



Woodland Grange Primary School

Covid Catch-up Provision 2020-21

Woodland Grange has been allocated £35,680 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 (timings adjusted) 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 (full curriculum operational from summer term).

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

A move toward the creation of Knowledge organisers to support parents' capacity to support learning at home.

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

Adjusted timing of mid-year report to give an indication to parents as to the achievement of their children (report in May) and an ambition to have a face-to-face parents evening at the end of the year.

Vulnerable pupils where they are not in school, supported to return before March 8th to help them re-adjust to school life.

Pastoral contact on a regular basis throughout lockdown for vulnerable pupils and where necessary, on an on-going basis.

Seek a new school counsellor to continue providing service available last year.

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

Foundation Stage

We have been staffed with an extra LSA to support for 3 afternoons a week.

This will provide children to have more support within the classroom as well as allow the opportunity to release regular staff members to focus more on targeted children within the area.

The additional person will be on hand to support the class teacher and TA in literacy, maths or topic carpet sessions in the afternoon. They will support pupils that are finding it difficult to continue tasks independently.

They also will be used as an extra adult on play support to work on children's next steps. This also allows the class teacher or TA to support a specific group of children that need extra learning time in areas they are needing additional support with.

We find that social communication is an area that is lacking dramatically due to children having little interaction with others or lack of support during the lockdown. Because of this we plan to use this adult to run a social communication intervention on each afternoon.

Take groups of children outdoor for gross motor activities which can enhance children's physical strength, supporting their writing and other areas of learning.

Story scribing is a focus in foundation which helps to encourage emergent writing skills in a fun way. However, time needs to be invested in this task for it to be done effectively, therefore this adult can provide an opportunity to be extra support during continuous provision. This allows another member of staff to work 1:1 with children to use their phonics knowledge to support reading and writing.

The additional adult will also be helping with daily routines that allow the other adults to ensure guided reading sessions can happen with more time and quality. This may be where the additional adult takes groups at the end of the day or runs story time to allow the teacher to take the groups.

Year 1

We have been staffed with an extra LSA for a full day each week.

This opens up opportunities for children to have more support within the classroom either from this person or for regular staff members to be more flexible with their attention.

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

- The additional person will be on hand to support the class teacher and LSA in literacy, maths or topic sessions. They will support pupils that are finding it difficult to continue tasks independently.

- They also could be used as a play support adult whilst a class teacher or TA scoops up children that need extra learning time on something that has been taught that week.

- We are not using the additional person to run new interventions- we feel it is more beneficial to target pupils that are on the cusp of the expected levels in year one rather than removing them from their learning environment. If they are ever in a quieter room with the extra adult or with teacher/TA it will be to go over something that has been taught that week.

- The additional adult will also be helping with daily routines that allow the other adults to ensure guided reading sessions can happen with more time and quality. This may be where the additional adult takes groups at the end of the day or runs story time to allow teacher/TA to take small groups.

Currently due to C19 restrictions it is more difficult for the additional adult to work with children from both classes at the same time, as we do have children from both sides that would benefit from small group work regarding the same objective. Hopefully as time moves forward, we can mix the year group again to allow more opportunities of similar on the spot interventions across the two classes.

Year 2

We have been staffed with an extra teacher for half a day a week.

She supports a group of children in each class, supporting in Maths and Literacy. So far, she has worked with children during the whole class teaching sessions, extending their ideas, and reinforcing their understanding. She has also worked with a group of children when completing their tasks at tables e.g. in maths providing concrete materials for those that need it and working alongside them addressing any misconceptions, developing their understanding and extending their use of mathematical vocabulary.

Following on from our Rising Stars reading, maths and GAPS (grammar, punctuation & spelling) assessments, we will identify more specific areas of need for this person to work on. From this we will deploy the teacher to provide specific, differentiated work targeting the gaps we have identified.

We will also consider using the teacher to hear individual readers, where we think this would be beneficial for children, as well as working on their phonics, using the Phonics assessment completed in December 2020.

So far, we have selected pupils who struggled to engage with online learning, are EAL or who are working below age related expectations.

Year 3

We have been staffed with an extra teacher for half a day a week.

There is a large number of children in the year group that do not know certain digraphs/trigraphs from phases 3-6 of Letters and Sounds/Jolly phonics. Children who we are concerned about will be assessed prior to the introduction of weekly phonics intervention lessons.

Children will be put into 2 groups for the different phases of phonics needed.

Catch-up phonic sessions will involve:

- Learning new sounds and spelling patterns
- Some application of this through reading, writing and spellings
- Practising the new sounds/spelling patterns
- Being set some work to complete at home.

Sessions are to last for 45 mins each and to run for 6 weeks.

We will be conducting our termly Rising Stars reading, maths and GAPS (grammar, punctuation & spelling) assessments and following this, we will prioritise the next catch up groups which will run. This will be either: quality sentence shaping, reading comprehension or basic number work. We aim to keep

Year 4

We have been staffed with an extra teacher for half a day a week.

