



# Fierté Multi Academy Trust

Ankermoor Primary Academy

Covid Catch-up Premium



Summary information				
School	Ankermoor Primary Academy			
Academic Year	2020-21	Total Catch-Up Premium	£11,600	Number of pupils
				145

## Guidance

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 the 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.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in reception through to Yr. 6.

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.

Use of Funds	EEF Recommendations
<p>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 <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> 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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"><li>➤ Supporting great teaching</li><li>➤ Pupil assessment and feedback</li><li>➤ Transition support</li></ul> <p>Targeted approaches</p> <ul style="list-style-type: none"><li>➤ One to one and small group tuition</li><li>➤ Intervention programmes</li><li>➤ Extended school time</li></ul> <p>Wider strategies</p> <ul style="list-style-type: none"><li>➤ Supporting parent and carers</li><li>➤ Access to technology</li><li>➤ Summer support</li></ul>



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Identified impact of lockdown linked to priority actions	
<b>Priority 1:</b>  <b>Phonics</b>	During lockdown, children have not been able to practise their essential phonics skills therefore their basic reading skills, including all areas of systematic phonics (blending and segmenting), have suffered across the KS1 age range and lower key stage 2. It will be essential to ensure gaps are addressed quickly so that children are ready for key elements e.g. Phonics screening and KS1 SATs. This will ensure that children are prepared for the next stage of their learning journey. This priority is a key action on the Academy Improvement Plan therefore additional support will help enhance children's basic skills and reading skills further.
<b>Priority 2:</b>  <b>Reading</b>	Even though children have had the ability to access home texts with parents during lockdown, there is still a concern around their ability to answer comprehension questions effectively. They have missed applying reading skills and having key questions provided to them from practitioners in school. Children's reading aspirations have also diminished during the lockdown period and a love of reading has been lost at this time especially with the older children and the lowest 20% of children. Reading is a key priority on the Academy Improvement plan so additional support in this area will help enhance outcomes for children and ensure progress is made.
<b>Priority 3:</b>  <b>Maths</b>	Through assessments and return information completed based on maths, basic number formation, basic skills (mental calculation – tables and number bonds) has weakened over the Covid period. Children's recall speed has also slowed, impacting on their mathematical ability. When teaching specific mathematical units such as place value and number, children's ability to apply and reason has also weakened and more time is being spent attempting to use resources to support their fluency especially the Core child and those below ARE.
<b>Priority 4:</b>  <b>Quality of Curriculum access</b>	In terms of technology, children struggled to access educational support when on lockdown. This was down to limited parental/family access to resources and limited ability to ability to connect to Wi-Fi. Therefore, academic skills suffered - over the lockdown period - due to this. Paper resources supplemented technological aspects therefore access to focused teaching support was limited during this time. This meant that only 42% of children felt that they were progressing with their learning during the Covid period (Eduio June 2020 – pupil survey).

## Planned expenditure

The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools.

Teaching and whole-school strategies	Targeted approaches	Wider Strategies
*Resources to impact and support great teaching. *Assessment opportunities to identify gaps in learning. *Assessment information to ensure focused aspects are identified and progress is measured.	*One to one and small group tuition provided to sharpen skills for lowest 20% and PP children. *Small, focused support daily to increase fluency through prosody opportunities. *Reading champion to promote the love of reading across school especially in KS2. *The needs of those who have not achieved the phonics screening result are focused upon.	*Access to technology is provided for those with lack of connectivity. *Devices are utilised both in and out of school to support children's needs. *Devices can be utilised further once the period of lockdown/isolation is completed.

## Questions for Leaders (including governance): Four Stages

1. Explore: What problems are we seeking to solve in the academic year 2020-21? Are there adequate solutions, in the form of evidence-informed practices or programmes?
2. Prepare: Do we have a clear, logical, and well-specified plan? Do staff fully understand what is being implemented and how? What is the readiness of the school and staff to undertake these changes?
3. Deliver: How best can staff best deliver upon new approaches? Are there mechanisms in place to improve their use over time? Can we reinforce our approaches with initial training and continuous wrap around support?
4. Sustain: How do we best maintain new practices, for both staff and pupils, across a full academic year? How we will nurture motivation and ensure that we acknowledge and support good practice.



