (Neli)	Academic Intervention
Priority 3	To maximise opportunities for articulating learning through spoken language throughout the school (Radio GAGA)	Wider Approaches
Priority 4	To develop exposure to high quality texts to maximise reading progress throughout the school	T&L
Priority 5	To support the delivery of reading, phonics interventions from R-Year 6 (IPADS)	T&L
Priority 6	Holiday Camps To support pupils with integrating back into school	Wider Approaches
Priority 7	DM Easy Read intervention (£1000)	T&L
Priority 8	Jigsaw PSHE Curriculum	T&L
Projected Spending	£ 32,320	

Monitoring, implementation and evaluation

At **Abbots Green Academy** we will assess the effect of this expenditure on the **educational attainment** of those pupils in the following ways:

Measure	Activity
Priority 1	<p>National Tutoring Programme Groups of 3 focused intervention in Years 5 & 6, focusing on literacy and mathematical key skills. Tailored learning, using a suite of Pixl therapies to address gaps in grammatical knowledge, mathematical reasoning and prosody and inference in reading.</p> <p>QLAs will be used to inform provision with ongoing Pixl therapy assessments used to assess impact</p>
Priority 2	<p>Nuffield Early Language Intervention (Neli) A 20-week programme delivered by LSAs, proven to help young children overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness. It is effective for improving children’s oral language skills as well as promoting longer-term progress in reading comprehension.</p> <p>Impact will be evaluated through the programme and Welcomm Assessment</p>

Priority 3	<p>Radio GAGA The opportunity for our pupils to broadcast their knowledge and understanding of the world around them by broadcasting using a radio broadcasting studio that will be set up in the school.</p> <p>Impact will be measured through individual case studies to demonstrate engagement with presenting using the radio. Pupils confidence development will be identified using Boxhall Profile. In the instance where children are sharing knowledge and understanding that has been taught in class, this impact will be evident in books.</p>
Priority 4	<p>Development of Library books Use of high-quality texts to support reading throughout the school; children will have access to appropriate texts to improve engagement with reading through class initiatives and motivational tools.</p> <p>The impact of this will be seen through PIXL assessments and reading speed testing. Monitoring accessibility of books and ensuring that children all children have access to high quality texts using a school library system.</p>
Priority 5	<p>IPADs (intervention delivery tool)</p> <p>Targeted Nessy (reading and spelling) and Phonics interventions support within KS1 lower KS2. The impact of this will be seen through improved phonics scores (mock screening). Nessy will also provide the school with a baseline, words learnt as well as progress for individual children.</p> <p>IPADs would also be used as a learning tool should there be further closures within the school to support families at home.</p>
Priority 6	<p>Holiday Camps Abbots Green has the facility to offer the opportunity to engage children with physical activities on school site during holiday periods. This will be provided through using our sports coaching team that are familiar to the children and families. As part of this provision, we will allocate funded/ part funded spaces to our pupil premium and vulnerable families as appropriate.</p> <p>Impact will be measured through attendance of summer camps and upon returning to school. Parental and pupil feedback will also be obtained as part of this provision.</p>
Priority 7	<p>Easy Read A 1-1 reading intervention that will be used in Lower Key Stage 2 to support reading accuracy and fluency, that in turn support spelling.</p> <p>Impact will be evident through reading speed testing and accuracy of understanding of text. Progress is tracked each term, as children access the 15 minute intervention daily.</p>
Priority 8	<p>Jigsaw PSHE Curriculum A progressive whole school approach to teaching PSHE from nursery to Year 6 aiming to prepare children for life, helping them value and understand the ever changing world around them.</p> <p>Impact will be evident through pupil voice studies, lesson observations and teacher assessments as part of the curriculum delivery. These judgements will also inform Boxall profile assessments throughout the year.</p>