

School name	Woodston Primary School
Pupils in school	570
Academic year or years covered by statement	2020-2022
Publish date	February 2021
Total Funding	£42,720
Review date	September 2021
Statement authorised by	Headteacher

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 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

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. (See also Education Endowment Foundation - School Planning Guide 2020-21)

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Accountability and Monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

Menu of potential provision

Support	*EEF Strategy	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Teaching and whole-school strategies	Supporting great teaching							
	Pupil assessment and feedback							
	Transition support							
Targeted Support	One to one and small group tuition							
	Intervention programmes							
Wider strategies	Supporting parents and carers							
	Access to technology							

*EEF – Education Endowment Fund

Overview and Strategy Focus

Proposed Spend

Details

Planned Impact

Targeted Approaches

£18000

Mixture of small group tuition and resourcing, based mainly around phonics and vocabulary, with some mathematics and reading support.

Maintain success with phonics outcomes, supporting access to reading for less able/younger. Ensure impact of lockdown is mitigated in core areas. Ensure vocabulary and language skills are not deskilled in children due to lockdown.

Wider Strategies

£5000

Mixture of technology provision, increased provision for physical activity and home learning support for phonics and to develop rich vocabulary.

Increased access at home to ensure progress maintained, through technology and live teaching. Physical stamina and fitness maintained

Teaching and Whole-school Strategies

£20500

Utilise GL assessments to identify gaps, releasing staff to analyse and identify provision needed to have greatest impact.

Accurate analysis of gaps in learning, leading to better targeted support for individuals and more closely aligned curriculum.

Strategy	Rationale	Solution	Cost
<p>Supporting great teaching</p>	<p>Children have gaps in their learning due to not being in school.</p> <p>Leaders and teachers need additional time to support the use of assessment to correctly plan and focus support.</p>	<p>Additional non-class based teachers to support with target interventions:</p> <ul style="list-style-type: none"> 1 x 60% in EYFS and Y1 1 x 80% in EYFS and Y1 1 x 100% in Y2 & Y3 1 x 100% in Y4 & Y5 1 x 80% English Lead to support in Y6 and across school. <p>Intervention examples:</p> <ul style="list-style-type: none"> Precision Teach Reading/Writing booster Supported spelling (KS2) Pre teach Black Sheep EYFS narrative activities Blank Level 2 and 3 language programmes Colourful Semantics Shape Coding approach Attention Autism <p>Additional planning and assessment time out of the classroom to identify key gaps in learning for groups and individuals.</p> <p>Review GL assessment data – prioritise Mathematics, but follow up with English (Reading, grammar, spelling)</p>	<p>£15,000</p>

Strategy	Rationale	Solution	Cost
Pupil assessment and feedback	Identification and assessment of children allows for focused support and specific intervention.	GL assessment actively assesses how children have progressed over time. Reports directly identify weaker children and their specific next steps. (Y2-6) GL assessments in Maths and Reading along with CAT and PASS tests to triangulate pupil's progress with their attitudes towards learning. (Y2-6)	£3,000
Strategy	Rationale	Solution	Cost
Transition Support	Social, Emotional and Mental Health – children identified to work with Learning Mentor (LM) Transition support between for children who have additional needs: Reception and KS1 KS1 and KS2 KS2 and KS3	'Anxiety Gremlin' programme 1:1 LM time so children are 'ready to learn'. This also includes school refusers or children who have been struggling since initial lockdown.	£2,500

Strategy	Rationale	Solution	Cost
<p>One to one and small group tuition</p>	<p>Some children need focused teaching on specific content not relevant to peers.</p> <p>End of KS1 children who struggled with phonics check, missing phonics provision, need KS2 catch up support</p> <p>Children identified with poor speech</p> <p>Reception Children identified with low level vocabulary and speech and language gaps.</p> <p>Key children in KS2 identified from GL assessment needing support with Times Tables.</p>	<p>New structure allowing for non-class based Y2 & Y3 Lead to support with phonics.</p> <p>R and Y1 Lead to support with phonic intervention.</p> <p><u>Blank Levels</u> for Speech and Language run by SaLT TA</p> <p>Nuffield – Early Language Intervention program to be run by SaLT TA.</p> <p>Y4 & 5 Lead to support with Times Tables interventions where identified.</p> <p>Focused group teaching to identified children across school. Completed by non-class based teachers.</p>	<p>£8,000</p>
Strategy	Rationale	Solution	Cost
<p>Intervention programmes</p>	<p>SaLT interventions completed by specialist TAs.</p>	<p><u>Colourful Semantics</u> as an intervention and in the classroom in R and KS1.</p>	<p>£10,000</p>

