



THE HARMONY TRUST Alvaston Junior Academy

Covid19 Recovery and Catch Up Premium Strategy Statement November 2020

The Harmony Trust aim is to ensure that our children experience the best educational provision beginning with excellence in the Early Years Foundation Stage. We believe at Alvaston Juniors, that school should be a place where every child achieves and makes progress in their learning across the whole curriculum over time. We know that parents are the single most influential factor in children's outcomes and that we need to prioritise even further the need to support parents to support their children's education. Every child has the entitlement to an inclusive curriculum, and we strive to ensure that disadvantage and additional needs do not act as barriers to learning and achievement. We aim for all our children to succeed both academically and socially, ready for the next phase of their learning and beyond as responsible and respectful citizens.

The Harmony Trust core values underpin everything we do.

Context

- Alvaston Junior Academy is situated in the Alvaston area of Derby, close to the city centre with a mixture of private and social housing. Families face many challenges including low income, unemployment, emotional health and well being and stability within the family home.
- Families continue to feel the 'strain' of Covid 19, especially in relation to job insecurity, financial pressure, lack of outdoor activity, inability to rely on extended family for support, lack of usual support groups and networks particularly in relation to mental health.
- The infection rates in Derby have increased from 22 per 100,000 to Derby to 450 per 100,000 in the period September 2020 to November 2020. Further local and national restrictions during the autumn term have added pressure on families
- The full extent of the long term impact of Covid19 is not yet known.
- The government has launched the 'Coronavirus Catch Up Premium' which equates to £80 per pupil. School leaders need to consider how this will be best spent to accelerate pupil progress and close gaps quickly.

What is the impact of the school closure period?

We know that those who are disadvantaged, newly arrived, have English as an Additional Language (EAL) have Special Educational Needs are more likely to regress in their learning and have further gaps in their learning during the period of school closure. It is important to consider the effect on boys who may typically find home learning more challenging or have poorer literacy skills.

Baseline assessment information shows that

- The majority of pupils did not make progress in their learning during the school closure period.
- The progress of all pupils needs to be accelerated during this academic year and subsequent years.
- There are also familiar patterns in respect of attainment gaps based on gender, SEND and those classed as disadvantaged.
- The progress that pupils with SEND make across the academy is well below national data.
- The progress of disadvantaged children in writing and maths has been identified as a key action for the academy.
- Many children engaged with remote learning, accessing Maths tasks in particular. However, teacher assessment and Target Tracker identify that Maths basic skills remain a weakness across the academy and the application of Maths knowledge and understanding across the subject.

- Myon and accelerated reader have been used to support children with Reading as part of the remote learning offer.
- In year 3, the phonics baseline assessment identified that 21% of children in the cohort require phonics intervention 19/90 chn .

Additionally the range of challenges that we continually face have been taken into account:

- Teachers expertise in KS1 curriculum, particularly phonics due to Year 3 children not attending school from March
- Year 2 – Year 3 transition work missed. Establishing routines and communication with families, building relationships.
- Phonological awareness – Subject knowledge for Year 3 Staff
- Increased focus on attendance
- Increased focus on social and emotional well-being and increased parental concerns around health and well being.
- Parents mental health – anxiety around the pandemic impacting on pupil attendance.
- Some children live in increased poverty; therefore school providing additional lunches.
- Some parents working from home, additional stress of not having family to support.

We have a very good understanding of the barriers to learning that are experienced by our children. Our children, including those who are identified as disadvantaged, often have more than one barrier to overcome.

These include but are not limited to:

- Many pupils have social and emotional needs and need a calm, safe and nurturing environment which develops both social and emotional skills
- Limited relevant social and cultural experiences
- The number of families with access to a range of texts and literature is limited and the quality and appropriateness of texts may not be matched to the child's needs
- Many families are vulnerable and require high levels of support from both the academy and children's services.

Additional barriers to learning during the school closure period and while Government guidelines around social distancing and self-isolation are in place include:

- Families have reduced access to pastoral leads, safeguarding leads and family support teams who can signpost to support and resources
- Technology and the number of devices within homes is variable. Those who do have devices have to share between siblings which can add undue pressure and challenge to family circumstances
- Children who typically need practical resources and scaffolds have limited or no access to them e.g. pupils with SEND, children with low prior attainment
- Children have less time to be outdoors and less space to move around
- Children have less time to spend time with family members; grandparents support
- Children have less time to interact with their peers and develop friendships

What the research tells us:

EEF Impact of school closures on the attainment gap: Rapid Evidence Assessment

- School closures are likely to reverse progress made to narrow the attainment gap in previous years

- Disadvantaged pupils will have been disproportionately negatively affected by the school closures, sustained support will be needed to catch up
- Effective remote learning will mitigate the extent to which the gap widens
- It is unlikely that a single 'catch-up' strategy will be effective
- Supporting pupils to work independently can improve outcomes (*links to metacognition and MPTA scaffolding framework*)

Nationally, Ofsted has just published a report (November 2020) setting out the main findings from its 'fact finding' visits to schools earlier this term. This expressed concern about lost learning across the age ranges and highlighted specific concerns around early years child development; setbacks in particular areas of education, including children's stamina for writing and reading, the impact of school closure on vulnerable children and mental health, and physical fitness. The report found that children who were well supported at home were most able to cope with the school closure period. Children with SEND and those vulnerable to poor outcomes were highlighted as being most affected in respect of their care and education. The report notes school leaders' and staff resilience, but also reflects the impact of COVID on staff shortages and resources. **The experience of Harmony matches the report's main conclusions.**

Taken from **DfE Coronavirus (Covid19) Catch Up Premium**

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.

