



WOODNEWTON A LEARNING COMMUNITY CATCH -UP STRATEGY 2020-2021

Our Ethos and vision

At Woodnewton, we are committed to respond effectively and flexibly to the unprecedented pandemic of 2020. Striving for excellence for all, we are resolute in our ambition to overcome the additional barriers presented. We are strong, energetic and unafraid with a united sense of purpose. No barrier or problem will be too great and together we will commit to achieve our priorities for all children and our adults, with no exception. In our academy, we are never alone. We know we are stronger together – responsible, resilient and innovative. Woodnewton is a fulfilling community and we are committed to the development of the whole child when planning both whole school and personalised provision to widen their learning experiences.

Strategic Vision: Overall Impact and Outcomes 2021

Our vision will be achieved through the following six key strategic priorities:

- **Priority 1:** Ensuring all pupils make ambitious progress to catch up, close gaps and achieve their potential.
- **Priority 2:** Ensuring a purposeful, inspiring and engaging recovery curriculum enabling children to catch up whilst nurturing their interests and talents.
- **Priority 3:** Ensuring the continuous development of excellent provision and practice.
- **Priority 4:** Ensuring talented, unwavering, and pioneering system leadership for us to be leaders in education.
- **Priority 5:** Ensuring that we nurture a safe, secure and engaging environment in which we all thrive.
 - **Priority 6:** Ensuring that we grow financial sustainability.

Links to School RIP/ SSP:

2.1, 2.2, 2.3, 2.4, 2.6, 4.1, 4.2,

2.5, 3.1, 3.4

2.2, 2.3, 4.2

1.1, 1.2, 1.3, 1.4

4.3, 4.4

1.1, 1.2

1. Contextual Information

Academic Year	2020-2021		Date:		October 2020
Number of Pupils on Roll (September 2020)	965	Total Catch up Budget:	£64,080	Termly Impact Review:	December 2020

2. Whole school gaps, trends in data and priority areas

Phonics is a focus in both Years 1 and 2 (lower starting points)

Year 2 and Year 6 are both key priorities in Reading, Writing and Maths. Additionally, EGPS for Year 2.

All Year Groups are showing gaps and additional targeted support required for Reading, Writing/EGPS and Maths for both age related expectations and greater depth.

Year 5 and Year 6, compared to other Year Groups, require intensive targeting and support.

3. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
	<ul style="list-style-type: none"> Rapid and sustained progress for all groups of children. 	<ul style="list-style-type: none"> Progress is measured from a clear baseline at the beginning of the academic year. Over the duration of the year, progress is assessed and monitored each term. Lessons are effective and teachers are skilled at delivering purposeful learning.
	<ul style="list-style-type: none"> Ensuring any gaps created by Covid-19 have been diminished and where possible, closed. 	<ul style="list-style-type: none"> A detailed gap analysis is completed each term to identify where the barriers are. Interventions are in place for different groups of children Formative assessment and assessment for learning are in place within and across lessons Spotlight tours evidence progress
	<ul style="list-style-type: none"> Areas for development have been identified and targets for all children are met. 	<ul style="list-style-type: none"> Clear targets are set based on baseline data and overall Key Stage targets. Teachers craft lessons which meet the needs of all children. Curriculum coverage is detailed and knowledge and skill progression is evident throughout the academy.
	<ul style="list-style-type: none"> Vulnerable groups are supported in their journey and make clear progress. 	<ul style="list-style-type: none"> SEND and Pupil Premium children are identified on planning documents Pupil voice shows that children are appropriately supported. ASPs consider additional interventions that are designed to help children make rapid progress.
	<ul style="list-style-type: none"> Attainment levels are in line with or above the previous academic year. 	<ul style="list-style-type: none"> Data is tracked at the end of each term and trends/patters are identified. Monitoring shows that attainment is improving each term and children are making good progress. Children achieve the ambitious targets set for them and, where this hasn't happened, evidence is in place to show the support the children have received.

