

Coronavirus Catch Up Premium Grant

2020-21

SUMMARY INFORMATION			
Total number of pupils:	413	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£32,000		

WYBERS WOOD ACADEMY



Strategy Statement

Covid 19 Catch-Up Premium and Curriculum Expectations 2020/21

The EEF guidance suggests a 3-tiered approach:

1 Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

2 Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3 Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times
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At Wybers Wood Academy, we understand that during the Covid lockdown period children had very limited access to home learning. This was due to a number of reasons: limited access to technology and the internet, support accessing learning and no school online learning platform. We therefore have set our priorities as;

Education is not optional

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study.

Remote education

Develop remote education so that it is integrated into school curriculum planning.

BARRIERS TO FUTURE ATTAINMENT AT WYBERS WOOD ACADEMY

A	Ensuring all pupils, but particularly our vulnerable (SEN, PP, EAL) pupils, are making social, emotional and academic progress following the lockdown period
B	Gaps in curriculum knowledge will be evident due to missed learning time
C	Not all students can access online learning at home
D	Quality of remote learning
E	Pupils adjusting to the new school routines and structures and concerns around anxiety and safeguarding issues following the lockdown period



TARGETED SUPPORT					
Action	Intended outcome and success criteria	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review this?
<p>A - Secure high-quality supply support to raise the attainment of vulnerable pupils to close the gap created by COVID-19 school closures.</p> <p>(£12,000)</p>	<p>Smaller class sizes</p> <p>Targeted intervention groups</p> <p>High quality teaching</p> <p>Swift narrowing of learning gaps</p>	<p>The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. High-quality teaching reduces the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. These interventions will be carefully targeted through identification and assessment of need and the intensity will be monitored. Some pupils will make quick gains as they return to school full time, so assessment needs to be monitored—in a manageable fashion—over time.</p> <p>The overriding principle from the evidence is that teaching assistants (TAs) are deployed in a way that supplements, not replaces, the teacher.</p> <p>EEF evidence suggests the use of TAs to deliver high quality interventions, which complement the work of the teacher, is a 'best bet' and will be a powerful way of</p>	<p>Timetable of TA support</p> <p>Recruitment of a part time teacher and quality supply support.</p> <p>This will reduce some class sizes and provide scope for small group interventions. Increase in teaching capacity. Ability to tailor support to those most needing it eg: Years 4 and 5. It will also provide release time to core subject leads to monitor and support in their areas to raise attainment and ensure coverage particularly of the catch-up curriculum</p>	<p>TR</p> <p>SG</p> <p>MW</p> <p>SB</p>	<p>Christmas and Easter</p>



		mitigating any impacts of time away from school and see positive gains for pupils.			
A,B – high quality and robust 4 week catch-up curriculum implemented. New book-led curriculum started to ensure the curriculum remains broad and ambitious.	Catch up curriculum will ensure gaps in learning from lockdown are narrowed rapidly before embarking upon year group objectives. New curriculum will be rolled out establishing high expectations, engagement, interest and inspiration.	Providing up front training and follow on support. Implementing change in a logical, well-sequenced plan.	Subject leaders carry out robust monitoring. Clear training and CPD for all teachers on the catch-up programs and new curriculum. Coordinated approach and moderation in all local Delta primary academies when implementing the new curriculum. High expectations in books that all staff understand.	TR AC SC MW and SB	October half term February half term Ongoing monitoring schedule
C - Ensure all students in all years have a device and access to the internet at home. Ensuring access to technology is key, particularly for disadvantaged pupils. Purchase of Seesaw as an interactive remote learning tool. (£12,000) (£2,000)	All students will have access to all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events. Learning will not be interrupted. Staff will be expertly trained to deliver high quality remote learning.	Providing access to technology, ensuring that teachers and pupils are provided with sustained support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented. Ongoing changes to technology platforms may also mean that sustained teacher professional development is a necessity. Multiple reviews identify the value of strategies that help pupils work independently with success. Research	Ensuring school has a bank of devices ready to loan out. Ensure all consents are completed prior to any lockdown eg: zoom and Seesaw. Purchase of Seesaw and stationery packs. DoL support Online training package for all teachers and TAs Regular inhouse and Delta supported CPD sessions Peer interaction during remote learning eg: scavenger hunts,	TR TW SC AY	October half term Ongoing with each bubble closure

		<p>indicates that explicit modelling of independent learning strategies and guided practice is necessary – sway is ideal for this.</p> <p>Supporting effective remote learning will mitigate the extent to which the gap widens</p>	<p>marking and peer reviews, chat functions.</p> <p>Supporting pupils to work independently - sway</p> <p>Using different approaches to remote learning.</p> <p>Providing high quality recorded activities and feedback enables pupils to listen over again until embedded</p>		
<p>A,D – providing a package of support for all SEN pupils during remote learning, bespoke to their needs.</p> <p>(£3,000)</p>	<p>SEN pupils will continue to access their EHCPs. Phase 2 children will have activities set at their levels.</p> <p>Purchase of Clicker apps - A computer-based writing tool to engage SEN and reluctant writers</p>	<p>Teachers are aware of individual learning needs and have wider conversations with parents, colleagues and specialist professionals in addition to the child to establish next steps.</p>	<p>Supervision from SENDCo</p> <p>Agreed activities/timetable for EHCP children during remote learning.</p> <p>Regular check in from CT and TA</p> <p>Questionnaire specifically for SEN children</p>	<p>SG</p> <p>RB</p>	<p>Ongoing with each bubble closure</p>
<p>F – increased support from school counsellor</p> <p>(£3,000)</p> <p>A whole school approach to social, emotional and behavioural needs.</p>	<p>Pupils will be happy and enjoy coming to school.</p> <p>Pupils will know how to access support if needed.</p> <p>Pupils will develop a range of coping strategies.</p>	<p>Having additional counsellor hours will allow for more children to have access to specialist advice and guidance over their worries centred around post lock down routines and anxieties. This will have an overall impact on well-being which will lead to a more positive outlook in lessons and around school.</p>	<p>Additional 117 hours counsellor support</p> <p>Actions logged on CPOMS and monitored by safeguarding team.</p> <p>Safeguarding survey</p> <p>Whole school Thrive approach</p> <p>Our approach is holistic, supported by the physical environment which is aesthetically pleasing and</p>	<p>TR</p> <p>SB</p> <p>LC</p> <p>SD</p> <p>MW</p>	<p>Ongoing Easter</p>



			<p>calming to the eye. Carefully designed classrooms include 'safe spaces' and areas to support physical well-being. Visual cues in the classroom, such as thrive boxes, offer handy reminders for pupils and staff. Our explicit approach means that we are well placed to manage pupils' return to school in the coming academic year</p>		
TOTAL BUDGETED COST					£32,000