	<p>Children assessed on entry for speech, language and information carrying words. Intervention groups identified from the data. (Children who are not open to speech).</p> <p>Social, Emotional and Mental Health – children identified to work with Learning Mentor (LM)</p> <p>Identify vulnerable children from Vulnerable Children’s Register</p>	<p><u>Shape coding</u> (this can be used across school)</p> <p><u>Word Aware</u> interventions</p> <p>Prescribed Speech and Language programmes with children who are open to SaLT</p> <p><u>Blank levels</u> used in class across school.</p> <p>‘Anxiety Gremlin’ programme 1:1 LM time so children are ‘ready to learn’.</p> <p>Trained LM to complete ELSA – Emotional Literacy Support Assistance with identified children.</p> <p>Five main areas:</p> <ul style="list-style-type: none"> • Specified social skills • Friendships and relationships • Anger management • Loss and challenge • Self-organisation 	
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Strategy	Rationale	Solution	Cost
<p>Supporting parents and carers</p>	<p>Due to pandemic – parents have not been in school. Run workshops (Café) to help support parents with potential further Home Education.</p> <p>Limited access to physical activity during lockdown – children have decreased stamina, greater lethargy. Impact on mental health and wellbeing.</p>	<p>Phonic café for parents – How to Orally segment and blend. How to Pronounce the phonemes correctly</p> <p>Reading café for parents – Questions to ask your child</p> <p>Maths café for parents – Written calculations – the progression across school</p> <p>Sport – increase fitness and stamina. Increase provision for physical activity through extension of sports assistant time.</p>	<p>£1,000</p>
Strategy	Rationale	Solution	Cost
<p>Access to technology</p>	<p>To support learning, ensuring elements of effective teaching e.g. clear explanations, scaffolding, practice and feedback.</p> <p>Children need identified interventions that can be used on devices.</p>	<p>‘Ensure how the technology is used matters most and is more important than which form of technology is used’ (EEF).</p> <p>Ensure staff have working use of IT e.g. iPad/MacBook/Laptop when working with groups/class.</p> <p>Increased use of technology to support a greater curriculum offer and increased direct access to the class teacher. Part supported by DfE, but supplemented via school.</p>	<p>£4,000</p>

	Child in isolation due to a Bubble closure without a device.	Child to be issued with a laptop if they need one to complete Home Learning. Will use laptops from DfE (first lockdown) but if required – will purchase more.	
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EEF recommended strategy	EEF rationale/ evidence source	Year groups	Specific implementation/ actions	Cost	Expected impact	Evaluation
Supporting great teaching	<ul style="list-style-type: none"> Hattie's research shows that knowing a child's prior attainment and working from this point has 0.94 effect and cognitive test analysis has a 1.29 effect. 	Y2-6	<ul style="list-style-type: none"> Analyse completed GL assessments and associated QLA to identify gaps in learning from the previous year (assess not guess). Subject leads meet with class teachers to amend curriculum and identify key areas for support and intervention. Review previous CAT data and completed CAT tests. 	£15,000	Identified pupils make accelerated progress and have an increased likelihood of meeting their reading and maths targets by the end of year 6.	
	<ul style="list-style-type: none"> Subject leader monitoring showing gaps in curriculum coverage for pupils It is widely recognised that improving QFT is one of the best ways of raising standards for pupils. 	Y1-6	<ul style="list-style-type: none"> Robust curriculum monitoring by subject leads. Regular scheduled book scrutinies by SLT. Maintain professional development for teachers on Mary Myatt. 		Consistency in teaching pedagogy and delivery and curriculum adaptations to ensure best progress and identified gaps are closed.	
	<ul style="list-style-type: none"> Improving the outcomes for identified children 	EYFS-Y6	Additional non-class based teachers to support with target interventions and QFT:		Children make expected attainment and progress by the end	