4. Impact Towards Long Term Outcomes 2020-2021

Autumn 2020 - Milestones	Spring 2021- Milestones	Summer 2021- Milestones
<p>Gaps from previous year groups identified and closed across Reading, Writing, EGPS and Maths. Identified pupils have been effectively supported and gaps diminished.</p> <p>EAL and Pupil Premium pupils' gaps in learning begin to close.</p> <p>Targeted intervention for identified pupils has taken place. Impact measured and intervention reviewed.</p> <p>Improved standards in Phonics.</p>	<p>Gaps from previous year groups continue to be identified and closed across Reading, Writing, EGPS and Maths.</p> <p>Identified pupils have been effectively supported and gaps diminished.</p> <p>Accelerated progress has taken place for identified pupils.</p> <p>EAL and Pupil Premium pupils' gaps in learning continue to close.</p> <p>Targeted intervention for identified pupils has continued to take place. Impact measured and intervention reviewed.</p> <p>Standards in Phonics continue to improve.</p>	<p>Gaps from previous year groups identified and closed across Reading, Writing, EGPS and Maths. Identified pupils have been effectively supported and gaps diminished.</p> <p>Accelerated progress has taken place for identified pupils.</p> <p>EAL and Pupil Premium pupils' gaps in learning have closed.</p> <p>Evaluated and effective intervention has taken place and ensured that pupils have made accelerated progress and identified gaps have closed. Catch up in learning has happened.</p>

1. Planned expenditure

Academic year

September 2020 to July 2021

The three headings below enable schools to demonstrate how they are using the catch-up fund to improve quality first teaching including classroom pedagogy, providing targeted support and support whole school strategies.

Tier 1: Raising quality first teaching for all children.

Provide high quality teaching and learning to enable all children to close gaps, accelerate progress and catch up.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Metacognition is embedded within the Curriculum. Pupils are self-regulated learners.</p>	<p>Embedding Metacognition within the Curriculum through CPD (Professional Learning Sessions)</p>	<p>EEF state Metacognition as having a low cost, high impact on pupils' attainment and progress.</p>	<ul style="list-style-type: none"> • A plan will be in place around when the PLS sessions will take place across the year and what the focus of the sessions will be. • Staff will be given clear actions to trial out within their everyday practice during set periods of time. • Regular follow up and evaluations of practice will take place. • CPD given as necessary to identified staff. • An expert group will be set up that lead the way and assist with staffs' CPD needs around developing pupils' metacognitive strategies. 	<p>KW AP</p>	<p>Ongoing and each term. X6 per year.</p>
<p>To improve the teaching and learning of Phonics.</p>	<p>Supersonic Phonics Friends approach</p>	<p>A phonics programme designed to enhance and improve staffs' teaching of phonics. Adds an element of fun and excitement leading to engagement by the pupils around their Phonics learning.</p>	<ul style="list-style-type: none"> • A plan will be in place around the implementation of the approach. • Effective training will take place to ensure staff are confident and have the skills to deliver the Phonics approach effectively. • CPD given as necessary to identified staff. 	<p>JMe/ MH/H W/ KB</p>	<p>Ongoing and each term. X6 per year</p>

			<ul style="list-style-type: none"> Regular review and evaluation of the approach will take place. 		
Proposed Cost:					£2000
<p><u>Tier 2. Targeting support, group and bespoke level, for identified low achieving children and/or those struggling to make accelerated progress including the more-able children.</u></p> <p><i>Provide high quality targeted support to enable all children to perform in line with their peers, close gaps and make accelerated progress.</i></p>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> Intervention teacher; accelerating progress and closing the gaps for all groups of pupils <p>HLTAs:</p> <ol style="list-style-type: none"> Accelerating progress and closing the gaps for disadvantaged pupils; HLTA covering the teacher to provide interventions for identified disadvantaged pupils Accelerating progress for SEND; HLTA to provide specific interventions to accelerate progress, close gaps and provide targeted SEND e.g. ASP targets, support 					
<p>To provide high quality, targeted support to enable identified pupils to perform in line with their peers and make good progress.</p> <p>(Disadvantaged pupils)</p>	<ul style="list-style-type: none"> For the HLTA to cover the class teacher whilst the teacher delivers interventions with the identified disadvantaged pupils. For the HLTA to sometimes work with identified disadvantaged pupils to diminish gaps in learning and help them to make good progress. For the HLTA to sometimes deliver targeted interventions in Reading, Writing and Maths. 	<p>Effective HLTAs support pupils and help them to make good progress.</p>	<ul style="list-style-type: none"> Effective induction to role and CPD given as necessary. Assessment will identify the pupils that need the support/gaps in learning. Bespoke support will be planned and delivered for the identified pupils. The HLTA will be monitored and ongoing CPD will be provided as part of developing their role within the Academy. Interventions will be reviewed and evaluated, impact will be measured. 	GW	Ongoing – x 6 times per year.

