

Woodside School
Catch Up Premium 2020 - 2021

In order to support schools with school planning whilst we are in a world pandemic, the Education Endowment Foundation (EEF) has produced two help guidance documents:

“The EEF guide to supporting school planning – A tiered approach to 2020-21”

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf

and

“Covid-19 support guide for schools”

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

These documents suggest schools plan using a 3 tiered approach with respect to planning how to support children to catch-up.

“Catch-up” in this context refers to the children learning the main aspects of the curriculum missed when they were in the first lockdown (March-August 2020.)

This tiered approach describes 3 tiers and the areas of provision within which schools, they suggest, should be focussed on to have the greatest impact this year.

Tier 1: Quality Teaching

“Great teaching is the most important lever schools have to improve outcomes for their pupils” EEF

- High quality teaching for all
- Effective diagnostic assessments
- Assessing pupil’s engagement and well-being
- Sustained professional development
- Planning and providing transition support

Tier 2: Targeted Academic Support

“Evidence consistently shows the positive impact that targeted academic support can have, including those pupils who are not making good progress across the spectrum of achievement” EEF

- Targeted academic support
- Structured 1:1 and small group (linking to classroom teaching)
- Intervention programmes
- Focused intervention for maths and literacy
- Pastoral support

Tier 3: Wider Strategies

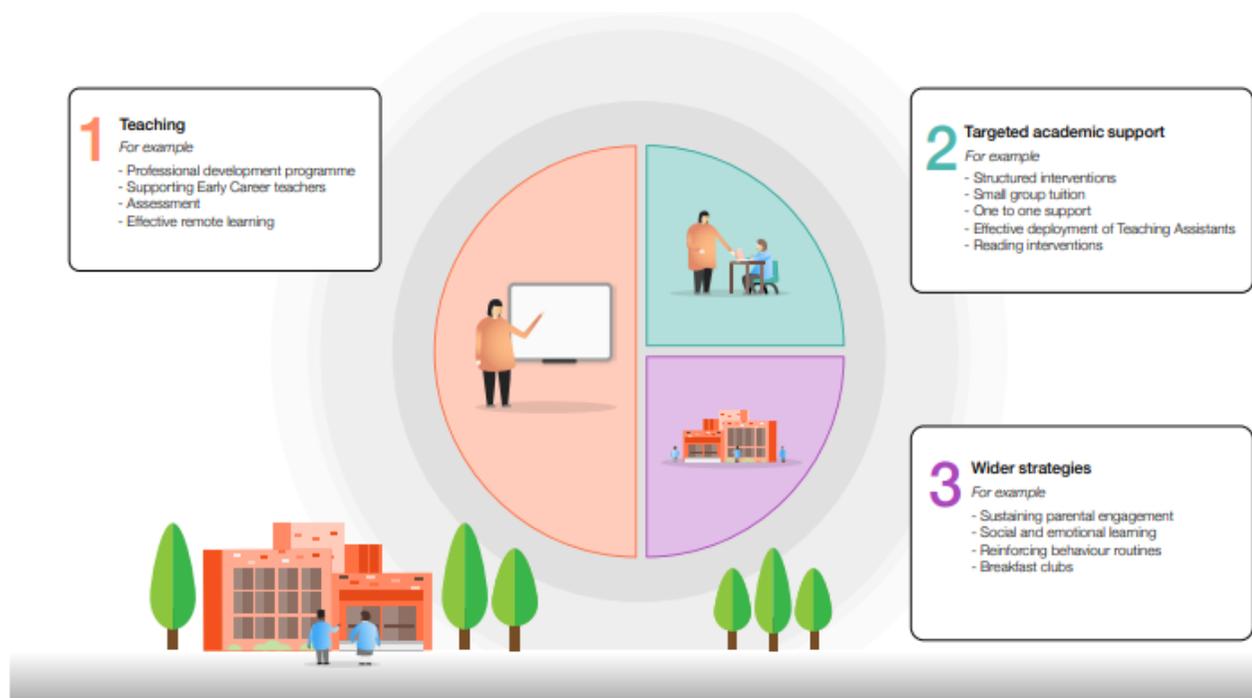
“Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support” EEF

- Wider strategies supporting pupils social, emotional and behavioural needs
- Supporting families and parents with access to technology
- Providing additional books and resources over the summer holiday

It is suggested that the school’s focus should also be split

- ½ on Tier 1
- ¼ on Tier 2
- ¼ on Tier 3

Please see the diagram below.