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Is the expectation: Teaching and whole-school strategies      Targeted approaches      Wider Strategies									
Priority 1: Phonics - Teaching and whole-school strategies (supporting great teaching)									
Outcome: To ensure gaps in phonics are addressed quickly in order to raise attainment.									
Explore: Evidence	Prepare:	Deliver: How? Who? Cost?	Sustain:						
<p><b>Data baseline (currently on track – September 2020):</b></p> <p><b>Year Reception: 60%</b> <b>Year 1 pupils: 57%</b> <b>Year 2: 43%</b></p> <p><b>Rationale:</b></p> <p>Phonics is currently a whole school priority. Support is being provided by Little Sutton and fidelity to one scheme – Letters and Sounds - has already been established.</p> <p>Support from a DfE affiliated phonics lead (Alex Finn) has already been provided alongside a whole school audit so it will be essential to continue to build on this in order to raise attainment further across the Key Stage 1 age range.</p> <p>Data shows that phonics is a key area in each of the KS1 classes to ensure that the lowest 20% of children are focused upon to raise attainment and outcomes further.</p>	<p><b>Readiness for learning:</b></p> <p>Reading lead implementing 1-1 phonics during management time to support children in year 1 and year 2.</p> <p>TIME interventions taking place for year 2 children to ensure gaps are fully addressed moving forward (2 groups – Phase 3 and Phase 5)</p> <p>Re-shaping of phonics delivery has been established:</p> <p>2 x reading days (recognition and blending) 2 x writing days (recall and segmenting) 1 x tricky word day</p> <p>Support from the DfE writing lead (Jess Faulkner) to begin December 2020 to enhance the teaching of phonics.</p> <p>DfE writing lead (Jess Faulkner) meeting 2: Remote reading (January 2021).</p>	<p><b>Sessions brief:</b></p> <ol style="list-style-type: none"><li>1. Appropriate materials to be purchased for each class / T.A to ensure consistency across the school.</li><li>2. Reading / phonics lead to implement new phonics approach – video recording lessons and sharing with rest of KS1.</li><li>3. Structure and approach to phonics lessons to be set out across the age range.</li><li>4. Support from DfE hub to be fully utilised to ensure there is an established approach.</li><li>5. Monitoring of phonic phases (Spring 2021) to ensure further shaping takes place over the Spring period.</li><li>6. Areas of learning to be specifically linked to phonics phases to ensure there is consistency of visual resources which replicate the phonic phases.</li><li>7. Reading Fluency checks to take place to identify gaps in learning post lockdown to identify areas of need and classes to be supported across school especially the lowest 20%.</li><li>8. Ensure reading resources are matched to Letters and Sounds Scheme especially during the lockdown.</li></ol> <p><b>Costings: £279.30 (Reading materials from DfE affiliated school).</b></p> <p><b>New PIRA: £189</b></p> <p><b>Collin’s Reading Fluency check</b></p> <p><b>£154.95</b></p>	<p><b>Assessment data:</b></p> <p>Phonics results to be inputted into Phonics Tracker and then analysed by class teachers and Phonics lead to identify progress made.</p> <p>Interventions and approaches to be reshaped to ensure further progress is made across the school.</p> <p>Further monitoring to take place by Headteacher and Phonics lead to ensure best practice is cemented in school.</p> <p>Collaborative monitoring to review processes and ensure systems and processes are robust.</p> <p><b>Collins e-books linked to Letters and Sounds purchased Jan 2021 (£279.30)</b></p> <div><p><b>NEW PIRA (£189.00)</b></p><table><tr><td>Value (Before Discount) exc. VAT:</td><td>£210.00</td></tr><tr><td>Total Discount:</td><td>£21.00</td></tr><tr><td>Total Value inc. VAT:</td><td>£189.00</td></tr></table><p><b>PO Ref:</b> New PiRA/PUMA Autumn <b>Order Date:</b> 12-Nov-2020 <b>Earliest Delivery Date:</b> 12-Nov-2020 <b>Latest Delivery Date:</b> 12-Nov-2020 <b>Ordered by:</b> Mrs Ella Price</p></div>	Value (Before Discount) exc. VAT:	£210.00	Total Discount:	£21.00	Total Value inc. VAT:	£189.00
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Priority 2: Reading – Targeted approaches (1:1 and small group tuition)																																																																															
Outcome: Support PP learners on a one to one/ small group basis to increase communication, language skills and comprehension therefore contributing to rapid progress in Reading.																																																																															
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Expectations for reading are still very low in the community therefore the opportunity to read and be questioned on what has been read would support the growth and development in school.</p>	Reading	Spring	Summer		Y1	18ch	21ch		94+	16ch = 89%	16ch = 76%		114+	12ch = 67%	9ch = 56%		Y2 Reading	Spring	Summer	No data	94+	16ch = 70%	15ch = 75%	EB	114+	3ch = 13%	3ch = 15%		Y3 Reading	Spring	Summer	No data	94+	13ch = 87%	9ch = 56%	PW-spring	114+	7ch = 33%	4ch = 25%		Y4 Reading	Spring	Summer	No data	94+	16ch = 65%	18ch = 72%	IE / MM no spring	114+	2ch = 9%	2ch = 8%	LB no summer JW new	Y5 Reading	Spring	Summer	No data	94+	11ch = 69%	11ch = 64%	Cody / Callum no spring	114+	2ch = 13%	2ch = 12%	John no Summer	Y6 Reading	Spring	Summer	No data	94+	11ch = 52%	12ch = 60%	BRP no summer	114+	0ch = 0%	3ch = 15%	AW new	<p><b>Readiness for learning:</b></p> <p>Reading lead to identify gaps in learning for each individual year group to ensure clarity and focus on addressing key issues linked to reading.</p> <p>Data point 1 overview to be completed by Class teachers to ensure there is an awareness of the Reading Foci needs for each class and individual children.</p> <p>PPMs to be set to ensure these are discussed and actions are put in place to support progress further.</p> <p>Each class to be provided an overview/ individual log of each learner based on reading data, regularity of reading support from home and attitudes to reading and gaps linked to the reading strands.</p> <p>PP / disadvantaged children will be the priority focus to ensure rapid progress and a rise in attainment is ensured.</p>	<p><b>Sessions brief:</b></p> <ol style="list-style-type: none"> <li>Support from the reading lead will ensure clarity and expectations are set.</li> <li>Support sessions to be provided on 1:1 level with the PP children to ensure support is given linked to regular opportunities to read. These will be regular and specific for KS2 children to meet their learning needs.</li> <li>Support sessions to be provided on 1:1 level with the PP children to ensure support is given to their understanding of a text linked to comprehension skills. This will then be monitored when working on comprehension with the class teacher.</li> <li>Parents will be sent information to showcase support given and raise aspirations for reading.</li> <li>Teachers will be provided with detailed feedback form to ensure triangulation of progress: Reading champion – Child - class teacher.</li> <li>Reading diaries will be signed and an ongoing log populated by the Reading Champion to ensure there is evidence of reading progress.</li> <li>Assessment points will be benchmarks for the reading champion to showcase impact and provide celebration.</li> </ol> <p><b>Costings:</b> 17.5hrs 3.5 hours per day. (Circa £7650)</p>	<p><b>Assessment data:</b></p> <p>Step 1 data point (Dec 2020) will identify year groups with needs and the strands of reading that need attention especially for those PP children.</p> <p>Interventions and approaches to be reshaped to ensure further progress is made across the school linked to Priority 2 delivery intention with Deputy Head and Reading lead.</p> <p>Further monitoring to take place by Headteacher and Reading lead to ensure best practice is cemented in school (Spring 21)</p> <p>Employed January 2020</p>
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Is the expectation: Teaching and whole-school strategies Targeted approaches Wider Strategies