Our Priorities for the use of the Catch Up Funding

We aim to ensure that:

- those pupils that can attend school do so everyday
- the well-being and safety of our pupils is paramount
- the curriculum is well matched to pupil need and prioritises catch-up
- the basic skills of speaking and listening, reading, writing and being numerically fluent with number and calculations are prioritised to give greater access to the wider curriculum
- all pupils have access to Quality First Teaching and learning every day – assessment, planning for progress, differentiation, challenge and support
- support is given to those who need it most, bespoke support and intervention
- the remote learning strategy is prioritised so that all pupils can engage with their learning within and beyond the classroom
- provision can remain open when staffing availability is challenged
- One to one tuition is available where it is needed – TA and Teacher additional booster support

We recognise that we need to accelerate the progress of all our pupils. However, we also know that there are some key year groups that we need to prioritise in the short term.

The year six cohort have a range of complex needs and we believe that they need additional support to prepare them for the next phase of their education and the transition to secondary school. A number of the children in the year group have experience trauma and are subject to child protection plans and additional support from external services. For the pupils to be ready to learn, to remember and to build on prior learning, they need to

feel mentally ready and have good mental health. There is also strong evidence widely available that shows that children who achieve well and are literate and numerate when leaving primary school achieve better in the wide range of curriculum subjects.

The year five cohort data demonstrates that the progress since KS1 in particular in Maths has dropped from 82% to 53%. Support from the Harmony Trust Senior Leader Catch Up team has been requested.

Quality for all children in the classroom

We have a high expectations for all children and know that the best way for the children to catch up on lost learning is to access high quality, consistently excellent teaching. Strategies to ensure this include:

- Frequent professional development for teachers and teaching assistants which includes coaching, team teaching and mentoring.
- A strong focus on the deployment and use of adults to ensure that they are effective and have impact on learning.
- Rigorous tracking of pupil attainment and achievement and timely intervention as applicable.
- Being strategic with gap analysis to identify the gaps in learning.
- Learning environment and learning journey's are mapped out to support and scaffold learning
- Adapting teaching to meet the needs of all children
- IEP format reviewed and improved. Specific targets that enable intervention to take place during the current times – ensuring that the provision is achievable and do able.
- Engaging lessons – re invigorating the TEAM aspect and considering feedback from the parents with regards to the well-being of the children – WELL BEING PROJECT
- Continue to set High expectations of behaviour
- Taking into account pupil voice well-being ambassadors and school council established

Enhanced opportunities for all children

- Music tuition by a qualified specialist teacher to ensure high quality learning and also support the development of verbal memory, spatial reasoning, dexterity and literacy skills.
- Specialist sports coaches to counteract the sedentary habits some pupils acquired during school closure.
- Continuation of celebration of success; Gold Award/Star of the Week/ Weekly newsletter from the team leader and Principal

Enhancement of Provision

We have a personalised approach to supporting our pupils to ensure that all children have the very best chance of success we use some of the following strategies:

- Family Support Worker will focus on attainment, behaviour for learning, self-esteem, confidence, attendance and punctuality.
- Attendance and Pastoral support – ensuring our most vulnerable children and families are getting the support they need from school and additional agencies.
- Independent school counselling service for pupils to have bespoke counselling with an experienced, qualified professional.
- Mental Health lead – weekly check ins with individual pupils.
- Use of technology to enhance the Remote Learning offer; TT Rock Stars, Purple Mash, Spelling Shed, MyON
- Bespoke learning offer including Academy's own Remote Learning work books.

Catch Up Funding Allocation 20-21

The Catch Up Premium allocation for the academic year 2020-21 is £28,000

The table shows how we intend to allocate the funds

Use of funding	Cost	Intended Impact
Accelerated Reader	£4,484	Accelerating pupil progress
To purchase a teacher to provide high quality teaching and coaching support through the COVID CATCH Up programme; Years 5. (CM)	£10,082	Accelerating pupil progress
Printing costs for weekly bespoke well-being journal production.	£500	Support emotional well being
THRIVE Curriculum	£3352	Support Emotional Well-being for all.
Implement age-appropriate online tools to provide children with more opportunities to practise mathematical skills <ul style="list-style-type: none"> • Spelling Shed • Myon 	£400	Children in all key stages are developing key skills knowledge and concepts and making good progress in Mathematics and in SPAG.
Utilise the CGP workbooks for Y5 and Y6 to provide a structured approach to the teaching of grammar, punctuation and spelling.	875 Maths x 1 book per child Additional Maths Year 5 x Comprehension Books x 1 per child @ £1.85	Children produce high quality outcomes and are well prepared for the next phase of their learning.
To provide essential support to families, ensuring that all families have access to high quality advice and advocacy.	TD	All families are well supported and barriers to learning are minimised
Increased opportunities for children requiring additional emotional support to work with the family and children support worker.	TD	Barriers to learning are minimised and children are well supported emotionally and socially to ensure they can be strong, resilient and independent learners.
To develop the extent and quality of social interactions in the indoor and outdoor	£250 x 13 £3250	Barriers to learning are minimised and children are well supported emotionally and socially to