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			1 x 60% in EYFS and Y1 1 x 80% in EYFS and Y1 1 x 100% in Y2 & Y3 1 x 100% in Y4 & Y5 1 x 80% English Lead to support in Y6 and across school.		of their relevant Key Stage	
Pupil assessment and feedback	<ul style="list-style-type: none"> School did not have a robust set of data including QLA. Standardised tests and QLA of completed assessments provides accurate starting points for intervention 	Y2-6	<ul style="list-style-type: none"> Complete GL assessments in mathematics and English and complete CAT and PASS tests. 	£3000	More accurate benchmark of impact of lockdown, leading to better targeted intervention and drilling down of where support is best provided.	
One to one and small group tuition	<ul style="list-style-type: none"> Hattie: response to intervention has 1.29 effect. EEF – small group tuition has a 4 month +ve impact 	EYFS - Y6	New structure allowing for non-class based Y2 & Y3 Lead to support with phonics. R and Y1 Lead to support with phonic intervention. <u>Blank Levels</u> for Speech and Language run by SaLT TA Nuffield – Early Language Intervention program to be run by SaLT TA. Y4 & 5 Lead to support with Times Tables interventions where identified. Times Tables Rock Stars to be purchased and used in KS2.	£8,000	Children to make accelerated progress in their phonics learning. Pass rate for Y1 and Y2 is at least in-line with National. Blank Levels monitors the children’s understanding of language.	

EEF recommended strategy	EEF rationale/ evidence source	Year groups	Specific implementation/ actions	Cost	Expected impact	Evaluation
			<p>Focused group teaching to identified children across school. Completed by non-class based teachers.</p>		<p>Children in Y4 are ready to pass the MTC. Children in KS2 can use the Times Tables knowledge to support other areas of maths.</p>	
	<ul style="list-style-type: none"> EEF states that phonics increases attainment by +4 months and has a robust evidence base 	EYFS - Y3	Phonics teaching is streamed in EYFS (Spring Term) and Y1(Autumn Term) to allow for targeted QFT.		Maintain high pass rate against phonics check, particularly for children entering KS2	
Intervention programmes	<ul style="list-style-type: none"> Identified gap in pupils vocabulary and speech and language skills. 	EYFS KS1 KS2 SEN	<p><u>Colourful Semantics</u> as an intervention and in the classroom in R and KS1.</p> <p><u>Shape coding</u> (this can be used across school)</p> <p><u>Word Aware</u> interventions</p> <p>Prescribed Speech and Language programmes with children who are open to SaLT</p> <p><u>Blank levels</u> used in class across school.</p>	£10,000	Language development supported to provide greater access to curriculum. Basic reading development maintained for SEN children	
	<ul style="list-style-type: none"> EEF states that phonics increases attainment by +4 	EYFS- Y2	Additional resourcing to support delivery now happening in classes. Identify time from phonics lead to support, coach		Maintain high pass rate against phonics check, particularly for children in KS1.	

EEF recommended strategy	EEF rationale/ evidence source	Year groups	Specific implementation/ actions	Cost	Expected impact	Evaluation
	months and has a robust evidence base		and advise on new arrangements.			
Supporting parents and carers	<ul style="list-style-type: none"> Parental engagement has a positive impact on average of 4 months additional progress. It is crucial to engage with quality provision to avoid widening attainment gaps. 	EYFS-Y2 KS2	<p>Phonic café for parents – How to Orally segment and blend. How to Pronounce the phonemes correctly</p> <p>Reading café for parents – Questions to ask your child</p> <p>Maths café for parents – Written calculations – the progression across school</p>	£1,000	Maintain high pass rate against phonics check and future proof through more knowledgeable parents. Children to be at age related expectations by the end of their relevant Key Stage	
	<ul style="list-style-type: none"> EEF: Positive impact of physical activity on academic attainment (+1 month). It is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides 	Y1-6	Golden Mile to be used for all classes when required.		Children engaged, active and ready to learn. Social development supported and children's mental health and wellbeing improved.	
Access to technology	<ul style="list-style-type: none"> Attended DFE event about best practice for remote learning. Feedback from parents after first lockdown wanting more direct contact with teachers if possible. 	All years – indiv child	<p>Complete parental access to technology survey to ascertain need.</p> <p>Register with DFE and LA laptop and router schemes.</p> <p>Train staff on the use of MS</p> <p>Teams and delivering live lessons.</p>	£4,000	Higher levels of communication and engagement, enabling greater feedback and interaction, both during lockdown and through additional remote learning activities.	

EEF recommended strategy	EEF rationale/ evidence source	Year groups	Specific implementation/ actions	Cost	Expected impact	Evaluation
			Generate Office 365 individual users. Delivered iPads, laptops and headphones to families.			

Spending summary

Expenditure	Cost
Supporting great teaching	£20,500
One to one and small group tuition	£18,000
Extended school time	
Supporting parents and carers	£1,000
Access to technology	£4,000
Total	
Yet to be allocated	
Total	£43,500