



WILDMOOR HEATH SCHOOL CATCH-UP PREMIUM STRATEGY 2020 -2021

The government has provided £1 billion of funding to support children and young people to catch up after the disruption to schools following the national school closure from 20th March 2020 because of the COVID-19 pandemic. Many children did not attend school for a period of six months, returning to full-time education from 1st September 2020. The funding includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure schools have the support they need to help all pupils make up for lost teaching time. Alongside this, the government launched the £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help.

Further information about the Catch-up Premium can be found here:

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>

The Educational Endowment Foundation (EEF) has provided advice on how the funding could be best spent:

<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>

CATCH-UP FUNDING GRANT ALLOCATION AND TIMING

During the 2020-21, academic year, Wildmoor Heath School will receive a total of £16,240 in three tranches from the government, calculated on £80 per pupil. The allocation of the Catch-Up Funding by term is detailed below.

CATCH –UP FUNDING SCHEDULE	PER PUPIL	TOTAL FOR 2020/2021 (based on 203 pupils)
Autumn term 2020	£46.67	£9,474
Summer term 2021	£33.33	£6,766
TOTAL	£80.00	£16,240

OBSTACLES TO LEARNING

The teaching team identified the following obstacles:

1. Some pupils' well-being has been affected by the school closure, leading to increased levels of anxiety and stress, plus reduced self-esteem/confidence.
2. Some pupils' learning behaviours have suffered, many suffer from a weakened ability to concentrate during lessons and lower attention span. They need frequent prompts and brain games to maintain focus. This is particularly important at playtimes.
3. We have noticed some slips in pupils' social skills and play behaviour; this is particularly evident outside. This is compounded by the fact that children are confined to their class bubbles in classrooms and on designated areas of the school field.
4. Many pupils' phonics and reading skills, fluency and speed have deteriorated, with evidence of up to 9 months loss of learning. This varies from child to child, depending on how frequently they accessed the remote learning on our Edmodo learning platform.
5. Many pupils' writing skills have suffered, where pupils' capacity to write independently is severely affected. Teachers are spending much of the writing lesson modelling, sentence by sentence. We are confident that, with a structured, scaffolding approach, writing skills will improve over time.
6. Many pupils' mathematical fluency has decreased over the closure months with a loss of speed, times tables, number bonds and ability to reason.

STRATEGIC APPROACH TO THE PUPILS' RETURN

School leaders have addressed the emotional, communication and learning needs in three broad areas which are:

1. Quality First Teaching
2. Targeted Academic Support
3. Wider School Strategies

These are discussed in greater detail below the spending chart.



WILDMOOR HEATH CATCH-UP ACTIVITY AND IMPACT SUMMARY CHART

CATCH-UP ACTIVITY	SPEND	BASELINE	IMPACT REVIEW		
		SEPTEMBER 2020	DECEMBER 2020	APRIL 2021	JULY 2021
Learning Support Assistant time for extra catch-up Phonics sessions for Years 1 and 2 (autumn/spring terms)	£3, 280	<p>% of children meeting the national standard:</p> <p>Year 1: 13% Year 2: 60%</p>	<p>% of children meeting the national expected:</p> <p>Year 1: 35% (meeting standard) Year 2: 91% (passed PAC test)</p>		
Senior teacher support in small groups for reading, writing and mathematics in Years 2 and 6 (autumn/spring terms)	£8, 100	<p>% of children meeting the end of year nationally expected standard in Reading, Writing and Maths:</p> <p>Year 2: 4% Year 6: 20%</p>	<p>Outcomes for mock SATs papers: all sub-groups in Years 2 and 6 demonstrating strong progress.</p> <p>% of children meeting the end of year national expected standard in RWM combined in December 2020:</p> <p>Year 2: 30% Year 6: 40%</p> <p>All pupils on track to achieve SDP goals.</p>		
Extra lunchtime supervisor to support external play activities plus physical and mental well-being. Pupils are confined to designated areas of the field.	£4, 160		<p>Pupil behaviour has improved versus September 2020. The extra adult support and play equipment keeps children happily occupied.</p> <p>Pupils are respecting the CV-19 restrictions and stay within their areas.</p>		
Emotional Literacy Support (ELSA) extra support time to meet the emotional needs of targeted pupils and support well-being (whole year).	£750		<p>ELSA's extra support work during the autumn term has helped to improve confidence and self-esteem of several vulnerable children. The school's ELSA has trained as a DSL to enhance her pivotal role.</p>		
TOTAL	£16, 290		<p>Strategies have been successful this term, enhancing academic progress plus social / emotional well-being.</p>		

QUALITY FIRST TEACHING STRATEGIES

Quality First Teaching, supported by evidence-informed CPD for teachers and support staff, plus a targeted approach to individual learning needs.