Catch Up Premium

The Government has allocated funding to each school to support “Catch-up”

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#use-of-funds>

This Dfe guidance states:

*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](#).*

Summary information

School	Woodside School				
Academic Year	2020-21	Total Catch-Up Premium	£48,320	Number of pupils	631

The DFE guidance on catch-up premium references the two school planning documents so we as a school have decided to use the tiers to support our decision-making with respect to how we spend our catch-up premium. These decisions are also guided by our school’s SDP and our determination, as far as possible, to ensure all our children “catch-up” and we do not allow this pandemic to adversely affect any of our children’s academic or emotional development.

The table below details the additional provision we will be putting in place. These will be funded by our “Catch-up Premium.”

The following plan also includes interventions already being funded. These are included as they contribute to our COVID recovery plan.

Catch-Up Premium 2020/2021

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

Tier 1: Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Staff lead	Review date
<u>High quality teaching for all</u> <ul style="list-style-type: none"> All staff to have high quality training Subjects across the curriculum will be planned carefully to ensure that children are taught new learning and have opportunities to consolidate previous learning. This is so that gaps are highlighted and reduced. 	Planned opportunities within staff meetings and PD Days allowing teachers time to research and plan subjects. Opportunities for subject leaders to meet	KW All staff/subject leaders	Termly

	Class teachers to use key strategies in the classroom	All staff	
<u>Effective diagnostic assessments</u> <ul style="list-style-type: none"> Teachers have a clear understanding of gaps in learning and use this to inform assessment for/of learning. Assessments are used to support classroom practise. 	<p>GL assessments in English, maths and spelling (years 1-5) Gaps in learning highlighted and discussed in pupil progress meetings. Interventions planned. (see year group specific plans)</p> <p>Mock SATS used in year 2 and year 6</p> <p>Effective classroom diagnostic assessments</p> <ul style="list-style-type: none"> Verbal questions Quizzes <p>Range of assessment strategies used in class to identify the difference between learning that has been forgotten due to extended absence from the classroom and material that hasn't been learnt properly.</p>	LJ	
<u>Assessing pupil's engagement and well-being</u> <ul style="list-style-type: none"> Teachers to have a clear understanding of their class and to seek help and advice from SENCO/Early Intervention and Social Inclusion Managers, when required. 	<p>SEND – see below</p> <p>Learning mentors to support children from across the school and to deliver specific interventions e.g. No Worries</p> <p>Early Intervention and Social Inclusion Managers to work closely with families to provide support e.g. My Life, Education and Mental Health Practitioner, Art therapy, play therapy and Spectra support</p>	CT	
<u>Planning and providing transition support</u>	<ul style="list-style-type: none"> SPECTRA support Moving Up – games 	KW/GH	

<ul style="list-style-type: none"> Children who are new to our school to have support when they join our school. Support provided to children and parents when making choices about secondary school places. 	<ul style="list-style-type: none"> No Worries specifically for Year 6 (Summer term) focussing on transition to secondary school. Remote discussions and talks for children/parents in relation to secondary schools Key professionals to be invited into school (if possible) 	LH	
<u>SEN</u> <ul style="list-style-type: none"> Teachers to have an excellent understanding of children within their class with SEND needs. Interventions and support specific to their need to be implemented. These interventions will be monitored and assessed through termly PCPs. 	<p>Specific needs of the child to be identified and support provided.</p> <p>Spectra to support school staff re: specific interventions (3hrs) £190.00 – for one session across the school. £190.00 x 6 sessions</p>	CT	

Tier 2: Targeted academic approaches			
Desired outcome	Chosen approach and anticipated cost	Staff lead	Review date
<u>Targeted academic support/ 1:1 and small group intervention</u> Class teachers to identify individuals/groups of children who have specific gaps within their learning/knowledge <u>Intervention programmes focussing on maths, literacy and emotional support.</u> An appropriate maths and literacy intervention will support identified children in reinforcing	Key focus on literacy, maths and social and emotional support Interventions are purchased and staff trained to deliver interventions to individuals/groups of children. See year group specific plans	LJ KW All staff	

their understanding and application of basic skills.			
<p><u>Pastoral support</u></p> <p>Children who struggle with social/emotional needs will be supported by professionals in school e.g: learning mentors, Early Intervention and Social Inclusion Managers</p>	<p>Staff are trained to deliver interventions</p> <p>Children's progress is tracked carefully</p> <ul style="list-style-type: none"> • No Worries • TAMHS Managing Emotions group • Zones of Regulation • Early Years – Incredible Flexible You • Talk about Resources –Developing friendship skills, developing social skills, developing self-awareness and self-esteem. • What to Do Guides (for children) • Board games, social highs and social lows, managing emotions 	<p>CB/KW/LJ</p> <p>SC/LM</p> <p>BW/GS</p>	

