



The St. Bart's Academy Trust COVID-19 Catch-up Premium Report



Academy:	Woodcroft Academy
-----------------	--------------------------

COVID-19 Catch-up Premium Spending: Summary

Summary information			
Total number of pupils: (Reception to Year 4)	129	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£10,320		

Strategy Statement
<p>At Woodcroft Academy, the well-being of the children and the re- establishing relationships with friends and teachers are our main priorities on the wider re-opening of school and for the next academic year and beyond.</p> <p>Emotional and well-being support provided for children.</p> <p>Quality First Teaching has the greatest impact on improving outcomes for all pupils. High quality teaching including scaffolding, pre-teaching and meta-cognition strategies are key components of high-quality teaching and learning for pupils. Effective, high quality feedback will be provided to learners allowing the pupils the opportunity to respond to the feedback to demonstrate the impact.</p> <p>Discrete assessment of children on their return in order to then plan the curriculum to meet their needs and address any gaps in learning to gain confidence.</p> <p>Using technology to engage all learners in school time and beyond.</p>

Barriers to Learning

Barriers to future attainment	
Academic barriers:	
A	Fluency and stamina in reading, writing and Maths
B	Lack of phonics knowledge impeding children's ability to read effectively
C	Mental health and wellbeing on return to school.

Additional Barriers	
External barriers	
A	Attendance – a greater percentage of children with persistent absences and unauthorised absences.
B	Lack of parental support and routines at home during the prolonged absence.

Planned expenditure for current academic year:

Planned Expenditure

Support strategies based on THE EEF GUIDE TO SUPPORTING SCHOOL PLANNING: A TIERED APPROACH

Teaching and Whole-school Strategies

Desired Outcome	Approach/Action	Impact	Staff	Review
<p>Supporting Quality First Teaching:</p> <p>Curriculum – Implementation of a high-quality curriculum which re-establishes classroom routines and behaviours. Based on the work by 'Rosenshine's principles of Instruction', children will receive the following in all areas of the curriculum: modelling, scaffolding, guided practice, questioning and check their understanding.</p> <p>Professional Development – Focus on professional development for effective remote learning as well as quality first teaching. Staff will receive quality CPD around retrieval practice, metacognition, knowledge organisers, assessment and apple I pad technology.</p> <p>Assessment and Feedback – Use of a range of formative assessment strategies during Autumn term 1 to ascertain where the children are currently at and how to move forward. Linked to curriculum assessment and retrieval practice CPD. AP to conduct pupil progress meeting in Autumn 1 to ensure teachers are focus on where the children are currently working at.</p> <p>Remote Learning – develop a strategy to introduce Apple technology in years 1 -4 and integrated into the Academy's curriculum planning, this will in turn allow access for all during remote learning. Provide parents with knowledge organisers for science and topics to ensure communication is fluid. Ensure Covid-19 policy is communicated to ensure parents know school's expectation to remote learning</p>	<ul style="list-style-type: none"> ➤ Retrieval Practice CPD on 30th September led by curriculum lead, Ricky Bridge and Acting Principal and English SLE, Helen Hewitt. ➤ Professional development linked to high quality teaching and 'Rosenshine's principles of instruction' – I do, we do, you do. ➤ In conjunction with I Cube, plan and transform spare classroom into multi-functional library, intervention and technology space – initial meeting 10th September 2020. ➤ Teachers produce knowledge organisers for Autumn term 1 topics and science, these will then be emailed to parents. ➤ Inset training in September 2020 to explain re-mapped curriculum to focus on build on prior knowledge through each child's learning journey at Woodcroft. ➤ Teachers to produce end of unit curriculum assessments. ➤ Summative assessments to be completed following annual cycle – Autumn term 2. ➤ Consult with GMB regarding Apple I pad technology and produce business plan with a clear rationale. ➤ Arrange Apple I pad training for staff. ➤ Agree implementation structure. ➤ Explore home learning platforms and assess the effectiveness of current ones: Purple Mash, TT Rockstars, Spellingshed, My Maths. 	<p>Apple Essentials completed as SLT and shared with staff</p> <p>Parents informed via letter and updated</p> <p>Training for leaders including networking with VP from Belgrave</p> <p>Business Plan shared and agreed with the MAT Central Team</p> <p>Infrastructure audit carried out in September</p> <p>Lease agreements signed by the central finance team</p> <p>Mirroring software added to leader's board for trial and early exploration</p> <p>Shortage of iPad due to high demand – waiting for these to be delivered</p>		

Teaching Assessment and Feedback - Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of

Complete assessment of learning gaps analysis as a result of Covid-19 closure.

