



Woodlands Catch Up Provision Management and plan 2020-21*

Including Lockdown 3 January 2021 Update



Woodlands distributed their catch up allocation in line with the latest evidence in regards to impact. The Education Endowment Fund recently produced guidance which advised schools as to how best to allocate funding.

In summary, a 3-tiered approach was recommended:

- 1. Whole school strategies – this focuses on an effective transition back into school and quality first teaching.**
- 2. Targeted support – this focuses on interventions and one to one strategies.**
- 3. Wider strategies – this focuses on support for parents, access to resources and additional programmes.**

In September 2020, within the first week back, we ensured a rigorous baseline process was undertaken in line with WILTSHIRE guidance. Whilst we did not assume that every child would have fallen behind in their learning, it was clear from this baseline that a significant percentage had. Whilst many could be targeted using Quality First Teaching, it was essential that we then identified those with the most need. As a result, following this baseline, we held Pupil progress Meetings to further identify those children who had significantly fallen behind and needed additional support in order to catch up.

Having identified our priority children we decided to focus heavily on small group and 1 to 1 tuition (in phonics). This plan has been adapted to allow for the impact of having to teach the vast majority of children remotely during the third national lockdown which started on 5th January 2021. Studies demonstrate that well targeted small group and 1 to 1 tuition is likely to have the highest impact. As a rule of thumb, the smaller the group the better, so these tuition groups will consist of a small group of children identified as needing the most support

Below is a more detailed breakdown of our Catch Up Premium allocation:



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Year group	Gaps/issues in learning identified	Interventions/support/tuiti on plans incl. timescales and desired impact	Budget allocation
EYFS – FS2	<p>Childrens phonological awareness is behind that of previous cohorts.</p> <p>Oral Blending a concern.</p>	<ul style="list-style-type: none"> √ Oral blending a focus for the EYFS teaching staff with additional phonics Read Write Inc. books and materials purchased √ Increased phonics assessment schedule-chn regulary assessed and grouped within the EYFS classroom √ The NELI (Nuffield Early Language Intervention) Programme √ January 2021 Covid update – Remote 1 to 1 tuition for targeted pupils 	<p>EYFS Total: £3000</p> <p>£2500</p> <p>Cost of staff training and non-contact to deliver the programme X10 hours training £500</p>
Key Stage 1	<p>Chn identified as significantly behind in Reading which is impacting on attainment in all core subjects. Childrens phonological awareness is behind that of previous cohorts.</p> <p>Focus on the lowest 10-20% in Mathematics</p>	<ul style="list-style-type: none"> √ Increased phonics assessment schedule-chn regulary assessed and grouped within the Y1 and Y2 classrooms √ January 2021 Covid update – TA Remote 1 to 1 tuition for targeted pupils √ January 2021 Covid update – Additional Numbers Count Tuition focusing on core Number work. √ January 2021 Covid update – Additional Numbers Count Tuition focusing on core Number work. 	<p>KS1 Total: £6,500</p> <p>£1,500 release cover for phonics lead – staff training/coaching, assessment of pupils</p> <p>X10 Year 1 Pupils £2,500</p> <p>X5 Year 2 Pupils £1,500</p> <p>8 weeks provision until 8th March. Ongoing tuition:</p> <p>£1000</p>
Lower Key Stage 2	<p>Children identified as significantly behind in Reading which is impacting on attainment in all core subjects.</p> <p>Focus on the lowest 10-20% in Mathematics</p> <p>Writing – use the Mark for Impact project to track acceleration in progress</p>	<ul style="list-style-type: none"> √ January 2021 Covid update – TA Remote 1 to 1 Phonics tuition for targeted pupils √ January 2021 Covid update – Additional Numbers Count Tuition focusing on core Number work. √ Introduce the Mark for Impact Project in Y3 & Y4. 	<p>Total LKS2: £2,500</p> <p>£1,500</p> <p>£1,000</p>



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		1 x 30 minute small PP conference focused on Writing Targets – per class per week	
Upper Key Stage 2	<p>Children identified as significantly behind in Reading which is impacting on attainment in all core subjects.</p> <p>Writing – use the Mark for Impact project to track acceleration in progress</p>	<p>√ Fresh Start Phonics taught in small groups.</p> <p>√ One to one phonics tuition with all Fresh Start Pupils on a daily basis</p> <p>1 x 10 minute daily 1 to 1 sessions</p> <p>√ Embed the Mark for Impact Project in Y6. Impact report shows the high value of this initiative.</p> <p>√ Introduce the Mark for Impact Project in Y5.</p> <p>1 x 30 minute small PP conference focused on Writing Targets – per class per week</p>	<p>Total LKS2: £4,000</p> <p>HLTA cover to allow the class teacher to introduce the Mark for Impact Project</p>

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Other/Wider Strategies		√ Increased programme of staff CPD focusing on Quality First Teaching. √ Coaching programme intensified to support recently qualified teachers. √ PSHE prioritised within the weekly curriculum-several additional sessions in the first Term √ Additional ELSA and Relate Counselling Sessions √ THRIVE training for x2 Teaching Assistants	£1,000
		Total spend	£14,532