The teacher will start by running a maths and GAPS (Grammar, punctuation and spelling) intervention as these are the identified areas of focus.

For the GAPS intervention, children have been identified who need support to form basic sentences. The focus will likely be on the children's grammar and punctuation knowledge and is going to use the outcomes to focus the intervention as needed. He is likely to cover the following areas from the Year 3 curriculum:

- formation of nouns

- a/an
- word families
- conjunctions, adverbs, and prepositions
- paragraphs
- present perfect verbs
- inverted commas
- headings and subheadings

In maths, children have been identified with gaps in basic place value knowledge. Assessments of place value, times tables and number knowledge have taken place. Work will be done in the areas of:

- mental methods for solving times tables
- division and times table facts
- resources to practise at home and teaching the children how to use these
- multiplying and dividing by 10
- partitioning
- placing numbers on a number line
- estimating numbers on a number line
- using equipment such as base ten to represent numbers
- multiples of 10 and 100
- using $>$, $<$ and $=$ symbols
- reading scales using place value knowledge
- part-whole and bar models to represent numbers

Groupings will be adjusted following further assessment.

Year 5

We have been staffed with an extra teacher for half a day a week.

We have been using a variety of approaches to help children catch up with their learning. Support staff have been directed towards certain pupils and the extra teacher time has been utilised for targeted intervention on one afternoon a week. We will also be bringing additional children into the Pupil Premium tutoring that we run after school.

Reading:

LSAs from both classes, following assessment of comprehension (including use of termly, Rising Stars testing) will be targeting pupils every morning and hearing them read. Parent feedback will be monitored to check how often pupils are reading at home. Pupils will be checked during this time to ensure they are reading age appropriate books. They will give advice and ask comprehension questions -using the VIPERS booklet as a guidance. We will also occasionally use tasks from the Ninja Comprehension exercise book to develop these skills.

Writing:

Workshops will be done in class by the class teacher, for small groups who require extra input and guidance. LSAs will also work with small groups of pupils. During the tuition groups, work will be done on sentence shaping techniques and grammar and punctuation tasks using Classroom Secrets. The extra teacher will also do some work with targeted pupils on this. Pupils will be selected based on the writing grids and the Rising Stars grammar, punctuation and spelling test results.

Maths:

We will be using the White Rose Premium and Maths Shed resources to support learning catch up. Workshops will be done in class by both the teacher and LSA for pupils requiring more support during

independent tasks. Areas of weaknesses have been identified (from online learning during lockdown as well as from class work). The extra teacher will be working closely with a targeted group of pupils on these areas of weakness using resources that have been pre-agreed. The tuition groups will be run by year group LSAs and the content covered in each session will be pre-agreed with the teacher. Pupils will be targeted based on online work submitted over lock down, class work and assessments from class and the Rising Stars maths test results.

Year 6

We have an extra full-time LSA within the year group to support catch-up.

In year 6 we have multiple approaches to enable all children in our year group to access catch-up learning. Each class will use their support staff to support this, although it will not always be support staff that lead the catch-up sessions. Teacher assessment as well as Rising Stars reading, maths and GAPS (grammar, punctuation & spelling) assessments are used to identify pupils.

Reading:

Each class will have targeted group reading each week in addition to the current independent and shared reading we do. This will be short, 15-20 minute sessions in groups during morning sessions, avoiding missing any other lesson time where possible. In addition to this, we will use the data from the Rising Stars assessments to identify individual children who may require more supported reading on a regular, 1:1 basis.

Writing:

All children will be offered the opportunity of small, teacher-led group sessions that will focus on the writing work currently being completed in class, albeit in more detail and with more support. In addition, those children with higher needs will be offered short sessions in grammar and spelling work to support their learning. Spelling work will continue to be sent home using MS Teams, allowing children to work on this at home.

Maths:

Children will be supported using White Rose recap resources that will be sent to all children before each unit is taught, along with any suitable Knowledge Organisers. Children identified as needing more support through assessments and in lessons will be given extra support, some of which may take place immediately. In addition to this, we will continue to support children through the use of resources, such as the arithmetic papers, which will be sent home regularly. As well as this, we will use MS Teams to send home supporting resources for lessons to consolidate work completed at school.

Funding Summary and into next year

We estimate that £20k of the £35,680 Covid Catch-Up funding will be spent in the 2020-21 academic year. The balance will go over into the next academic year with any additional funds used in a similar fashion to support targeted catch-up.

Over the last year pupils have missed out on many enrichment and educational/social activities that would ordinarily take place. For the 2021-22 academic year there will be a focus on a greater than normal amount of enrichment activities, which may include trips, visitors to school and enrichment activities in school. A fund has been established for this purpose and we will seek additional support for such activity from the Friends of Woodland Grange, so that we are not asking for a greater than normal contribution from parents.