



COVID-19 CATCH UP PREMIUM PLAN

COVID catch-up premium spending: summary

| SUMMARY INFORMATION | | | |
|--------------------------------|---------|--|-----|
| Total number of pupils: | 306 | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | £24,480 | | |

| STRATEGY STATEMENT |
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| <p>Upon returning to school in September, we identified the need to carry out baseline assessments in reading, writing and maths. Key priority areas were identified for each phase of the school and a catch up programme was implemented to address the priorities. These were:</p> <ul style="list-style-type: none">• To raise the attainment of all pupils to close the gap created by COVID – 19 school closures.• To raise confidence, self- esteem and resilience of pupils created by COVID-19 school closures:• To reduce the attainment gap between identified children and their peers. <p>Wood Ley teaching staff (part time) are working additional hours to carry out assessments across each phase of the school. Groups of pupils have targeted support delivered through small group intervention and 1:1 consolidation sessions, this was developed following guidance from EEF.</p> <p>Staff identified children who required additional mental health and wellbeing support and a referral system was put in place. The mental health lead set up a timetable of support, which includes emotional support and intervention:</p> <p>Drawing and Talking therapy, Nurture Groups, Pets as Therapy , ELSA sessions.</p> <p>Additional teaching assistant support was put in place in the foundation stage to help with social and emotional skills and supporting children within a classroom setting.</p> |

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FOCUS AREA OF SPEND

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

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| A | Some pupils not working at age related levels in numeracy and have gaps in learning due to school closure |
| B | Some pupils not working at age related levels in literacy, including speech and language and have gaps in learning due to school closure |
| C | Increased social and emotional anxiety with identified children |
| D | Decreased resilience and behaviours for learning such as organisation and commitment especially in foundation stage |

External barriers:

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|---|---|
| D | Access to resources such as books and life experiences, reduced social interaction and structures enabling good learning. |
| E | Lack of regular routines such as home schooling work, reading, spelling, and being prepared for school. |

COVID-19 CATCH UP PREMIUM PLAN FOCUS AREA OF SPEND

Planned expenditure for current academic year

| Quality of teaching for all | | | | | |
|--|---|---|---|--|------------------------------------|
| Action | Intended outcome and success criteria | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| <p>Baseline Assessments carried out using part time teaching staff</p> <p>Year Group Assessments 3 members of staff</p> | <p>Identified starting points for class teaching – whole class areas of focus identified</p> <p>Gaps in learning identified</p> <p>Target groups of pupils identified</p> | <p>Professional knowledge of school staff on the curriculum and programmes of work.</p> <p>DFE catch up premium guidance</p> <p>EEF COVID-19 support guide for school.</p> | <p>Part time school staff who know the children and their phase curriculum to carry out assessments</p> <p>3x staff members 3.5 hours weekly each</p> | <p>Foundation SS</p> <p>KS1 -BB</p> <p>LKS2 -AR</p> <p>UKS2 EG</p> | <p>Autumn Half Term</p> |
| <p>Identification of children requiring additional mental health and wellbeing support identified .</p> <p>Additional staff trained to deliver D&T Therapy</p> | <p>Children needing additional support identified and support in place</p> | <p>Professional knowledge of staff and mental health lead.</p> <p>Professional advice from outside agencies – PMHW, wellbeing hub, Suffolk Young Carers, Drawing & Talking therapy Training</p> | <p>Monitoring sessions and feedback from staff , children and parents</p> | <p>SR</p> | <p>End of unit sessions termly</p> |

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| Increased teaching assistant support in foundation (1x additional) | Support social and emotional development and readiness for school. | Professional knowledge of Early Years Experiences. EEF research - making effective use of teaching assistants. | Feedback from phase leader at SLT meetings | SS | Termly |
|--|--|--|--|------------|-----------------------------|
| Total budgeted cost: | | | | | £6,941 |
| Targeted support | | | | | |
| Action | Intended outcome and success criteria | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| Weekly wellbeing and mental health support for identified children | Emotional and social support for children, building resilience and confidence. Strategies to manage anxiety and feelings shared. | Recognised therapeutic support programme recommended by ELSA, EEF and Anna Freud research. Pets as Therapy weekly Drawing & Talking Therapy 4x weekly sessions Nurture groups 3x weekly sessions ELSA support sessions | School Staff trained to deliver therapeutic sessions. Progress reviews shared with mental health lead | SR | End of unit sessions termly |

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|--|---|--|---|------------------------------|----------------------|
| Weekly intervention catch up sessions running across year groups. Maths sessions Reading sessions Phonics and writing | Targeted children will make progress and narrow the gap between them and their peer group | EFF research Professional knowledge of teaching and learning pedagogy | Phase leaders to monitor End of term assessments will reflect progress | KS1 BB LKS2 AR UKS2 EG | Termly |
| Additional staff training for Drawing and Talking Therapy to deliver more support across the school | More children can access therapeutic support | EFF research Drawing and Talking Training Recommendations from professional network eg ELSA and CISS | School staff received training from professional organization. | DL ET | End of 12 week units |
| | | | | Total budgeted cost: | £18,506 |
| | | | | Total budgeted cost: | £25,447 |

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ADDITIONAL INFORMATION

Internal Assessments used for Baseline:

Maths:

White Rose End of Term Assessment

Reading:

Neale Analysis of Reading

Phonics Assessment (Foundation and KS1)

HFW and Key Words assessment (Foundation and KS1)

Writing:

Extended writing – assessed using school writing assessment grids.

Emotional and Wellbeing:

ELSA - referral assessment

PP Provision Maps