An anonymised provision map for all children in receipt of tuition is shared below:



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February 2021 Update

Ever6FSM

17 pupils

FS2 – Reception – Acorn Class

Intervention:	Intervention target:	Group size:	Staff:	Frequency/duration:	Cost per annum:
NELI – Nuffield Early Language Intervention	To develop oral language skills, improve vocabulary, develop their narrative skills, encourage active listening and build confidence in independent speaking. To alleviate the impact of Covid-19	1:4	KM EYFS Teacher	1 x 60 mins weekly	
Phonics – Read, Write, INc √ January 2021 Covid update – TA Remote 1 to 1 tuition for targeted pupils	Childrens phonological awareness is behind that of previous cohorts. To alleviate the impact of Covid-19	In school X3 pupils	KM	30 mins per day per pupil	
		In school & via zoom x1 pupil	KM	30 mins per day	
		Remote 1 to 1 phonics x5 pupils	KM	30 mins per day per pupil	

Pupils	Year	Entry data- based NELI Programme & RWInc Phonics	Exit data

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Ever6FSM
12 pupils

Year 1 Ash Class

Intervention:	Intervention target:	Group size:	Staff:	Frequency/duration:	Cost per annum:
Phonics – Read, Write, INc √ January 2021 Covid update – TA Remote 1 to 1 tuition for targeted pupils	To alleviate the impact of Covid-19 Childrens phonological awareness is behind that of previous cohorts.	1:4	LP Teacher	1 x 20 mins daily	
Mathematics – Numbers Count	Core Number Targets / Arithmetic		SC Numbers Count Specialist Teacher		

Pupils	Year	Entry data- based on RWI Phonics Assessment	Exit data

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Ever6FSM

10 pupils

Year 2 Cedar Class

Intervention:	Intervention target:	Group size:	Staff:	Frequency/duration:	Cost per annum:
Phonics – Read, Write, INc	To alleviate the impact of Covid-19 Childrens phonological awareness is behind that of previous cohorts.	1:4	BT Teacher	1 x 20 Daily Phonics intervention	
Mathematics – Numbers Count	Core Number Targets / Arithmetic To alleviate the impact of Covid-19	1:4	SC Numbers Count Specialist Teacher		
	Covid-19 Lockdown 3 update	X2 pupils	SC Numbers Count Specialist Teacher	30 mins per day per pupil for those pupils attending during lockdown	

Pupils	Year	Entry data- based on RWI Phonics & Numbers Count Intervention	Exit data

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Year 3

Hazel Class

Intervention:	Intervention target:	Group size:	Staff:	Frequency/duration:	Cost per annum:
Phonics – Read, Write, INc	To alleviate the impact of Covid-19 Children’s phonological awareness is behind that of previous cohorts.	1:1	1 to 1 TA	6 x 20 mins Daily Phonics intervention	
Phonics	Covid-19 Lockdown 3 update	1:1	1 to 1 TA	X4 pupils receive a 10minute 1 to 1 session every day.	
Mathematics – Numbers Count	Core Number Targets / Arithmetic To alleviate the impact of Covid-19	1:3 or 4	SC Numbers Count Specialist Teacher	X30 mins per day per pupil	
Writing – use the Mark for Impact project to track acceleration in progress	✓ Introduce the Mark for Impact Project in Y3. 1 x 30 minute small PP conference focused on Writing Targets – per class per week				

Pupils	Year	Entry data- based on Aut	Exit data

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Year 5 Beech Class

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Intervention:	Intervention target:	Group size:	Staff:	Frequency/duration:	Cost per annum:
Writing in Year 5	√ Introduce the Mark for Impact Project Writing Assessment Project This project provides targeted feedback	1:6	Class Teacher	√ Class teacher to deliver 3 x 30min weekly tutoring	
Reading in Year 5	Fresh Start Phonics	X6	1:7 TA	½ hour per day and additional 1 to 1 tuition	

Pupils	Year	Entry data- based on Autumn 2020 Writing Data	Exit data

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Year 6 Maple Class

Intervention:	Intervention target:	Group size:	Staff:	Frequency/duration:	Cost per annum:
Writing in Year 6	✓ Class teacher to deliver 3 x 30min weekly tutoring ✓ Introduce the Mark for Impact Project Writing Assessment Project This project provides targeted feedback	1:6	Class Teacher	✓ Class teacher to deliver 3 x 30min weekly tutoring	
Reading in Year 6	Fresh Start Phonics	X3	1:3	½ hour per day and additional 1 to 1 tuition	

Pupils	Year	Entry data- On Entry Reading KS2 SATs test September 2020 and Writing Entry Data	exit data Dec 2020

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Intervention:	Intervention target:	Group size:	Staff:	Frequency/duration:	Cost per annum:
	To alleviate the impact of Covid-19				

Pupils	Year	Entry data- based on Reading Paper	Exit data
	6	/40	
	6	/40	
	6	/40	
	6	/40	