Priority 3: Maths – Teaching and whole school strategies (support great teaching and assessment)

Outcome: To identify gaps in learning and from this provide resources to support children's growth and development

Explore: Evidence

**Data baseline:**

Y1 Maths	Summer 21ch	Summer
94+	16ch = 76%	13ch = 87%
114+	4ch = 19%	2ch = 9%

Y2 Maths	Spring 20ch	Summer 20ch
94+	16ch = 70%	13ch = 87%
114+	3ch = 13%	2ch = 9%

Y3 Maths	Spring 18ch	Summer 16ch
94+	14ch = 93%	9ch = 56%
114+	9ch = 60%	1ch = 6%

Y4 Maths	Spring 23ch	Summer 25ch	No data
94+	16ch = 70%	13ch = 52%	IE / MM no spring
114+	3ch = 13%	2ch = 8%	LB no summer JW new

Y5 Maths	Spring 16ch	Summer 17ch	No data
94+	8ch = 50%	8ch = 62%	Cody / Callum no spring
114+	1ch = 6%	3ch = 5%	John no Summer

Y6 Maths	Spring 21ch	Summer 21ch	No data
94+	14ch = 67%	13ch = 87%	BRP no summer
114+	2ch = 10%	1ch = 5%	AW new

**Rationale:**

As children have returned to school, basic skills have suffered and children are struggling with basic number formation, basic skills inc. tables and bonds and this has impacted on their mathematical ability.

Through the adjustment of teaching and the adaptation of approach, it will be essential to ensure the lowest 20% of children are reached through identification of gaps in strands and also the utilisation of resources to support their understanding practically.

**Prepare:**

**Readiness for learning:**

The Math's lead has re-written the math's expectations documents with the intention of all pupils becoming fluent in the fundamentals of mathematics through varied and frequent practice. Therefore, children develop conceptual and procedural understanding and are starting to recall and apply their knowledge rapidly and accurately to problems.

