



Covid Catch-up Provision 2021-22

Woodland Grange has been allocated £23k Covid Catch-Up funding.

In our school we have decided to use this additional funding to support additional staffing for each year group to be able to work more intensively with pupils identified as having fallen behind in some way. Flexibility has been afforded to each year group to use the funds in the way they see best suited to their particular children's needs.

We have structured our planning for catch-up work based on the Education Endowment Foundation's tiered model.

Teaching

Identify additional staffing for every year group from FS upwards to bring extra capacity to support catch-up work.

Empower teachers to use the additional support in the way they see as most effective to support pupils (but outlines of strategies expected).

Use of termly testing to support assessment of pupils.

Find opportunities to reduce teacher workload so they can focus on core tasks – quality of teaching and learning.

Maintain a broad and balanced curriculum, with no less focus on the arts and PE but a focus on oracy, literacy and mathematical understanding.

Use of staff largely known to pupils for catch-up work.

Continued CPD and support for on-line learning in case of further Covid cases and need for further self-isolation or lockdowns.

Targeted academic support

Continued use of individualised/small group learning 'Channels' in MS Teams should further self-isolation or lockdowns be necessary.

Groups of pupils identified for catch-up work each week using the additional staffing capacity provided.

Pupils identified to work alongside Pupil Premium entitled pupils in after school small group tuition.

Wider Strategies

New school counsellor for staff, children and their wider families.

Continued/expanded focus on Meaningful Movement to support pupils' gross motor ability and confidence (morning club for identified pupils).

Pupils have missed out on a lot of experiences and we will aim to build more than the average number of trips, visitors etc into school time, as well as run as many holiday activity camps as possible. Emphasis on healthy eating and cooking in classes every half-term.

Support for EAL children moving into next year if insufficient funds in Pupil Premium (i.e. aim to carry forward some Covid Catch-up funds)

Foundation Stage

In The Foundation Stage we have been staffed with an extra teacher to support for 1 afternoon a week. The afternoon will consist of 4 x 30-minute sessions with different groups of children across both classes.

Due to our weakest area of learning being writing and communication, the focus of these sessions will be on reading (comprehension and discussion skills) and writing. In each group, we will ensure there are no more than 6-8 children for maximum impact. This will enable high quality teaching and learning and for effective feedback to be given and acted up instantly. The children across these sessions will remain fairly consistent, for continuity and progress, however children may be changed due to their needs and the needs of others.

The focus of these sessions will be:

- To begin each session with a shared read to model and give the children opportunities to discuss the story, ask and answer a range of questions about the book.
- To re-cap previously taught phonemes and tricky words either through the shared reading text or with flashcards.
- To work on letter formation techniques through a range of mark making activities, using gross and fine motor skills. To apply these skills to support writing short words, using the phonemes covered within their phonics teaching.
- To take groups of children outdoors to carry out gross motor activities, which can enhance children's physical strength, supporting their writing and other areas of learning.

Targeted children:

- Those who have little or no support with learning at home
- Those with EAL
- Those on the cusp of meeting age related expectations but require a small amount of additional support to achieve this

Year 1

Year 1 have been staffed with an extra teacher for a morning a week.

The ways in which we are organising this additional adult on Tuesday mornings are as follows:

-The additional person will take the class whilst the class teacher takes out groups of children to work on writing, reading and GAPS.

-They will also be used as play support whilst the class teacher scoops up the children needed for interventions.

Due to phonics and writing across the year group being the weakest areas, the focus of these sessions will be on phonics and writing. This will enable high quality teaching and learning and for effective feedback to be given and acted up instantly. The children across these sessions will remain fairly consistent, for continuity and progress, however children may be changed due to their needs and the needs of others.

The focus of these sessions will include:

- Accurate letter formation
- Pronunciation of the sounds
- Differentiation between capital letters and lower-case letters
- Writing a sentence containing a full stop and a capital letter
- Including alternative sounds that they have learned in phonics

Year 2

Year 2 have been staffed with an extra teacher for a weekly half day session.

They will work alongside the class teacher to deliver whole class teaching, allowing the class teacher to complete small group intervention work with a specific set of pupils from both classes. The pupils will be identified as working below age related expectations in a specific area. Each intervention will run for a 6-week block with regular reviews to check progress. The children will complete tasks, receive feedback on their learning and plan their next steps.

The main focus for these small group interventions will include:

- Recap of any concepts or misconceptions from maths sessions
- Recap of any concepts or misconceptions from literacy sessions
- Recap of any concepts or misconceptions from GAPS sessions including:
- Using conjunctions
- Understand and use nouns, verbs and adjectives
- Correct sentence punctuation
- Spelling of tricky words and recap of phonic knowledge
- Improving quality of sentence writing by encouraging editing/revising written work
- Extending children working toward GDS in reading, writing and maths

Year 3

Year 3 have been staffed with an extra teacher for an afternoon a week.

Due to writing across the year group being the weakest area, the focus of these sessions will be on writing. The afternoon will consist of 4 x 30-minute sessions with different groups of children. In each group, we will ensure there are no more than 6-8 children for maximum impact. This will enable high quality teaching and learning and for effective feedback to be given and acted up instantly. The children across these sessions will remain fairly consistent, for continuity and progress, however children may be changed due to their needs and the needs of others.

