Woodlands Primary School

Coronavirus (COVID-19) Catch-up Premium Spending Report

Summary Information

Number of eligible pupils	637	Amount of catch-up premium	£50,960

School catch-up priorities

Reading

Term 4 2019/20 Data			Term 1 2020/21 Data			July 2021 Target		
Yr	EXS+	GDS	Yr	EXS+	GDS	Yr	EXS+	GDS
5	81%	30%	6	94%	55%	6	90%	41%
4	84%	33%	5	68%	23%	5	71%	28%
3	76%	18%	4	81%	42%	4	87%	34%
2	74%	23%	3	77%	28%	3	80%	22%
1	70%	22%	2	79%	16%	2	80%	17%
R	-	-	1	70%	20%	1	65%	16%
			R	36%	1%	R		

Writing

Term 4 2019/20 Data			Term 1 2020/21 Data			July 2021 Target		
Yr	EXS+	GDS	Yr	EXS+	GDS	Yr	EXS+	GDS
5	65%	19%	6			6	88%	21%
4	72%	12%	5			5	63%	17%
3	69%	12%	4			4	76%	13%
2	70%	9%	3			3	74%	17%
1	64%	19%	2	79%	16%	2	78%	14%
R	-	-	1	60%	12%	1	63%	13%
			R	47%	0%	R		

Maths

Term 4 2019/20 Data			Term 1 2020/21 Data			July 2021 Target		
Yr	EXS+	GDS	Yr	EXS+	GDS	Yr	EXS+	GDS
5	74%	24%	6	78%	27%	6	89%	31%
4	80%	21%	5	57%	13%	5	72%	24%
3	73%	13%	4	73%	29%	4	83%	19%
2	78%	19%	3	68%	17%	3	78%	20%
1	81%	17%	2	81%	16%	2	81%	18%
R	-	-	1	70%	16%	1	66%	13%
			R	52%	0%	R		

A small number of priorities that can realistically be addressed:

1. Writing attainment is lower than maths and reading.
2. There are obvious gaps in knowledge in maths at KS2.
3. Some pupils have larger gaps than their peers across the school.
4. Some pupils need to develop effective learning strategies and behaviours to support catch-up.

Purpose of spend

The catch-up grant will be used for additional provision and training that supports us to get back on track and teaching a normal curriculum as quickly as possible.

What children need

[For all children]
- Supporting effective teaching.
- Focus on getting writing and maths back on track, including targetted support for indivduals and small groups
- Supporting parents and carers.

[For some children]
- Additional support and focus on reading.
- Additional pastoral support.

Spending Plan for Covid Catch-up Funding

How the grant will be spent	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed	Cost
Supporting effective teaching		
Subject leaders and senior leadership to monitor, feedback and support the teaching of core subjects.	Progress will be tracked against all targets set for each year group as outlined above.	£1,000
High quality CPD provided for teachers and TAs to support them in their roles.	Progress will be tracked against all targets set for each year group as outlined above.	
Focus on getting writing and maths back on track		
Use of assessments and gap analysis tool to identify particular areas where pupils have forgotten or misunderstood key concepts in core subjects, to ensure that new material being covered builds on secure foundations.	Progress will be tracked against targets set in maths for each year group as outlined above.	£2,000
Use of a new writing assessment tool to strengthen teacher assessments across the school (Comparative Judgement)	Progress will be tracked against targets set in writing for each year group as outlined above.	
Team of additional teachers to provide individual and small group tuition for targeted children in maths across Years 3 to 6.	Progress will be tracked against targets set in maths for each year group as outlined above.	£35,960
Additional support and focus on reading		
Team of additional teachers to provide individual and small group tuition for targeted children in reading across Years 3 to 6.	Progress will be tracked against targets set in reading for each year group as outlined above.	£5,000
Acquisition of additional phonics and reading materials to support reading in EYFS and KS1	Progress will be tracked against targets set in reading for each year group as outlined above.	£3,000
Supporting parents and carers		
Providing additional books and educational resources to families, with support and guidance - offering advice about effective strategies for reading with children.	Progress will be tracked against reading targets set for each year group as outlined above.	£2,000
Providing additional attendance support time for families of children at risk of not catching up if attendance is below 90%.	Progress will be tracked against all targets set for each year group as outlined above.	
Additional pastoral support		
Interventions focusing on other aspects of learning, such as behaviour or pupils' social and emotional needs, supporting them in the self-regulation of their behaviour.	Progress will be tracked against all targets set for each year group as outlined above	£2,000

Additional Strategies from School Budget

Priority	Strategy	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed
Teaching and whole-school strategies		
Supporting effective teaching	Provide support for teachers to prepare for the school year. Provide professional development, to support curriculum planning and focused training on the effective use of technology. Provide support to adjust to changes to improve the quality of teaching. Provide additional mentoring and support for early career teachers.	Progress will be tracked against all targets set for each year group as outlined above.
Pupil assessment and feedback	Pay for staff time to enable teachers to assess pupils' wellbeing and learning needs. Provide teachers with support to give high-quality feedback, building on accurate assessment.	Progress will be tracked against all targets set for each year group as outlined above.
Transition support	Support pupils starting a new school; sharing information about school with children and their families or running activities designed to make pupils feel comfortable in their new school. Provide opportunities for teachers to share information about pupils' strengths and areas for development with colleagues, including between schools where possible.	Progress will be tracked against all targets set for each year group as outlined above.
Targeted Support		
Intervention programmes	Implement programmes to meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and carefully timetabled to enable consistent delivery. Provide interventions focusing on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.	Progress will be tracked against all targets set for each year group as outlined above.
Support for pupils with SEND	Cover the cost of making teachers aware of individual learning needs and having wider conversations with parents, colleagues and specialist professionals in addition to the child to establish next steps. Provide resources to create a positive and supportive environment promoting high standards and positive relationships. Providing time and resources so that teachers can ensure consistent routines for behaviour; knowing and understanding each pupil and support them in the self-regulation of their behaviour. Provide additional adult support so that adults can scaffold self-regulation to support pupils in organising equipment, their time and remembering routines.	Progress will be tracked against all targets set for each year group as outlined above.
Wider Strategies		
Supporting parents and carers	Provide additional staff time so that schools and families (especially less involved families) continue to work together as pupils return to school. Personalise messages as much as possible, being aware of parents' varying literacy levels and the need for any translation. Reinforce simple, encouraging messages around sustainable home learning, routines and study tips. Also, remember to celebrate successes with parents.	Progress will be tracked against all targets set for each year group as outlined above.
Access to technology	Provide access to technology, facilitating access to online tuition or support by providing pupils with devices Provide support and guidance on how to use technology effectively to ensure the elements of effective teaching are present - for example, clear explanations, scaffolding, practice and feedback.	Progress will be tracked against all targets set for each year group as outlined above.