Covid-19

Catch-Up Premium Report

December 2020

<div align="center">

Summary

</div>

In June, a £1 billion fund for education was announced by the government.

Further guidance has now been released (https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium) showing that the money is split between a catch-up premium and a national tutoring scheme.

The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census and will not include Nursery numbers, meaning Woodlands Academy will be in receipt of £15,040. This breakdown is detailed in the table below:

Breakdown					
Total number of pupils:	188	Amount of catch-up premium received per pupil:	£80	Total catch-up premium budget:	£15,040

The spending of this money will be down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students.

Planned Expenditure

At Woodlands, this money will be used in order to:

Catch-up Strategies	Approximate cost.
Purchase Google Chromebooks which will be used to support learning in class and engage children in the curriculum whilst reinforcing key reading, writing and maths skills.	£5,000
Pay the top up fee to access the subsidised national mentoring programme for disadvantaged pupils and others who are identified as needing "catch up" in their learning.	£3,505.22
Fund additional support staff to develop the outcomes of children who have been identified as needing "catch up" in their learning.	£5448
Total	£13,953.22

Aims

- ✓ Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March. This means that if a child was working at an age-related expectation in a subject in March they are working at least to an age-related expectation in that same subject by the end of the year.
- ✓ By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year.
- ✓ The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.

Catch up at Woodlands is not:

- Cramming missed learning
- Pressuring children and families into rapid learning
- Only teaching Reading, Writing & Maths

<div align="center">

A detailed catch-up plan based on baseline data collected at the end of Autumn 1 is available below.

</div>

Woodlands Academy Whole School Catch-up Plan – November 2020

NB: Following an unprecedented year with Covid and lockdown, it was important to identify the gaps in learning and ensure that our pupils were ready to learn. After a transition back to school and the teaching & learning of the Ealing Recovery Curriculum, we are now looking at how best to support our pupils with the gaps in their learning due to the time out of school. These gaps have been identified as overall trends across the school following Pupil Progress Meetings with individual class teachers & SLT. A combination of data from the end of Autumn 1 and feedback from teachers was also taken into account.

	Reading	Writing	Maths	GPS
What are the key gaps that have been highlighted in this Subject area?	➢ Decoding using Phonics ➢ Key reading skills: inference, retrieval etc. ➢ Comprehension fluency & pace ➢ Reading habits – books not being sent home due to Covid. ➢ Vocabulary knowledge	➢ Letter formation and handwriting ➢ Spellings ➢ Editing writing ➢ Structure of writing	➢ Key Mathematical skills: Number, fractions, decimals, percentages, geometry etc. ➢ Problem solving ➢ Times tables	➢ Spellings ➢ Punctuation ➢ Grammar
How are these gaps going to be addressed?	✓ Whole Class Phonics teaching following our new Woodlands Phonics Structure (KS1). ✓ Phonics Interventions for pupils with most needs. ✓ KS2 Phonics – to begin following staff training from Phonics Team. ✓ Reading To Learn / daily comprehension (Y6) lessons where key skills are a focus. ✓ Raising the profile of Bug Club so that pupils have access to a range of books online which can be monitored by teachers. ✓ English Consultant, Fiona Oakley to lead staff training on ways to boost 'reading for pleasure' through educational technology. ✓ Videos to be created for parents to support their children read at home – Fiona Oakley. ✓ Use of PM Benchmark – 1:1 assessment with all children across the school (starting with most needs) to give us a more accurate picture of reading ages and level of book bands. Staff need to be trained on this first. ✓ Teach First Programme – A full-time mentor to be placed in Woodlands Academy to support 1:1 & small group interventions for key pupils to need the most urgent catch up.	✓ Twinkl handwriting scheme used across school for weekly handwriting sessions. ✓ Purchase of some resources to support mark making/letter formation in EYFS – e.g. light boards (inexpensive). ✓ Teaching using the Woodlands Writing Journey – focusing on features/structure of genres and editing and improving stages. ✓ Shared & guided writes in whole class teaching. ✓ 1:1 and small group support from Teachers & TAs. ✓ New Writing Publishing books to support the process of writing, editing & publishing. ✓ High quality key texts mapped across the curriculum. ✓ Use of visualisers to share writing in class & edit together. ✓ English Consultant, Fiona Oakley to lead staff training on writing. Focus will depend on staff needs – SM/JK to survey staff. ✓ Teach First Programme – A full-time mentor to be placed in Woodlands Academy to support 1:1 & small group interventions for key pupils to need the most urgent catch up.	✓ Use of Power maths planning & online resources to raise expectations in maths & provide consistency across the school. ✓ 1:1 and small group support from Teachers & TAs. ✓ Use of online resources to engage pupils e.g. Times Tables Rockstars, Busy Things, J2Blast. ✓ Raising the profile of times tables – fortnightly competitions & TTRS website to celebrate leaderboards. ✓ Whole class catch-up teaching covering identified areas of previous year group curriculum before covering current curriculum as needed throughout the year.	✓ See 'writing' for spelling gaps. ✓ Punctuation to be addressed through writing lessons and interventions. ✓ Explicit teaching of punctuation & grammar through timetabled short lessons or early morning work. ✓ Grammar focus weeks as planned by English lead. ✓ More GPS tasks for home learning. ✓ Use of online resources to engage pupils e.g. Busy Things, J2Blast etc. ✓ Use of visualisers to focus on punctuation & grammar when editing. ✓ Teach First Programme – A full-time mentor to be placed in Woodlands Academy to support 1:1 & small group interventions for key pupils to need the most urgent catch up.
How will Chromebooks be used to help close gaps?	◉ Whole class / small group / 1:1 interventions using Bug Club to focus on comprehension skills and reading opportunities. ◉ Use of Google assistive tools for pupils with SEND e.g. 'Summarize This' which will summarise key info from a text and 'text to speech'. ◉ Use of Book Creator app to create & read books.	◉ Using Google Docs to write. ◉ Writing in collaboration to support 'shared write' in the classroom. ◉ Editing using technology: Google docs (red wiggly line) – KS2 ◉ Use of Google assistive tools for pupils with SEND e.g. 'text to speech' and 'speech to text'. ◉ Spelling interventions – whole class, small groups or 1:1 using j2Blast, Busy Things etc.	◉ Whole class / small group / 1:1 interventions using Times Table Rock Stars & J2 Blast. ◉ Use of Google assistive tools for pupils with SEND e.g. 'Text to speech' which will read mathematical questions for pupils.	◉ Whole class / small group / 1:1 interventions using online resources e.g. Busy Things, J2e etc. ◉ Writing in collaboration to support 'shared write' in the classroom. ◉ Editing using technology: Identifying errors in grammar & punctuation when writing in Google docs (red wiggly line) – how can we use self-help strategies? (KS2)