

Woolenwick Infant and Nursery School Catch-Up Premium Strategy

Strategy Statement			
<p>The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020-2021 academic year, to ensure that schools have the support they need to help all pupils make up for lost teaching time. Although, all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been most affected. The funding is provided for children from Reception to Year 2.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a support guide for schools with evidence-based approaches to catch for all pupils. The school has used this document to help inform their additional funding in the most effective way.</p>			
Summary Information			
Academic Year	2020-21	Catch-Up Funding Received 2020-21 25% to be paid on 30 September 2020 Two further instalments to follow based on census figures from October 2020	£14,160 (£80.00 per pupil.) This is paid in three termly instalments. For the Autumn term (30 th September) we will receive £3,540.
Total number of pupils	210	% Disadvantaged Pupils	16.2%

Contextual Information (if any)
<p>Disadvantaged: 34 PPG (16.2%) The proportion of FSM: 27 (12.9%) There are 3 children looked after in the school. The proportion of SEND: 7 (3.3%) EAL: 21 (10%) EHCP: 2 and another 2 in progress The number of children/ families registered with a Social Worker: 4</p>

Summary of Catch-up Strategy

Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i>	
1	<p>To ensure that the recovery curriculum is planned, delivered and assessed in such a way that all children are provided with quality first teaching, with the opportunity to 'catch up,' with any lost learning due to Covid-19, whilst ensuring that they also receive a broad and balanced curriculum that is appropriate to their age and /or ability.</p> <p>To ensure that all pupils are attending school regularly and are emotionally supported and ready to re-access formal learning.</p> <p>To ensure that mental health and wellbeing of all pupils is appropriately supported and developed.</p>
2	<p>To ensure quality targeted provision (1:1 and or Small group) is planned, delivered and assessed in such a way that identified children make accelerated progress.</p>
3	<p>To ensure that the school continues to work closely with external agencies to access the support for pupils/ families.</p>

Summary of Intended Outcomes	
1	<p>By end of Spring term children should, with quality first teaching and support where required, have regained academic confidence to resume their learning at their expected key stage/level.</p> <p>Any children identified as not meeting this expectation receive further targeted intervention.</p> <p>Children relish returning to school, settling back into new routines and following behavioural expectations with immediate effect.</p> <p>Positive impact of strategies implemented to support children's mental health, well- being, personal, social and emotional development.</p>
2	<p>Targeted provision (1:1 and or Small group) will have greatest impact on accelerating the progress of identified children.</p> <p>Children in Year 1 and 2 who will be expected to undertake summative and formalised assessment throughout the year which will identify to have the support to close any gaps that have occurred to ensure they are ready to approach their testing with confidence. The school expects, over the course of the year, to be able to guide the children to a point where outcomes are broadly in line with previous years.</p>
3	<p>The school will continue to receive effective support from different agencies/ services so that pupils and families are successfully supported.</p>

Summary of Catch-up Strategy

PRIORITY 1: QUALITY FIRST TEACHING AND WHOLE SCHOOL STRATEGIES					
Action	Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Intended outcomes and success criteria	Staff lead	Monitoring:
Supporting outstanding teaching in light of adaptations made to teaching delivery due Covid-19 restrictions	Continued, thorough and focussed monitoring programme in place. Clear focus on key priorities and shared with staff. Training/CDP for staff as required. Facilitated either remote CPD or led by SLT with social distancing measures in place.	Across all classes Identify pupils via teacher assessments	SLT and Maths/English/Phonics leaders will be able to see the quality of practice taking place, observe the progress of the children and content being taught and support where necessary. All staff are aware of new processes and changes to core subject delivery and curriculum implementation, 'back to basics.'	Subject Leaders	Monitoring calendar in place and shared with all staff. Learning walks and observations recorded Feedback and for individuals. Meetings where support is required with actions and review date set.
Effective transition supports Recovery curriculum	Transition in place for children. Phased Transition plans for EYFS. Individual support for children with additional needs – bespoke plans where required. Year 2 children to have Year 1 teachers to ensure continuity.	All classes Individuals requiring additional support	Effective transition will have a significant impact on the children and make them feel more comfortable and familiar with their new setting to enable successful start. Staff build/ maintain trusting and respectful relationships with children quickly to enable successful learning.	All Educators	Learning walks, tracking attendance and discussions with staff to ensure every child has settled into school quickly. Ensure plans are in place for individual children requiring further support/individualised plans.
Make short term adaptations to the intended school's curriculum and ensure its implementation enables pupils to get back on track with their learning	CPD; curriculum adjustment and delivery; use of formative assessment in English and HfL Essential Maths 'Back on Track materials.' Implement revised teaching programmes and identification of key content and missed coverage. Valid, reliable, purposeful 'Assessment for Learning' (use of formative assessment to expose and address gaps in children's learning.)	All classes Addressing communication and Language for EAL pupils and Nursery	Children will 'catch up' learning missed without missing expectations of their current year group. Robust assessment will identify Gaps in their learning. They will be addressed in teachers' planning to allow 'Catch Up.' Assessment is an ongoing process and ensures that children's progress continues and they meet age related expectations.	Subject Leaders Maths English	Monitoring (book scrutiny, moderation, pupil voice) in place and shared with all staff. Feedback and for individuals. Meetings where support is required with actions and review date set.
Ensure there is a wide range of opportunities to support children's personal, social and emotional development	High quality learning environment which develops quality interactions between adults and children so that any gaps in provision are managed. E.g. Daily mindfulness, Yoga, Nurture groups Targeted provision (1:1/small group) Philosophy project and well-being initiative to develop community cohesion.	All classes Individuals requiring additional support	Children's individual social, emotional, mental health needs will be addressed/supported to enable successful learning.	SLT	Monitoring calendar in place. Positive results from pupil surveys Start and end of intervention to measure progress Discussions with staff/families before, during and after intervention to measure progress/improvements Use of Provision Map to track interventions and progress.