The focus of these sessions will include:

- Accurate letter formation
- Differentiation between capital letters and lower-case letters
- Writing a sentence including a full stop and a capital letter
- Recap of basic word classes – nouns, adjectives, verbs and adverbs
- Including an expanded noun phrase in a sentence
- Extending a sentence with a coordinating conjunction
- Extending a sentence with a subordinating conjunction
- Recap of any concepts or misconceptions from GAPS sessions
- Recap of any concepts or misconceptions from Literacy sessions

In addition to supporting children to catch up to age expected levels, we will also run some sessions for those children who are securely working at age expected levels that are on the cusp of becoming a greater depth writer.

As well as the COVID catch up sessions, we have also identified a wide gap in the children's spelling ability. To address this issue, we have:

- A small group of approximately 8-9 children working through year 2 sounds and spelling scheme along with the Year 1 and 2 common exception words
- A small group of 4 children (EAL and SEN) working through year 1 phonics and spelling scheme along with the Year 1 and 2 common exception words
- 2 x small groups of 6-8 children from each class taking part in a phonics intervention 2 x a week

To address gaps in reading and comprehension, we:

- Have a dedicated reading comprehension lesson as a class once a week
- Enable those children who are still on ORT to be heard read in school by an adult weekly

- Ensure children who are on the earlier stages of ORT to be heard read twice a week by an adult in school
- Send home reading comprehension work as homework and sometimes extra targeted work aimed at specific children

Year 4

Year 4 have been staffed with an extra teacher for an afternoon a week.

Due to reading across the year group being the area with the least progression, the focus of these sessions will be on reading. The afternoon will consist of 2 x 40-minute sessions with different groups of children. In each group, we will ensure there are no more than 6-8 children for maximum impact. This will enable high quality teaching and learning and for effective feedback to be given and acted up instantly. The children across these sessions will remain fairly consistent, for continuity and progress, however children may be changed due to their needs and the needs of others.

The focus of these sessions will include:

- Developing inference skills
- Developing prediction skills
- Practising retrieval skills
- Strengthening vocabulary through discussion of word meanings and choices

In addition to these COVID catch up sessions, we are also:

- Reading weekly with targeted children, and twice weekly with children significantly below age-related expectations
- Providing the children with daily opportunities to discuss text extracts as part of their afternoon registration work
- Having a story session once a week
- Reassessing and adapting reading lessons for the academic year, as appropriate for our current cohort

To address gaps in other areas of the curriculum, we are having weekly intervention groups in the following areas:

- Grammar and punctuation
- Maths, with a focus on pre-teaching or re-teaching concepts
- Handwriting
- Social skills
- Emotional skills
- General intervention sessions, based on misconceptions or areas that need further development that have arisen throughout the week

Year 5

Year 5 have been staffed with an extra teacher for an afternoon a week.

To narrow the gap and develop children's confidence, independence and enjoyment, we will mainly be focussing on reading and writing. The afternoon will consist of 2 x 40-minute sessions with different groups of children. In each group, we will ensure there are no more than 4-6 children for maximum impact. This will enable high quality teaching and learning and for effective feedback to be given and acted upon instantly. The children across these sessions will remain fairly consistent, for continuity and progress, however children may be changed due to their needs and the needs of others.

The focus of these sessions will include:

- Developing fluency and cohesion within their ideas

- Focusing on grammatical elements – main and subordinate clauses and punctuation
- Developing vocabulary and making deliberate word choices
- Editing and improving their work – shaping their sentences playing with word order
- Recapping of any concepts or misconceptions from GAPS sessions
- Recapping of any concepts or misconceptions from Literacy sessions

In addition, we will be teaching dedicated lessons of reading each week in a whole class approach to develop core reading skills such as: decoding, skimming and scanning, reading for meaning, developing vocabulary knowledge, writers' choices, making predictions about texts and summarising key points. We will be using a variety of resources such as: digital texts, poems, adverts, novels, reports and non-fiction texts.

Furthermore, to address individual needs we will ensure target children are regularly heard read and have opportunities to develop their skills in accessible as well as challenging books to engender a love for reading. Targeted individuals, either independently or in small groups, will use comprehension tasks, short texts as well as whole books and homework to develop their skills.

Year 6

Year 6 have been staffed with an extra teacher for a morning a week.

We will be using this time to cover a range of catch-up work around reading, writing and maths. The focus will change as we progress each week but will consist of 2x50 minute sessions and 1x40 minute session working on:

- Week 1-3, Reading; comprehension skills, especially around inference and prediction in preparation for the SATs.
- Week 4-6, Maths; Revision of areas already covered along with pre-teaching of concepts that have not yet come up.
- Week 7-9, Writing; focus on sentence types, specifically those used by Alan Peat to develop more complex structures in writing.
- Week 10-12 Revision; a combination of the above.

In addition to these COVID catch up sessions, we will have drop-in sessions after school to offer support to those children that need it. This will be on an informal basis, but specific children may be invited.

To address gaps in reading and comprehension, we:

- Have a dedicated reading comprehension lesson as a class once a week
- A class text that is used as shared read which will be supported by specific comprehension questions.
- Send home reading comprehension work as homework and sometimes extra targeted work aimed at specific children
- We also offer SATs Bootcamp to enable all children to revise the work that we have covered in Year 6.