To ensure pupils stay on track, those who grasp concepts rapidly are challenged through rich and sophisticated problems before any acceleration through new content. Those pupils who are not sufficiently fluent with earlier material consolidate their understanding, including additional practice, before moving on.

It has been seen as important to focus on mathematical procedures especially for those lowest 20% therefore; lessons are broken down into small-connected steps that gradually unfold the concept through guided practice.

**Deliver: How? Who? Cost?**

**Sessions brief:**

1. Ensure assessment information and needs are identified across the subject area and specific needs pinpointed.
2. Use evidence from data and assessments to support key focus areas.
3. Ensure key focus areas are supported and focused on at particular point in time (starters, interventions, IEPs etc.).
4. Ensure differentiation is achieved through the support provided to the less able (adult support, concrete equipment and pictorial representations). This includes Diennes material, Numicon and place value resources.
5. Provide challenges to deepen the thinking of the more able children, ensuring there is a focus on applying and reasoning concepts taught.

**Costings: Support great teaching (resources): £570**

**Assessment (New PUMA): £430**

**Sustain:**

**Assessment data:**

W/C 11th December 2020 data point will provide data information on those year groups with needs and the particular strands that will need further focus.

Approaches to be reshaped to ensure further progress is made across the school linked to Priority 3 in terms of resources required to unlock learning for the lowest 20% of children.

Further monitoring to take place by Headteacher and Math's lead to ensure best practice is cemented in school (Summer 21)

**Purchased TTS – March 2021  
£523.06**

Ordered by:				Mrs Ella Price
✓	<u>Item Price</u>	<u>Discount</u>	<u>Net Price</u>	<u>Total</u>
Value (Before Discount) exc. VAT:				£472.50
Total Discount:				£47.25
Total Value inc. VAT:				£425.25

**Purchased January 21 (Hodder)  
£425.25**



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Is the expectation: Teaching and whole-school strategies				Targeted approaches		Wider Strategies	
Priority 4: Wider strategies (access to technology)							
Outcome: To ensure that children have access to the curriculum to ensure they make continued progress							
Explore: Evidence		Prepare:		Deliver: How? Who? Cost?		Sustain:	
<b>Evidence based on:</b>		<b>Readiness for learning:</b>		<b>Sessions brief:</b>		<b>Longer term:</b>	
The need for technological devices to support children’s learning both in school and when working remotely.		Staff started to establish a format for remote teaching whilst on lockdown therefore an understanding of need was considered.		1. Research potential options with Trust computing lead with required budget given.		Ensure device use is monitored between home and school during the period.	
<b>Rationale:</b>		The computing lead has written an overview document to capture the development of the lockdown remote learning.		2. Fill in ‘get help with technology’ form for I-pad purchasing.		Review completion of home learning to ensure there is an understanding of what is working well and what could be improved.	
How easy or difficult has it been to support students who already had low attainment?				3. Devices to be used for children to access specific learning areas e.g. Nessy, TT Rockstars, Grammar Bug etc. when in school. <b>ALSO DURING LOCKDOWN.</b>		Ensure adjustments are made if closures occur again.	
How easy or difficult has it been to give students individual learning support this term?				4. Make sure an agreement is written to ensure that home / school expectations are set.		Ensure devices are implemented back in school effectively and that classes / groups / learners are established for device use.	
How many of your students have not engaged with learning at all this term?				5. Disadvantaged children selected based upon need and connectivity.		Purchase tablets to ensure staff can work with children when creating lessons via Stream use.	
For what proportion of tasks have you been able to give students individual feedback on their work?				6. Purchase licenses, cases and screen protectors to ensure 13 new I-pads can be sent out safely.			
How easy or difficult has it been for you to find technical solutions for remote learning?				7. Purchase licenses, cases and screen protectors to ensure 9 new I-pads can be sent out safely <b>(Awaiting costings)</b>			
When the lockdown was actioned due to Covid 19, a large majority of children struggled to access learning at home due to limited access to a device or no internet connection.		Support from the Trust Computing Forum has ensured best practice can be established.					
This meant progress of learners, especially those that are disadvantaged, diminished meaning that they are further away from ARE with gaps getting wider.							

Meraki Licences	£	337.74
Cases	£	182.00
Screen Protectors	£	41.60
TOTAL	£	561.34



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Area	Total spend available	Spend (April 2021)	Total left (21/4/ 2021)
Teaching and Whole School Strategies	£1500	£1571.56	-71.56
Targeted Approaches	£7650	£7650.00	£0.00
Wider Strategies	£2450	£561.34	£1888.66
Total	£11,600	£9782.90	£1817.10