

Woodhouse Community Primary School – Catch-up Premium Strategy 2020 - 2021

Updated 20.01.21

School Overview

Number of pupils in school YR – Y6	198
Proportion of disadvantaged	64%
Catch-up Premium allocation (No. of pupils x £80)	£15640
Publish Date	Updated Jan 2021
Review Dates	Termly
Statement created by	Rachael Smith
Governor Lead	

Context of the school and rationale for the strategy (With specific reference to the impact of COVID 19)

Woodhouse Community Primary School sits in the bottom 10% of schools for deprivation. We currently have 64% of disadvantaged children. 28% of our children are on the SEN register, which is significantly above the national average. We also have a number of our families who are under a social worker, or have TAF level involvement.

Remote Learning/ School Closure in Spring/Summer 2020

When school first closed in March, all children were provided with a home learning pack. This consisted of: English and maths CGP workbooks (Y6) weekly paper packs and exercise books stationery for other year groups, online login cards for TT Rocks, Spelling Shed, Phonics Play, Oxford Owl and Accelerated Reader and various stationery items. Parents were also provided with a 'mini report' outlining their child's progress and academic achievements in the summer term. Any uncollected books were delivered to homes on several occasions.

Staff posted weekly activities on the class dojo page and paper copies of packs were collected by many families. This included weekly story reading and recorded content for the Early Years.

Senior leaders and class teachers remained contactable via Dojo messages and Senior leaders/ DSL followed up messages with regular phone calls home.

Engagement with home learning was, in most year groups, less than 50%. Please see data from tracker for Summer term 2020.

R: 54% Y1: 44% (includes only those who engaged as back at school- without would be lower) Y2: 46% Y3:41% Y4: 36% Y5: 41% Y6: 44%

Throughout closure (20th March 2020 – 16th July 2020), on average between 8-20 vulnerable or key worker children attended our childcare provision.

A staggered reopening to bubbles took place from 15th June- Y6 first, followed by Y1 bubble on 22nd June and Reception bubble on 29th June. We had 12 children return in Year 6, 10 children return to school in Year 1 and 14 children return in Reception.

Whole School Opening in September

On 3rd September, Woodhouse Community Primary opened to all children. To date, our average attendance (excluding any children/bubble isolating) stands at 92.6%

6 of the Persistent absentees were from the Traveller community, and to date 3 successfully integrated back into school and 3 have come off- roll. Referrals through the School Nurse and attendance team are being used to tackle another 2 families of attendance concern. Staff utilised the first two weeks back to assess gaps and baseline children, reviewing summer term learning from the previous year group. Data was collated and informed planning for the core subjects. A Science recovery plan was given to teachers and key aspects of the missed History and Geography curriculum highlighted with expectations of what needed to be 'caught up.'
Children are responding to the new safety measures well, however remote learning is still proving a challenge during periods of isolation. Parents have been given a letter and guide to our Remote learning offer.

Barriers to future attainment

		Barrier	Desired outcome
Teaching priorities	A	Staff required to develop a greater understanding of children's mental health, social and emotional needs.	Staff are better informed and have greater clarity about how to support children with significant needs. this is a focus of daily/ weekly teaching in the autumn term.
	B	Home learning is limited due to the current platform used and can be developed further to improve access to learning at home for all pupils. Class Dojo portfolios / (Seesaw)	A strong remote learning offer is in place. A new and improved platform(s) are in place and all staff are trained in its use. Weekly homework activities are uploaded and feedback to pupils given accordingly.
	C	Gaps in Skills and knowledge in core and foundation curriculum subjects are apparent and therefore teaching in particular subjects is not as tailored as it could be. Staff need training and support to ensure these can be tracked, targeted and checked effectively LBquestions	Classroom practice routinely includes open ended questioning, quizzing, multiple choice questions, with the findings used to inform ongoing teaching.
Targeted academic support	D	Only a small proportion of pupils (approx. less than 50%) engaged with the online learning materials provided for Maths, Reading and Writing during the summer term. This has resulted in some pupils working well below ARE.	Pupils make accelerated progress in maths and English from their starting points at the beginning of the autumn term.
	E	Some pupils had limited access to reading materials during the summer term and therefore, their reading ages are lower than expected. AR online and My On platform	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.

	F	Diagnostic assessment indicates that Gaps are more significant in Year 2 and Reception classes Nuffield ELL and Academic mentor	High quality one to one and small group intervention is implemented and leads to improved progress and gaps being closed.
Wider Strategies	G	Some pupils are struggling to settle back into class routines and have a limited attention span and lowered resilience linked to difficulties experienced due to COVID 19 and lack of structured learning experiences since March 2020.	All pupils can focus on their learning during lessons.

Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
A /G	All staff to receive CPD in relation to Commando Joes character education/growth mindset programme for schools. Children to take part in weekly Co-Jo sessions to promote communication, confidence, teamwork empathy and resilience	All staff are equipped for early recognition of children's mental health needs. The profile of PSHE is raised throughout school and lessons are taking place on a daily/ weekly basis which support the mental health	Commando Joes programme fits into two areas – Outdoor Adventure learning (+4) and Collaborative learning (+5)... showing a positive benefit/ impact to academic achievement in children. (EEF Toolkit)	£1750	Due to the current climate there is an increasing number of children who are struggling with their resilience and emotional wellbeing	HT	Autumn term: All staff trained and are confident in delivering the CO JO programme. This is being taught on a weekly basis. Will now track baseline and ongoing data to be able to see actual impact of the programme on the children and improving their learning behaviours. This is to roll out in Spring term.