environment through the introduction of enhanced playtime resource boxes.		ensure they can be strong, resilient and independent learners.
Win win mentoring programme	£2000	Supporting vulnerable pupils to access learning and support mental health.
Action tutoring	£220 x 10 £2220	Accelerating pupil progress closing gaps for disadvantaged pupils

Impact of the Catch Up Premium Funding

Taken from **DfE Coronavirus (Covid19) Catch Up Premium**

As with all government funding, school leaders must be able to account for how this money is being used to achieve our 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.

We intend to monitor and evaluate the impact of the funding in the following ways:

The Strategy for the Coronavirus (Covid19) Catch Up Premium will be reviewed on an ongoing basis as part of the academy monitoring and evaluation cycle. This strategy document will be reviewed and updated on a termly basis throughout the academic year. The academy will participate in external and peer review processes during this year which will consider the impact of the premium through this process.

The Board of Trustees will be reassured that the catch up strategies are having an impact on pupil learning through the use of trust monitoring procedures. The trust monitors the quality of provision in its academies through the following processes:

- Analysing data and the context of the academy through the termly Progress and Standards meetings
- Termly Stocktake meetings with the Chair of the Progress and Standards Committee
- Peer Review Reports which are fed back to the Performance and Standards Committee
- Feedback from Parents, Staff and Pupils through Termly Forums and surveys
- Standards Moderation activity at local cluster, hub and trust wide level.

The trust has supported its academies by

- Providing support and guidance to leaders through the Learning Matters Steering Group; Recovery Curriculum, Baseline Assessment, Home Learning PPR,
- Producing data packs that support analysis of pupil and cohort need, challenge and support through the Progress and Standards monitoring process.
- Providing a template and example guidance for this report with LMSG discussion and support
- Additional resources for remote learning, including ICT support for implementation

School self-evaluation and monitoring shows the following strengths:

To be completed as part of the termly academy monitoring process and updated

Appendix 1

An independent review of the use of the Pupil Premium was carried out by the Rosendale Research School in January 2019. The review included a number of classroom visits, a documentation review focusing on the Academy Pupil Premium plan, meetings with senior leaders, discussions with teachers and support staff, and a meeting with a group of pupils.

We know that many of the findings from this review will apply to the Coronavirus closure period and its impact especially as those who have been most affected are those who are disadvantaged, and so the following will be taken into consideration.

The following is a summary of the findings:

1. Irrespective of the multiple challenges faced by pupils from less fortunate backgrounds, the academic and pastoral provision for pupils and families is inspirational. The systems, adjustments, professionalism and expertise from teachers, support staff and leaders are exceptional. This is particularly impressive considering the remarkable growth of the academy over such a short period. There is a relentless focus on systems to support the extraordinarily diverse needs of pupils, rather than expecting pupils to fit with predetermined systems that suit adults best.
2. Pupils and families, who are often facing exceptionally challenging circumstances and lacking social networks are welcomed and supported at the Academy. Expert staff are deployed strategically across the Trust. These include family support, social workers, EAL expertise and wellbeing.
3. The systems and structures in place at the Academy are underpinned by strong values and positive relationships. Staff have a strong understand the Academy strategy and their roles within that strategy. In particular, the early language classes for pupils who are new arrivals were highly impressive and are a model which could be rolled out across the trust.
4. There is a strong focus on academic language, but also, a focus on language pupils need to access all aspects of Academy life (including what a cheese pie is!).
5. Pupils were extremely positive about the Academy. They were able to recall interesting and exciting learning experiences across the curriculum. They showed a good language for learning, describing a range of strategies to be sued when they came up against a difficult task. Further, they showed a strong ambition for their future careers – mostly in roles that support others.
6. There was an extended discussion about improving the attendance of disadvantaged and vulnerable pupils. Research evidence says that whilst individual incentives can support better attendance, the potential impact is limited. It is the commitment to a collective effort that sustains improved attendance.

7. Due to the unique context of the Academy, the recruitment, retention and development of teachers and other staff that can sustain positive, consistent relationships with highly mobile learners is critical. Strong relationships are fundamentally important, especially for pupils experiencing attachment difficulties. Graham Nuthall's *'The Hidden Lives of Learners'* illustrates why this is fundamental to good learning and behaviour. Strong relationships need to be at the heart of the Academy strategy.