1. Baseline assessments, September 2020, analysed to show gaps in learning and to inform future planning. End of autumn, spring and summer term assessment to measure progress.
2. Reading focus – all pupils tested for their reading speed and fluency, in September 2020 and to follow in January and June 2020.
3. Recovery Curriculum planned in reading, writing and mathematics – use of Chris Quigley skills ladder (Curriculum Essentials) to identify gaps.
4. Progressive English and mathematics skills taught, revisited and embedded across wider curriculum subjects.
5. Wildmoor offers the full, rich and engaging curriculum to all learners. As a fully inclusive school, we ensure all learners have access to all subjects, delivered through our six curriculum drivers: Communication, Environment, Creativity, Opportunities, Community, and Opportunities.
6. A strong focus in all subject on the introduction, acquisition and use of rich vocabulary, including technical words.
7. Frequent low stake testing to ensure all pupils, in particular disadvantaged pupils, experience success and celebrate their own progress as they gain knowledge and skills.
8. Recognition of the need to protect staff wellbeing during this period; Feedback Policy, Home Learning Policy, planning expectations, support given, meetings reduced, well-being measures, etc.

TARGETED ACADEMIC SUPPORT

Rapid, individual pupil support to help meet learning needs and regain confidence

1. Pupils have their own personal Target Cards, to help build their independence and metacognition. Targets used in daily interventions e.g. individual reading.
2. Teaching staff provide daily in-class interventions, correcting misconceptions, re-visiting prior learning, pre-teaching vocabulary, etc.
3. Leaders and teaching staff lead intervention groups, with clear learning objectives, baseline assessments and measurable outcomes.
4. SEND pupils who have individual learning plans (IEPs/EHCPs) receive targeted support throughout the day whilst participating in Quality First lessons and a full curriculum. The school's SENDCo Mrs MacManus manages this.
5. Pupils who are self-isolating access all class learning through the Wildmoor remote learning platform, Edmodo. The school has a Remote Learning Policy and Parental Partnership Agreement in place.
6. The school's ELSA, Mrs Thurgood, provides 1:1 and small group pastoral support for pupils on mental and physical well-being, self-esteem sessions and building resilience.
7. The school culture, upheld by all staff, supports every pupil with embedded school values of Respect, Empathy, Aspirations, Courage and Honesty, and a strong focus on personal development.



WIDER SCHOOL STRATEGIES

Throughout the pandemic, leaders and teachers have maintained strong communications with parents. Since September 2020, we have continued to offer a wide programme of activities to support personal development and the growth of pupil's cultural capital.

1. Return to School Parental Presentations: on-line class learning overviews, September 2020, and will follow in January and April 2021.
2. Parental Communications: the school maintains regular communications with parents through letters, newsletters, teacher e-mails and via the school's Edmodo remote learning platform.
3. Pupil Progress: Teachers sent home individual Pupil Summary Sheets in November 2020, detailing individual pupil targets and next steps.
4. The Wildmoor Discovery List: the school has a wide personal development programme of opportunities for all learners. Whilst it is difficult during CV-19 pandemic to undertake most of the external trips/residential trips, we are using resources creatively to offer our learners as enriching a programme as is possible, as will be seen below.
5. Outdoor Learning in The Haven: The physical environment, both indoors and outdoors, has been carefully planned and managed to allow pupils full access. Years 3 and 4 have benefited from sessions with our Forest Schools trained teacher in The Haven, in six-week blocks, developing outdoor skills, self-esteem and wider confidence.
6. Each class uses the IT suite, the new library and school grounds. Safety is maintained through class bubbles in classroom with P.E. lessons and playtimes on designated areas of the field.
7. Inspiring Assemblies: the Headteacher, Deputy Headteacher and ELSA produce recorded assemblies discussing school values (Autumn 1: Courage, Autumn 2: Empathy, Spring 1: Aspirations, Spring 2: Respect, Summer 1: Honesty), global issues (e.g. Black Lives Matter, October 2020, The Great Plant Britain Project, December 2020, etc.) and how to improve our well-being (e.g. Sadsville from the NSPCC, November 2020). Inspirational, award-winning film clips are shown to the children, including children speaking about global issues (e.g. Joshua. 'The Bee').
8. Personal, Health and Social Development: the school's PHSE curriculum reinforces school values and wider personal development. During Autumn 2, we have studied the theme of 'Celebrating Differences' alongside the school value of Empathy, which has allowed leaders and teachers time to embed key messages which affect us all.
9. Music: a strong focus on music has continued throughout autumn 2020, with many activities including weekly brass tuition for Year 4, I-Rock peripatetic lessons (14% of pupils), all classes singing in assemblies, filmed Christmas carol performances, etc.
10. Performing Arts: the National Theatre production of Peter Pan will be shown to all pupils during w/c 14 December 2020. This will replace the annual pantomime in school.
11. In-School Performing Arts; Reception, Years 1 and 2 enjoyed live performances of fairy tales by the visiting 'Perform' company, w/c 23 November 2020.