Summary of Catch-up Strategy

PRIORITY 2: TARGETED PROVISION					
Action	Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Intended outcomes and success criteria	Staff lead	Monitoring:
Using data (pre lockdown) Feb 2020 AM7 data and September 2020 formative assessment/ baseline data to track which children are not on track to make progress from prior attainment	Valid, reliable, purposeful formative assessments/ baseline data underpin effective teaching and ensure progress for every child. Pupil progress meetings are used to consider the gaps in children's learning and identify appropriate interventions.	All classes	'Assessment for Learning;' use of formative assessment to expose and address gaps in pupils' learning.	SLT	Each term Initial pupil progress meetings during and end of Autumn term
Small group/1-1 Targeted Provision during school day	Implementation of effective, evidence-based intervention programmes (small group and/or one to one) Interventions focused on identified, specific needs; support delivered by appropriately trained staff; interventions carefully timetabled to avoid narrowing of the curriculum; timely monitoring of intervention programmes to track progress.	Children across the school identified requiring support in English, Speech and Language, Maths	Misconceptions addressed individually during intervention sessions. Compensate for the negative impact of school closures. Accelerate the progress of identified pupils. Referrals to outside agencies: work closely with external SEND professionals such as speech and language therapists, VI and PNI Advisors, Greenside outreach support so that all children and families are successfully supported.	SLT JV DC TB	Summative and formative assessment Moderation Work in class/books to show application Pupil progress meetings Learning walks/observations Tracking of interventions using Provision Map
KS1 – To provide additional phonics teaching in Year 2, to support children unlikely to achieve the pass mark, in the Y2 phonics screening in November	Additional targeted phonics intervention 10 minutes daily small group/1-1 delivered by trained staff. Phonics Leader to liaise with Y2 class teachers to plan additional phonics teaching to support pupils to consolidate and secure phonic knowledge and skills. Resources to enable successful intervention	Children across Year Two cohort identified requiring support in phonics	All identified Year Two, children achieve the pass mark for the phonics screening test, by the end of Summer term 2021.	Y2 class teachers Phonics Leader	Moderation Work in class/books to show application Pupil progress meetings Liaise with class teacher Learning walks/observations Phonics tracker in place Tracking of interventions using Provision Map

Summary of Catch-up Strategy

PRIORITY 3: WIDER STRATEGIES					
Action	Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Intended outcomes and success criteria	Staff lead	Monitoring:
Access effective support from different agencies/ services	Inclusion Leader uses leadership time to work with external agencies where required. E.g. VI / PNI advisor, Speech and Language Therapist, autism advisors to support identified children with speech and language needs and those with EHCP Plans. The school will continue to receive effective support from different agencies/ services so that pupils and families are successfully supported. Increase contact with disadvantaged/ vulnerable families.	Children and families across the school identified requiring support	Support from different agencies/ services is effective so that the needs of children and families are successfully met.	Inclusion Leader	Work in class/books to show application Pupil progress meetings Liaise with class teacher Learning walks/observations Tracking of interventions using Provision Map
Contingency planning for Covid-19 outbreaks, lockdown or when children are at home isolating	Support children's learning through a blended approach combining a mixture of remote online learning and differentiated activity booklets. Teachers weekly planning takes account of the possibility of children isolating. Purchase online platform 'Seesaw' so that learning continues at home. Identify and support families by providing relevant tech or paper copies of learning materials.	All year groups	Learning continues in the event of a lockdown or isolation period. This covers the breadth of the curriculum. Coverage of learning mirrors the face-to-face provision for children in school. Staff provide feedback which parents are able to access and provide support.	IT Subject Leader IT technician	Pupil progress meetings Discussions with parents and children Engagement levels
Logins for educational resources for home use (already used in school)	Parents to be sent their child's logins to ensure access can be gained at home to enhance and consolidate learning. Staff to ensure every child has logins and parental access where required.	All year groups	Parents able to assist their child/ren to access and support with home learning.	Subject Leaders	Monitor parental sign up and engagement Seesaw At parent consultation ensure children have access to resources and parents asked how often it is used. Monitor engagement with resources, monitoring of home learning completed
Attendance - Support for Parents	Monitoring and tacking system in place. Telephone parents and implement attendance procedure including PAPs.	Persist absentees i.e., typically attendance which is below the national average.	High attendance will ensure access to all lessons and interventions planned.	Inclusion Leader	Weekly tracking of attendance. Spread sheet for attendance and action taken for any child falling below 96%. Continue with systems and process already in place