Tier 3: Wider Strategies			
Desired outcome	Chosen approach and anticipated cost	Staff lead	Review date
<p><u>Wider strategies supporting pupils social, emotional and behavioural needs</u></p> <p>If a child has to self-isolate, then they will be able to access learning at home. Home learning also included well-being activities.</p> <p>Children will have access to paper copies and stationary of home-learning if required.</p>	<p>Online purchases to support interventions</p> <p>Literacy Shed</p> <p>Bug Club</p> <p>Learning packs are printed and resources made available for all families that require it.</p>	<p>CB/LJ/KW</p> <p>LH</p>	

Phone calls from SENCO, Early Help and Social Inclusion Mangers.			
<u>Supporting families and parents with access to technology</u> Laptops	Laptops	CB/LJ/KW SP MO	
<u>Providing additional books and resources over the summer holiday</u>	N/A		

Catch-up premium 2020 2021						
<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Start date</u>	<u>Resources/cost</u>	<u>Monitoring</u>	<u>How the outcome will be reported/evaluated</u>
Reception						
Quality first teaching for all						
To implement the Nuffield S+L programme (Linked to National Tutoring Programme)	Children who show a weakness in their oral language skills and/or have delayed language development will receive support through targeted intervention.	RH RH/HB SC/FK JO/CR/KW	Initial assessment of children Nov/Dec20 Staff training Jan2021	Free – Government funded The core training content will take around 10 hours to complete and can be undertaken	NELI involves small-group and one-to-one language teaching sessions for reception age children identified as needing targeted language support. Children who would benefit from	Follow-up Language Screen assessment Schools undertake a follow-up assessment with the children who received NELI to review their progress will take place July 2021

	Children's speech and language development will improve as well as their mental wellbeing.		Intervention starts Jan/Feb21 Follow up assessment July21	in a self-paced manner, over a two-week period. Schools are responsible for organising staff release to enable this and for covering any costs incurred.	NELI are identified by an initial app-based assessment of pupils' oral language, called Language Screen. The intervention is delivered over 20 weeks by trained school staff, such as a teaching assistant.	
<ul style="list-style-type: none"> • Early reading and phonics • Fine motor control • Social/emotional 	<p>Quality 1st teaching On-going consultation with SLT Targeted interventions specific to child's needs</p>					Progress is evident and discussed at pupil progress meetings. Tracking/assessments show progress being made. % of pupils making accelerated progress. Monitor well-being and engagement.
Year 1						
<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Start date</u>	<u>Resources/cost</u>	<u>Monitoring</u>	<u>How the outcome will be reported/evaluated</u>
Quality first teaching						
To implement Talk Boost for KS1	Children who show a weakness in their oral language skills and/or have delayed language development will receive support	LJ CT Member of staff in: Yr1/2 JJ	Oct 20	£500 per Talk Boost training session + trainer cost of £250 per ½ training x 2 sessions	Children's progress will be measured and tracked carefully on individual tracking sheets. Children will participate in the	Observations of key children in the classroom environment by LJ and CT.

	<p>through targeted intervention.</p> <p>Children's speech and language development will improve as well as their mental wellbeing.</p>			<p>£1000</p> <p>Extra packs of resources £500</p>	<p>intervention for 9 weeks.</p>	<p>Report outcomes to Headteacher/Associate Head. Progress will also be reported to trustees in meetings when reporting on progress of vulnerable groups/pupil premium.</p> <p>Parents will also have the opportunity to evaluate their child's progress focussing on their language and communication skills.</p> <p>Trustee update</p>
<p>Phonics Reading</p>	<p>All staff to receive training on how to teach phonics.</p> <p>Teachers confidence and ability to effectively teach phonics will improve.</p> <p>Intervention groups to focus on early phonics.</p>	<p>JO</p> <p>JJ</p>	<p>Oct 20</p>	<p>Training Day</p> <p>No cost</p>	<p>Half termly letters and sounds tracker to be completed and discussed with letters and sounds lead.</p> <p>Reading trackers in reception and kS1 to be completed half termly, focussing on phonic phase and banded reading book.</p>	<p>Letters and sounds lead to report to literacy lead.</p> <p>PST results in July 2021</p> <p>PST results reported to LA</p> <p>Report outcomes to Headteacher/Associate Head.</p>

