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COVID CATCH-UP PLAN 2020-2021

Catch-Up Premium Plan

Woodhouse Academy

Summary Information					
School	Woodhouse Academy				
Academic year	2020-21	Total Catch-up Premium	£35,680	Number of pupils	442

Guidance	
<p>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 are likely to be those 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.</p> <p>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.</p>	
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 curriculum expectations for the next academic year.</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 coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this evidence 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"> Supporting great teaching Pupil assessment and feedback Transition support Welfare support <p>Targeted approaches</p> <ul style="list-style-type: none"> One to one and small group tuition Intervention programmes Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> Supporting parent and carers Access to technology Longer term support

Identified impact of lockdown	
Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, "behind".</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
Writing	<p>Children haven't necessarily missed "units" of learning in the same way as Maths, however they have lost essential practising of writing skills. SPAG specific knowledge has suffered, leading to lack of fluency in writing. Pupils have found it harder to maintain writing throughout lockdown. They appear to lack stamina, speed and fluency in their writing since lockdown. KS3 remains a focus, due to entry and cumulative data indicating a weaker cohort.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected. Children whose attendance was low prior to lockdown continue to be the same now – this remains a focus area. Similar area of focus with KS3, particularly year 7, which is deemed a weaker year.</p>
Wider Curriculum	<p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. The experience pupils received during lockdown in relation to foundation subjects has understandably been influenced by family experience and confidence. Some pupils undertook very interesting ICT, Art, D&T projects with a family member of great value. Pupils have also missed out on the curriculum experiences eg trips, visitors and powerful curriculum moments.</p>

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

i) Teaching and whole-school strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching</u></p> <p>All subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</p> <p style="text-align: right;">£1,692</p>		<p>JM/DF</p> <p>JM/SH/BM/PK</p>	
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Introduction of Whole School writing programme to build resilience and speed in writing. Training the lead on this and subsequent resources (Jayne Considine)</p> <p style="text-align: right;">£1360</p>		<p>BM</p>	
<p><u>Transition support</u></p> <p>Parents are provided with value information about school to allow them to make informed choices about school selection in ready for end of Y4 transition.</p> <p>Children who are joining school from different settings or who are beginning their schooling with Woodhouse Academy have an opportunity to become familiar and confident with the setting before they arrive.</p> <p>Pupils transitioning to BHS are supported with choices for their future</p>	<p>Website provision to enable parents and students to make informed decisions about schooling ‘Our School Videos’</p> <p style="text-align: right;">£2,500</p> <p>SEN and pastoral leads time to arrange alternative provision</p> <p style="text-align: right;">£350</p> <p>Training and time for new careers lead in school</p> <p style="text-align: right;">£178</p>		<p>JM/All teachers</p> <p>EG/PG</p> <p>BP</p>	
			Total budgeted cost	£6,080

ii) Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Rapid additional support available to pupils when teaching staff have identified gaps in Maths	Upskill TA (course) to work in the Maths department at the direction of the Head of Maths £150		DG	
<u>Intervention programme</u> Appropriate interventions, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths, skills and application of number. Support in place for pupils to address gaps in knowledge or barriers to learning swiftly and to make progress Reading programme in school to deliver quality support to those who have struggled through lockdown	KS2 Rapid Reading Online £360 KS3 Rapid Plus £408 4 x weekly intervention slots (virtual also) £6,527 LAC subscription and resources (e.g. SPAG) £300 Daily reading sessions with librarian and TA during non-teaching times		KA/SP KA/SP KA/SP GG/PS	
Total budgeted cost				£7,745

iii) Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Home learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home learning.</p> <p>Children have access to appropriate stationery and paper based home learning if required so that all can access learning irrespective of ability of child/ parent to navigate the online learning.</p> <p>Vulnerable groups in school supported with additional activities to promote mental health well being</p> <p>Parents have direct access to HSLW</p>	<p>Home learning content set up and time provided for staff to arrange. Pupils having access, at all times, even if live lessons are disrupted</p> <p style="text-align: right;">£645</p> <p>Books purchased for CPD of HSLW to support parents and students during lockdown</p> <ul style="list-style-type: none"> • How To Listen • Mindfulness Journey for Teens • Growth Mindset Parenting Guide <p style="text-align: right;">£85</p> <p>Home learning paper packs are printed and ready to distribute for children. Stationery packs are to be purchased and set aside for children to take home when home learning occurs.</p> <p style="text-align: right;">£1000</p> <p>Purchase of planters and gardening equipment to work with pupils</p> <p style="text-align: right;">£150</p> <p>Supporting with timetabled provision, packs printed off and laptops delivered home where needed</p> <p style="text-align: right;">£183</p>		<p>JM</p> <p>ET</p> <p>AC/CS</p> <p>ET/PG</p> <p>ET</p>	
<p><u>Access to technology</u> Pupils to have access to work set on line. Purchase of tablets, SIMS as necessary to support pupils access to ICT</p> <p>All teachers laptops that are equipped with webcams and allow the teachers to access school based resources from home. Teachers</p>	<p>Purchase of additional laptops for home and school learning to access Zoom lessons</p> <p style="text-align: right;">£10,965</p> <p>ALL to receive a laptop supplied by school to support home learning.</p> <p style="text-align: right;">£9,000</p> <p>Purchase internet support package for teacher</p>		<p>AC</p> <p>AC</p>	

facilitate effective home learning with increased capacity to share resources and communicate learning to children.	£75		AC	
Additional Counselling/ Mental Health support capacity.	<p>CPD sessions for HSLW to support welfare of students, and teachers, in school</p> <ul style="list-style-type: none"> • Wellbeing in the workplace (course) • Psychological First Aid (course) • Anxiety: Supporting Teens to Support Themselves (course) <p style="text-align: right;">£250</p> <ul style="list-style-type: none"> • Fortnightly MHST meetings • Teachers offered access to counselling via insurance SLA • Daily calls and support from HSWL and Pupil support 		ET	
Total budgeted cost				£22,352
			Cost paid through Covid Catch-Up	£36,178