

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

Updated 20.01.21

## **Funding allocation (Mainstream Schools)**

*Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.*

## **Payments**

*This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil head count from the October 2020 census.*

*The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of **£46.67** per pupil. A further £33.33 per pupil will be paid during the summer term 2021.*

*Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.*

*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**

*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](#). (See also [EEF - School Planning Guide 2020-21](#) )*

*Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.*

## **Accountability and monitoring**

*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. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)*

## 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	Val Hindmarch

## 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 15<sup>th</sup> June- Y6 first, followed by Y1 bubble on 22<sup>nd</sup> June and Reception bubble on 29<sup>th</sup> 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 3<sup>rd</sup> 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**

	<b>Barrier</b>	<b>Desired outcome</b>
<b>Teaching priorities</b>	<b>A</b> 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>B</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.
	<b>C</b> 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.
<b>Targeted academic support</b>	<b>D</b> 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.
	<b>E</b> 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.
	<b>F</b> 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.
<b>Wider Strategies</b>	<b>G</b> 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 ( <b>autumn, spring, summer</b> )
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 needs of all pupils.	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	<b>Autumn term:</b> 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. <b>Spring:</b> Data section of Co Jo website is now ready to input for the summer term. Due to staffing instability and issues with the site, this took longer than anticipated. Staff have commented upon the positive feedback from children about the programme and has allowed staff to focus upon positive social and emotional areas of learning. Children are enjoying the programme and teachers comment upon positive improvement in communication and teamwork.

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>	<p>Parents/carers and children can easily access high-quality resources which make learning accessible for all.</p>	<p>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>	<p>£0</p> <p>£720 cost for the year for Y1-6 (EYFS continue use of Tapestry and Dojo)</p>	<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>	<p>DHT (VC)</p> <p>ICT lead (ZC)</p>	<p><b>Autumn Term</b> : Increased usage of Class Dojo and Dojo portfolios to set and receive work when children are isolating. As a result, trackers show increased usage with engagement in remote learning being 70%+ for most classes. (in summer term 2020 engagement was 30-40%)</p> <p><b>Spring Term 1</b>: 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> <p><b>Summer</b> : Year 4 and Year 5 are using SeeSaw weekly and are now familiar and confident with this approach. Other classes will be using in Summer 2, utilising and ensuring that the platform supports learning across the curriculum.</p>
C (ADDED IN SPRING TERM)	<p>Learning By Questions Resource to support staff in Key Stage 2 in closing gaps, tracking and assessing knowledge in core and foundation curriculum subjects.</p>	<p>Using question sets allows teachers to quickly baseline, track and identify gaps in knowledge, providing individualised and timely</p>	<p>Education Endowment Fund Toolkit- Feedback (+8) and Digital Technology (+4)</p>	<p>£1000 (for use in Key Stage 2)</p>	<p>-Ofsted AFI -Curriculum plans show that most children have missed key knowledge and skills needed as part of the full curriculum offer.</p>	<p>ICT LEAD (ZC)</p>	<p><b>Spring Term</b>: This approach is being trialled by Y4 and Y5 in order to be rolled out across KS2 later in the term. Staff have had appropriate training and are utilising to support knowledge retrieval. This will be monitored, used as part of formative assessment approaches and feedback from teachers obtained.</p>

		feedback, to move learning on more rapidly and plan/ intervene more effectively.			- Baseline showed 50% of children in cohorts were working below expected due to summer term closures.		Summer Term: Y4 and Y5 continue to use the programme although staffing issues have meant this has not been embedded as effectively as we hoped. Next year, Y5 and y6 will use the programme to support EGPS and Maths. Focus upon boys and SEND as target groups where VA is lower.
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**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>	<p><b>Autumn 2020</b> All classes are having daily dedicated time in the timetable on basic skills. Start time of school is from 8:30am. HLTA and dedicated TA have not had the impact due to absence from October (Covid related) which has negatively impacted upon intervention.</p> <p><b>Spring 2021</b> Use of isolating teacher and TA to work with children remotely to provide intervention and daily reading time for this children needing to isolate. Maths lead has worked with each class teacher on tracking and identifying gaps once children arrived back into school following the second lockdown, including identifying and providing support for lowest 20% which have been identified.</p> <p><b>Summer 2021</b> All staff have started online White Rose maths training linked to concrete and pictorial methods to</p>

							support learning for children with SEND/ lower down in school. This to be continued next year.
E	Accelerated Reader and Home and MyOn Reading library and resource purchased and staff trained in use.	Progress to accelerate termly to ensure pupils close the gap between current attainment and ARE in reading	Reading Comprehension Strategies (+6) Digital Technology +4	£2364	On average less than 50% of our children accessed remote learning/ reading during summer closure. Baseline showed 50% of children in cohorts were working below expected due to summer term closures.	Reading lead (JN)	<p><b>Autumn 2020</b> All staff completed training on using MyOn remotely, setting tasks for Remote learning and integrating into the teaching of the full curriculum. Children shown how to use it.</p> <p><b>Spring 2021</b> Children regularly accessed MyOn for reading during the Spring lockdown. Y1 utilised reading through Oxford Owl. Y2 19/26 children (73%) Y3 23/30 ( 76%) Y4 17/27 (63%) Y5 23/29 (79%) Y6 22/29 (75%)</p>
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	<p><b>Autumn Term:</b> 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</p> <p><b>Spring Term:</b> Notification that we had been unsuccessful in securing an academic mentor. After researching options, HT met with Teaching personnel and through analysis of data from children returning to school following the second lockdown, a face to face tutor was employed to</p>

	<p>Nuffield Early Language intervention to be used in Reception to support Communication.</p>						<p>deliver targeted 2/3 to 1 intervention in Reading ( children in Y4,5 and Y2).  Summer : 8 children from y2, 9 children from Y4 and 12 children from y5 identified with teachers for Catch up in R and W.  Y2: 50% made expected or better progress in Reading(38% good), 88% made expected or better progress in Writing (50% good)  Y4: All made expected progress in reading and writing with 33% making good progress  Y5: Focus upon Writing.  66% made good progress with 33% Expected.</p> <p><b>Autumn Term:</b> Successful application for the NELI programme. Two Early years teachers have just completed training, ready to assess and deliver intervention in Spring term.</p> <p><b>Spring Term:</b> Due to second lockdown, delay in beginning intervention. Teachers re-assessed children from 8/3/21 and 5 children identified for the intervention. This began in April 2021. Impact and progress to be reported upon in Summer 2021.  Summer 2021- GLD for R was 58% ( in line with national)</p>
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**Spring summary**

Governors and SLT met weekly ( virtually) during the Spring term lockdown to keep up to date with remote learning, wellbeing, curriculum and safeguarding. Pupil progress data on return from second lockdown showed additional gaps in learning and progress stalling. SLT to ensure that data presented in the summer term is moderated/ standardised, with increased consistency ( due to staffing instability, data has been inconsistent in some year groups). Headteacher informed governors that a tutor had began focused intervention in school running from 8 to 5, 3 days a week. Data to show impact will be presented in the summer term before HT and governors decide on whether to continue to use the programme into Autumn 2021.

**Summer summary**