<ul style="list-style-type: none"> • Behaviour • Maths -basic number • Literacy - sentence building and spelling • EAL – basic skills 	<p style="text-align: center;">Quality 1st teaching On-going consultation with SLT Targeted interventions specific to child’s needs</p>					<p>Progress is evident and discussed at pupil progress meetings. Tracking/assessments show progress being made. % of pupils making accelerated progress. Monitor well-being and engagement.</p>
Year 2						
<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Start date</u>	<u>Resources/cost</u>	<u>Monitoring</u>	<u>How the outcome will be reported/evaluated</u>
Quality first teaching						
To implement Talk Boost for KS1	<p>Children who show a weakness in their oral language skills and/or have delayed language development will receive support through targeted intervention.</p> <p>Children’s speech and language development will improve as well as their mental wellbeing.</p>	<p>LJ CT</p> <p>Member of staff in:</p> <p>Yr1/2 JJ</p>	Oct 20	<p>£500 per Talk Boost training session + trainer cost of £250 per ½ training x 2 sessions</p> <p>£1000</p> <p>Extra packs of resources £500</p>	Children’s progress will be measured and tracked carefully on individual tracking sheets. Children will participate in the intervention for 9 weeks.	<p>Observations of key children in the classroom environment by LJ and CT.</p> <p>Report outcomes to Headteacher/Associate Head. Progress will also be reported to trustees in meetings when reporting on progress of vulnerable groups/pupil premium.</p> <p>Parents will also have the opportunity to evaluate their child’s</p>

						progress focussing on their language and communication skills. Trustee update
Phonics/ Reading	All staff to receive training on how to teach phonics. Teachers confidence and ability to effectively teach phonics will improve. Intervention groups to focus on early phonics. Booster groups re: PST and filling gaps	JO JJ	Oct 20	Training Day No cost	Half termly letters and sounds tracker to be completed and discussed with letters and sounds lead. Reading trackers in reception and KS1 to be completed half termly, focussing on phonic phase and banded reading book.	Letters and sounds lead to report to literacy lead. PST results in December 2020 PST results reported to LA Report outcomes to Headteacher/Associate Head.
<ul style="list-style-type: none"> • Behaviour/emotions • Maths - Number facts, 4 operations • Literacy - Handwriting, Spelling • EAL 	Quality 1 st teaching On-going consultation with SLT Targeted interventions specific to child's needs					Progress is evident and discussed at pupil progress meetings. Tracking/assessments show progress being made. % of pupils making accelerated progress. Monitor well-being and engagement.

Year 3						
<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Start date</u>	<u>Resources/cost</u>	<u>Monitoring</u>	<u>How the outcome will be reported/evaluated</u>
Quality first teaching						
To implement Talk Boost for Year 3	<p>Children who show a weakness in their oral language skills and/or have delayed language development will receive support through targeted intervention.</p> <p>Children's speech and language development will improve as well as their mental wellbeing.</p>	<p>LJ CT</p> <p>Member of staff in:</p> <p>Yr3/4</p>	Spring2021	<p>£500 per Talk Boost training session + trainer cost of £250 per ½ training x 2 sessions</p> <p>£1000</p> <p>Extra packs of resources £500</p>	Children's progress will be measured and tracked carefully on individual tracking sheets. Children will participate in the intervention for 9 weeks.	<p>Observations of key children in the classroom environment by LJ and CT.</p> <p>Report outcomes to Headteacher/Associate Head. Progress will also be reported to trustees in meetings when reporting on progress of vulnerable groups/pupil premium.</p> <p>Parents will also have the opportunity to evaluate their child's progress focussing on their language and communication skills. Trustee update</p>
Phonics/reading	Children who haven't passed their PST test are able to read fluently and apply knowledge when reading.	JO	January 21	<p>Phonically decodable reading books</p> <p>Phonics Bug</p>	Children will be assessed on their phonics stage and tracked carefully.	Assessments to be shared with class teacher and JO.

