

Woodsetton School Catch- Up Premium 2020/21

Summary information					
School	Woodsetton School				
Type of SEN	MLD / Complex	Total Catch-Up Premium	£24,720	Number of pupils	108
Academic Year	2020-21	Date of last review	March 2021	Date of next review	July 2021

Guidance

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 have been among those hardest hit. The aggregate impact of lost time in education will therefore be substantial, and the scale of our response must match the scale of the challenge.

In view of this the DfE have allocated additional funding to support pupils who have been adversely affected by lost learning. Schools' allocations have been calculated on a per pupil basis, providing each school with catch up funding for each pupil in years reception through to 11.

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	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 document 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 <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 ➤ Summer support

Identified impact of lockdown

Key Skills in maths, writing and reading	<p>Subject specific content in Reading, writing, phonics and maths has been missed, leading to gaps in learning and some basic skills that have previously been known, have been forgotten. Children still enjoy learning and lockdown has not affected their attitudes, however pupils' knowledge and understanding of key skills has been negatively affected and has subsequently impacted on progress (sometimes regressing).</p> <p>Recall of basic skills, key facts and fine motor skills has suffered. In maths, some children are no longer able to recall simple number recognition, addition / subtraction facts whilst in phonics, basic recognition of letters and sounds and skills of blending and segmenting have been lost.</p> <p>Some children who have rehearsed basic handwriting skills have maintained their fine motor skills however many have regressed in basic letter formation / orientation</p> <p>Children have accessed reading opportunities during lockdown more than other subjects as this is something that has been accessible to parents/families and requires less teacher input. However, further development, support and progress in this area is still required for all pupils.</p>
Science and Foundation subjects	<p>There are some significant gaps in knowledge – whole units of work have not been able to and continue to not be able to be 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. Pupils have also missed out on the curriculum experiences they would normally have access to e.g. trips, visitors and powerful curriculum moments. The curriculum is continuously needing to be reviewed and updated in light of what can / cannot be covered at this present time.</p>
Early Years / Year 1	<p>The impact on our pupils in Early Years and Year 1 has been quite significant. Their reduced experiences in pre-school / nursery setting and Reception together with a very different style of transition compared to normal, has had a huge impact on the children's' capacity to quickly settle into Woodsetton / return to Year 1 and be ready for school. Our current reception cohort has a high proportion of pupils with complex needs. The usual planned parental workshops to engage parents with their children's' learning and to share expectations pre September was not possible and this changed our style of induction in the Autumn Term. In view of elongated induction period and part time timetable in place for pupils from September 2020, there has needed to be a significant focus on settling the children into school life and developing clear routines and boundaries. Communication needs have been focused upon together with modelling social interaction and play.</p> <p>Year 1 have had missed opportunities for embedding routines and learning through play. This style of learning has continued into Year 1 due to pupils not being ready to learn in a formal approach.</p> <p>Independence, personal care and self-help skills have also needed further support due to lost learning opportunities to embed and develop these skills last year.</p>
SEMH	<p>Many of our children have experienced increased anxiety and / or additional sensory needs due to lack of / changes to routine since March 2020 and as a school this is an area that we must continue to address before the learning of key skills can be embedded.</p>
Attendance	<p>Ongoing national restrictions have impacted on the attendance of some pupils during 2020 – 2021 due to the need for self isolation, shielding and bubble closures. This is continuing to have an impact on learning (Autumn 2020 and Spring 2021) and progress due to pupils needing to re-adjust to routines when returning to school. Once again we are re-assessing pupils and identifying gaps created by lost learning and working towards minimising the impact on pupils' education.</p>
Parental engagement	<p>It is vital that as a school we continue to have positive relationships with our parents. Through regular communication and support, parents will understand the expectations on themselves and their children as we work together to minimise the impact that the lost learning / disruptions have had. Parents have not been able to come into school to partake in group work / fundraising / social support/ working alongside their child in class or attending special events such as assemblies, shows, performances etc as these have not been able to take place in the same way as previously due to Covid restrictions.</p> <p>Key meetings such as parent / teacher consultations and EHCP annual reviews have had to be held via telephone conversations. ASAP and as soon as it is safe to do so, these will be reinstated as they are key to working together.</p>