		needs of all pupils.					
B	<p>Online Platform (Class Dojo) is up to date and staff / families are confident with using this</p> <p>Spring Term 2: trial of SeeSaw (UKS2) with a view to full KS2 rollout to allow better efficacy and ease of use (multiple uploads of work / more effective feedback) .</p>	Parents/carers and children can easily access high-quality resources which make learning accessible for all.	Results from initial parental survey indicate that simple PowerPoints and resources that children can access independently are the most appropriate resource due to a large number of families with multiple children working from home. A simple, easy to navigate and use platform is also a necessity as many of our families struggle with basic Literacy/ ICT	<p>£0</p> <p>£720 cost for the year for Y1-6 (EYFS continue use of Tapestry and Dojo)</p>	On average less than 50% of our children accessed remote learning/ paper packs during initial school closures. Many parents and carers requested paper packs with simple instructions.	<p>DHT (VC)</p> <p>ICT lead (ZC)</p>	<p>Autumn Term : Increased usage of Class Dojo and Dojo portfolios to set and receive work when children are isolating. As a result trackers show</p> <p>Spring Term 1: As we are now in another period of school closure, Remote learning is being fully utilised. As a result, teachers and children in upper Key Stage 2 are finding dojo more difficult to use quickly and efficiently as it is unable to allow multiple uploads, immediate feedback. Therefore we have decided to trial and use See Saw initially with UKS2 with a view to fully rolling out to the whole of Key Stage 2.</p>
C (ADDED IN SPRING TERM)	Learning By Questions Resource to support staff in Key Stage 2 in closing gaps, tracking and assessing knowledge in core and foundation curriculum subjects.	Using question sets allows teachers to quickly baseline, track and identify gaps in knowledge, providing individualised and timely feedback, to move learning on more rapidly and plan/ intervene more effectively.	Education Endowment Fund Toolkit- Feedback (+8) and Digital Technology (+4)	£1000 (for use in Key Stage 2)	<p>-Ofsted AFI</p> <p>-Curriculum plans show that most children have missed key knowledge and skills needed as part of the full curriculum offer.</p> <p>- Baseline showed 50% of children in cohorts were working below expected due</p>	ICT LEAD (ZC)	Spring Term: This approach is being trialled by UKS2 in order to be rolled out across KS2 later in the term.

					to summer term closures.		
--	--	--	--	--	--------------------------	--	--

Targeted academic support i.e. Structured interventions, small group tuition, 1:1 support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
D	<p>Daily focused time on basic skills (spelling, handwriting, 5 a day maths and Reading) due to earlier start time from September.</p> <p>Targeted support from HLTA (EYFS and Ks1) and 0.6 TA – non class based from September (Phonics, Reading, Writing and Maths interventions)</p> <p>Staff to use White Rose Maths premium resources in classroom teaching</p>	Progress is accelerated termly to ensure pupils can access age appropriate learning materials.	<p>Education Endowment Fund Teaching and Learning Toolkit: Extending School time +2</p> <p>Teaching Assistants (+1) 'Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average.'</p> <p>Digital Technology (+4)</p>	<p>£0</p> <p>£0 (as already employed by school)</p> <p>£95</p>	Baseline showed 50% of children in cohorts were working below expected due to summer term closures.	<p>SENCO/ASS lead (VC)</p> <p>Maths lead (ZC)</p>	<u>Autumn 2020</u>
E	Accelerated Reader and Home and MyOn Reading library and resource	Progress to accelerate termly to ensure pupils close the gap between current	<p>Reading Comprehension Strategies (+6)</p> <p>Digital Technology +4</p>	£2364	On average less than 50% of our children accessed remote	Reading lead (JN)	<u>Autumn 2020</u>

	purchased and staff trained in use.	attainment and ARE in reading			learning/ reading during summer closure. Baseline showed 50% of children in cohorts were working below expected due to summer term closures.		
F	Targeted Support for Literacy R and Y2 predominantly through employment of an Academic Mentor	Progress to accelerate termly to ensure pupils close the gap between current attainment and ARE	Education Endowment Fund Teaching and Learning Toolkit: Feedback (+8) 1:1 Tuition (+5)	Approx £9000 on costs (salary funded by DfE)	Baseline showed higher % of pupils working below expected in R and Y2	HT	Autumn Term: Academic Mentor applied for at end of September. Notified there was nobody for us and this would be reviewed for Jan start. Notification in Dec that again there was nobody suitable so Feb 2021 would be earliest start date. Since found someone suitable but Teach First unwilling to take any more applicants ! Next step to explore National Tutoring programme options to support these cohorts

Wider strategies i.e. Behaviour approaches, recommendations made in “Safe, Happy, Settled”.

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
G	See First Box- Co Jos programme						
I							
J							

Overall cost of actions taken:

Barrier	Action/ resource	Cost
A	Commando Joes	£1750
B	Seesaw Digital Platform	£720
C	Learning by Questions	£1000
D	WRM	£95
E	Academic Mentor	£9000
F	MyOn and Accelerated Reader at home	£2364
	Total cost	£14929

Additional funding supporting provision

Further interventions such as Nurture group, Lego Therapy, Connecting with Children and Accelerated reader in school are funded through COL and Pupil Premium.

Governance – monitoring the effectiveness of the Catch up Premium Strategy

As with all school funding, governors need to be aware of what it is to be spent on, why and the impact of the spending. It may be a good idea to involve the same governors who are involved in monitoring the use of pupil premium funding, as they should be used to the format used.

Governors involved: – Chair of Governors; – Vice-Chair of Governors;– Head Teacher
Committee meeting dates Autumn: December 2020 Spring: Summer:
Autumn summary Briefly state what was discussed and the outcome.
Spring summary
Summer summary