<ul style="list-style-type: none"> • Maths – 4 operations, number facts, multiplication facts • Literacy - spelling • EAL 	<p style="text-align: center;">Quality 1st teaching On-going consultation with SLT Targeted interventions specific to child’s needs</p>					<p>Progress is evident and discussed at pupil progress meetings. Tracking/assessments show progress being made. % of pupils making accelerated progress. Monitor well-being and engagement.</p>
Year 4						
<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Start date</u>	<u>Resources/cost</u>	<u>Monitoring</u>	<u>How the outcome will be reported/evaluated</u>
Quality first teaching						
To implement Talk Boost for Year 4	<p>Children who show a weakness in their oral language skills and/or have delayed language development will receive support through targeted intervention.</p> <p>Children’s speech and language development will improve as well as their mental wellbeing.</p>	<p>LJ CT</p> <p>Member of staff in:</p> <p>Yr3/4</p>	Spring2021	<p>£500 per Talk Boost training session + trainer cost of £250 per ½ training x 2 sessions</p> <p>£1000</p> <p>Extra packs of resources £500</p>	Children’s progress will be measured and tracked carefully on individual tracking sheets. Children will participate in the intervention for 9 weeks.	<p>Observations of key children in the classroom environment by LJ and CT.</p> <p>Report outcomes to Headteacher/Associate Head. Progress will also be reported to trustees in meetings when reporting on progress of vulnerable groups/pupil premium.</p> <p>Parents will also have the opportunity to evaluate their child’s</p>

						progress focussing on their language and communication skills. Trustee update
<ul style="list-style-type: none"> Maths - 4 operations, number facts, multiplication facts Literacy - spelling 	<p style="text-align: center;">Quality 1st teaching On-going consultation with SLT Targeted interventions specific to child's needs</p>					Progress is evident and discussed at pupil progress meetings. Tracking/assessments show progress being made. % of pupils making accelerated progress. Monitor well-being and engagement.
Year 5						
<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Start date</u>	<u>Resources/cost</u>	<u>Monitoring</u>	<u>How the outcome will be reported/evaluated</u>
Quality first teaching						
To implement Talk Boost for Year 5	Children who show a weakness in their oral language skills and/or have delayed language development will receive support through targeted intervention. Children's speech and language development will improve as well as	LJ CT Member of staff in: Yr5/6	Spring2021	£500 per Talk Boost training session + trainer cost of £250 per ½ training x 2 sessions £1000 Extra packs of resources £500	Children's progress will be measured and tracked carefully on individual tracking sheets. Children will participate in the intervention for 9 weeks.	Observations of key children in the classroom environment by LJ and CT. Report outcomes to Headteacher/Associate Head. Progress will also be reported to trustees in meetings when reporting on progress of vulnerable groups/pupil premium.

	their mental wellbeing.					Parents will also have the opportunity to evaluate their child's progress focussing on their language and communication skills. Trustee update
<ul style="list-style-type: none"> • Reading • Spelling • Managing emotions and behaviour 	Quality 1 st teaching On-going consultation with SLT Targeted interventions specific to child's needs					Progress is evident and discussed at pupil progress meetings. Tracking/assessments show progress being made. % of pupils making accelerated progress. Monitor well-being and engagement.
Year 6						
<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Start date</u>	<u>Resources/cost</u>	<u>Monitoring</u>	<u>How the outcome will be reported/evaluated</u>
Quality first teaching						
To implement Talk Boost for Year 6	Children who show a weakness in their oral language skills and/or have delayed language development will receive support through targeted intervention.	LJ CT Member of staff in: Yr5/6	Spring2021	£500 per Talk Boost training session + trainer cost of £250 per ½ training x 2 sessions £1000	Children's progress will be measured and tracked carefully on individual tracking sheets. Children will participate in the intervention for 9 weeks.	Observations of key children in the classroom environment by LJ and CT. Report outcomes to Headteacher/Associate Head. Progress will also be reported to

	Children's speech and language development will improve as well as their mental wellbeing.			Extra packs of resources £500		trustees in meetings when reporting on progress of vulnerable groups/pupil premium. Parents will also have the opportunity to evaluate their child's progress focussing on their language and communication skills. Trustee update
<ul style="list-style-type: none"> • Reading • Spelling • Managing emotions and behaviour • Resilience group • Transition 	Quality 1 st teaching On-going consultation with SLT Targeted interventions specific to child's needs					Progress is evident and discussed at pupil progress meetings. Tracking/assessments show progress being made. % of pupils making accelerated progress. Monitor well-being and engagement.