Planned expenditure					
1. Teaching and whole-school strategies					
Desired outcome	Chosen approach	Anticipated cost	Impact (once reviewed)	Staff lead	Review date
<u>Supporting high quality teaching:</u> Curriculum subjects will be planned with consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.	Additional release time for teachers to make school specific curriculum adaptations in line with national guidance and operating restrictions/limitations.		Due to Spring 2021 lockdown, Spring (2) 2021 curriculum was adapted to 3 x2 weekly topics to provide focused yet broad curriculum coverage. This way of covering topics has proven beneficial and worked well for pupils so the whole school curriculum will be reviewed over the summer term to mirror this approach to learning.	SLT/ class teachers	Spring 2 2021 Summer 2 2021
<u>Teaching assessment and feedback</u> Teachers have a very clear understanding of what gaps in learning exist and use this to inform assessments of learning that are aligned with individual pupil needs, giving a greater degree in confidence and accuracy of assessments.	Carry out baseline assessments following Autumn/Spring lockdown periods. Release time for data analysis in order to identify gaps in learning, put appropriate support strategies in place and to track pupil progress. Make effective use of external agencies and purchase additional Sp&L support for pupils.	£ 200 £1000	Due to ongoing bubble closures including whole school closure in December, reduced evidence of progress is available. This followed by lockdown in Spring 2021 has given rise for the need to carry out a further baseline to be completed (Spring(2)). This is now being used to identify key gaps in learning so that focused T&L can take place to ensure swift progress is made.	SLT SLT	Autumn 2 2020 Spring 2 2021 Summer 2 2021 Ongoing
<u>Supporting remote/home learning</u> Immediate access to quality resources and equipment. Pupil packs to be available in electronic and hard copy format for pupils (as/when required)	Purchase and utilise the appropriate catch up bundle for each child in school. Distribute learning materials and resources to pupils. Distribute physical work packs to pupils as required	£1000 £ 520	All children not in school had materials and resources plus weekly learning packs provided to minimise / reduce impact on learning. This was in addition to key activities identified and selected for pupils online through learning platforms such as Education City and Purple Mash	KB/SLT	Ongoing
Teaching and whole-school strategies Total budgeted cost		£ 2720			

2. Targeted approaches					
Desired outcome	Chosen action/approach	Anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 & small group intervention</u> Identified children will make significantly increased rates of reading/ writing/ maths/ key skills progress.	<ul style="list-style-type: none"> Additional staff to enable interventions and focused teaching opportunities to take place focusing on key targets / gaps in learning Target pupils identified through baseline assessments / progress rates Staff identified to carry out interventions to know pupils well 	£7000	Due to ongoing bubble closures including whole school closure in December, reduced evidence of progress is available. This followed by lockdown in Spring 2021 has given rise for the need to carry out a further baseline to be completed (Spring(2)). This is now being used to identify key gaps in learning so that focused T&L can take place to ensure swift progress is made	KB/SLT	Spring 2 2021
<u>Additional staff</u> Additional staff employed to provide greater adult: pupil ratio in identified classes where pupils needs are greatest. This will enable targeted work / 1:1 focus activities to take place more readily throughout every day for all pupils. As a result, pupils are able to access targeted work regularly and make good progress.	Specialist staff to deliver additional support for targeted pupils across the school.	£10000	Due to ongoing bubble closures including whole school closure in December, reduced evidence of progress is available. This followed by lockdown in Spring 2021 has given rise for the need to carry out a further baseline to be completed (Spring(2)). This is now being used to identify key gaps in learning so that focused T&L can take place to ensure swift progress is made	KB/SLT	Ongoing
<u>PSED / personal care/support</u> Children will have minimal time out of class when having personal care needs met in order to reduce lost learning time within class. Children will be encouraged / supported to become independent with their personal care needs.	SEN support worker to be employed to enable majority of intimate care to be completed by SEN support worker as opposed to staff in class being used, which in turn stops the temporary reduction of adult : pupil ratio in class and teaching / learning time / opportunities	£5000	This is having a significant positive impact on EYFS and Y1. Staff are able to focus on T&L throughout the day with minimal disruption to learning as majority of personal care is being addressed by SEN support worker.	KB/SLT	Ongoing
<u>Social, Emotional and Mental Health Support</u> <u>Supporting pupils' social, emotional and behavioural needs</u> Pupils and staff are supported with the correct recovery support in regard to mental health and wellbeing.	Use of external support: <ul style="list-style-type: none"> Ed Psych/counselling 		Ed Psych involvement has taken place but most of this has not been able to be carried out in school due to ind service's RA.	KB /S LT	Ongoing
Targeted approaches Total budgeted cost		£22000			

3. Wider Strategies

Desired outcome	Chosen action/approach	Anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Communicating with and supporting parents and carers</u> Ongoing dialogue with parents/carers takes place to ensure parents understand the expectations on themselves and their children as we work together to minimise the impact that the lost learning / disruptions have had.</p> <p>When working from home, children have access to appropriate and quality paper-based home-learning if required so that all can access learning irrespective of ability of child/parent being able to navigate the online learning.</p> <p>All statutory requirements remain in place and annual reviews are effective and support pupils learning and needs.</p>	<p>SLT release time to provide support for most vulnerable families</p> <p>Additional resources will be purchased wherever necessary, to support children with learning at home.</p> <p>Key meetings such as parent / teacher consultations and EHCP annual reviews continue to be held to ensure continuity and best opportunities for pupils but these have been via telephone conversations at this present time.</p>		<p>Parents have been able to maintain ongoing dialogue with staff – this has enabled the children and families to be supported both academically and emotionally. Relationships with all parents has improved during this time and more hard to reach parents have worked together with school to support pupils.</p> <p>Meetings that have taken place so far have been productive enabling EHCPs to be updated and be kept current. Involvement of other agencies has ca taken place but this has taken much longer to organise and arrange.</p>	<p>KB/ SLT</p> <p>KB/SLT</p> <p>KB/SLT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p>Wider Strategies Total budgeted cost</p>					
				<p>Cost paid through Covid Catch-Up</p>	<p>£24,720</p>