	<ul style="list-style-type: none"> For the HLTA to provide 1:1 reading support that is targeted to pupils' individual needs. 				
<p>To provide high quality, targeted support to enable identified pupils with SEND to perform in line with their peers and make good progress.</p>	<ul style="list-style-type: none"> For a HLTA to work with identified pupils with SEND to diminish gaps in learning and help them to make good progress. The HLTA will deliver SEND interventions in Reading, Writing and Maths/ meeting the needs of the identified pupils. 	<p>Effective HLTAs support pupils with SEND and help them to make good progress and meet their SEND needs.</p>	<ul style="list-style-type: none"> Effective induction to role and CPD given as necessary. Assessment will identify the pupils that need the support/gaps in learning. Bespoke SEND support will be planned and delivered for the identified pupils with SEND. The HLTA will be monitored and ongoing CPD will be provided as part of developing their role within the Academy. Interventions will be reviewed and evaluated, impact will be measured. 	<p>AP JMa BM</p>	<p>Ongoing – x 6 times per year.</p>
<p>To provide high quality, targeted support to enable identified pupils to perform in line with their peers and make good progress.</p>	<ul style="list-style-type: none"> For a teacher to work with identified pupils to diminish gaps in learning and help them to make good progress. 	<p>Effective teachers are high impact, high cost. We know the impact that will be made here so it is worth the cost.</p>	<ul style="list-style-type: none"> Effective induction to role and CPD given as necessary. Assessment will identify the pupils that need the support/gaps in learning. Interventions will be regularly reviewed and impact will be measured. 	<p>AP/ GM</p>	<p>Ongoing – x6 times per year.</p>
<p>To provide high quality, targeted support to enable identified pupils to perform in line with their peers and make good progress.</p>	<ul style="list-style-type: none"> For members of the SLT to lead on interventions with identified pupils, plugging identified gaps so that accelerated progress takes place. <p>GR: Readers in Year 1 and Year 2</p>	<p>Effective teachers are high impact, high cost, however, this will be within the SLTs' daily timetables so at no extra cost.</p>	<ul style="list-style-type: none"> Assessment will identify the targeted pupils/gaps in learning. Planned interventions will be specific to the pupils' needs and gaps in learning. Regular review and evaluation of interventions, impact will be measured. 	<p>GR AP JMe GW</p>	<p>Ongoing – x 6 times per year.</p>

	<p>AP: Daily Maths group in Year 6/ Maths interventions in Year 5</p> <p>JMe: Daily Phonics interventions in FS2 and Year 1.</p> <p>GW: Daily Phonics group in Year 2.</p>				
<p>To provide highly tailored and specific 1:1 support for identified pupils (National Tutoring)</p>	<ul style="list-style-type: none"> • 20 specifically identified year 6 pupils for 1:1 tuition. • 20 specifically identified year 2 pupils for 1:1 tuition. • 14 identified pupils from other year groups 	<p>1:1 tuition to accelerate progress; to provide high-quality tuition from qualified teachers, using standardised lesson materials and assessments.</p>	<ul style="list-style-type: none"> • Assessment will identify the targeted pupils/gaps in learning. • Planned interventions will be specific to the pupils' needs and gaps in learning. • Interventions will be reviewed and impact will be measured. 		<p>Each pupil receives 15 hours of tuition (75% subsidised by government). 1 child = 225 and 40 X 225 is £9,000.</p> <p>14 X 225 = £3150</p>
Proposed Cost					TOTAL: £52,150
<p><u>Tier 3 Wider curriculum and school offer impacting on children's development and learning.</u></p> <p><i>Provide high quality enrichment, SMSC and cultural capital activities to support all children's well-being, equality and disadvantage to promote all areas of development, including access to home learning.</i></p>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Identified pupils will have the necessary IT tools to enable their learning to be enhanced and assist them in making good academic progress.</p>	<p>Laptops/netbooks/Kindles</p>	<p>ICT laptops/netbooks allow opportunities for pupils' learning to be enhanced and help improve their engagement and accessibility to the task set.</p> <p>Reading Kindles help to support pupils' reading development and engagement.</p> <p>Laptops support home learning and teachers to teach.</p>	<ul style="list-style-type: none"> • Individual pupils' gaps will be identified, and the tasks set on the laptops/Netbooks will match the gaps/needs of the pupils. • Regular review and evaluation will take place, ensuring impact for identified pupils. 	<p>AP</p>	<p>Ongoing and each term. X6 per year</p>
Proposed cost					£10,000
TOTAL COST:					£64, 150