Children identified via data and by class teachers who have regressed/ were not supported at home during the first lockdown

Provision for children recorded and put in place

Provision reviewed at the start of Autumn Term 2 with class teachers and phase leaders

Year groups identified to have been most affected are the youngest children, particularly Y1 and also Y3.

Additional support in Y1 provided.

Staffing structure changed to accommodate the Y3 cohort.

Transition Support - Children who are joining Woodcroft Academy from different settings or who are beginning their schooling with us have an opportunity to become familiar and confident with the setting before they arrive.

Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining Woodcroft Academy.

Children happy to attend school and settle quickly into routines etc.

Targeted Academic Support				
Desired Outcome	Approach/Action	Impact	Staff	Review
<p>High Quality one to one and small group support - use the classroom teaching assistants which have been assigned to class bubbles to work in small groups with their children as directed by the teacher. Some children will require one to one time and this will be deployed effectively linked to the SEND provision map and/or the teacher's formative assessments.</p> <p>Teaching assistants and targeted support - Class teaching assistants to deliver effective same day interventions and support and deployed by the class teacher and/or SENCO. Non class-based support staff to be used for SEND interventions and additional support. Year 2 TA to deliver further support with phonics to ensure children can access the year 2 phonics screening effectively.</p>	<ul style="list-style-type: none"> ➤ Glenys Lockett to be given timetable for children who require additional support from the class teaching assistant's small group/one to one support. ➤ TAs to record additional interventions that are taking place. ➤ SENCO to provide staff training on 23rd September regarding SEND updates and pupil passports. ➤ SENCO to produce extensive provision map. ➤ Teachers to deploy TAs effectively to provide same day support where misconceptions are identified. ➤ Class teachers to conduct phone consultations for all SEND children to agree targets. 	<p>Assessment plans now in place for all foundation subjects</p> <p>Ongoing review of provision; plans adapted</p>		

Wider Strategies				
Desired Outcome	Approach/Action	Impact	Staff	Review
<p>Social and Emotional Learning - a revised Covid-19 behaviour policy has been drawn up to link to the new demands that the children are faced with and to support their mental health and well-being. Increased time outside through physical literacy and maths sessions and the introduction of a weekly outdoor learning session to develop resilience and problem solving. Many children attended the summer holiday club ran by ASM Sports to aid the transition back into education. Ensure staff are using the correct language around children and colleagues to create a positive atmosphere e.g rather than using 'closing the gaps', encourage the staff to use 'where are they now' and 'moving forward'. Staff to discuss emotions and to identify emotions and feelings in texts they are reading more frequently.</p>	<ul style="list-style-type: none"> ➤ Publish Covid-19 behaviour policy on the Academy website and share with staff and governors. ➤ Communicate with Stanley Head to arrange outdoor learning sessions each week throughout the year. ➤ Organise further holiday clubs and sessions through ASM during future half terms and breaks. ➤ Provide staff with professional development on positive mindset and language to be used in school. ➤ Plan whole school unit of work linked to the text 'The Colour Monster', which enable children to talk about their 			

Communicating with and Supporting Parents – continue to communicate with parents through the weekly newsletter which is emailed to parents on a Friday afternoon and introduce sharing pictures of what the children have been up to during the week – positive. Continue to communicate with the wider community through Twitter and the introduction of an Academy Facebook page. Use the Academy website more frequently for sharing class content, videos and updates. Develop the attendance procedures with school admin staff and ensure persistent absences are addressed immediately and followed up if no improvement after 2 weeks.

- feelings and create whole school display in the entrance hall.
- Publish weekly newsletter.
 - Task RB to update Twitter regularly.
 - Investigate an Academy Facebook page
 - Meet with Kelly Ash fortnightly to assess persistent absences.
 - Meet with the newly formed PTFA to set dates for fundraising and community events.