



# Willow Tree COVID-19 Catch-up Premium Report V1



Summary Information			
<b>Total Number of Pupils</b>	445 excluding nursery 505 including nursery	Amount of Catch-up premium received per pupil	£80
<b>Total Catch-up Premium Budget</b>	£34,880 based upon 436 children		

Summary Information
<p>At Willow Tree, we will put the children’s well-being at the centre of our thinking in preparing our strategy to enable children to progress. We will use the EEF guide to supporting school planning 2020-22.</p> <p>In planning for recovery we will use a tiered approach based upon the following principles:</p> <p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• High Quality Teaching for all</li> <li>• Effective diagnostic assessment</li> <li>• Focus on professional development</li> </ul> <p><b>Targeted Academic Support</b></p> <ul style="list-style-type: none"> <li>• High quality one to one and small group tuition</li> <li>• Teaching Assistants and targeted support</li> <li>• Academic tutoring</li> <li>• Planning for children with SEND</li> </ul> <p><b>Wider Strategies</b></p> <ul style="list-style-type: none"> <li>• Supporting pupils’ social and emotional behavioural needs</li> <li>• Communicating and supporting parents</li> </ul>

The curriculum for the spring and summer terms 2021 will be adapted to focus on the key skills and knowledge that children need in order to progress into their year group in September.

### Context of the school and rationale for the strategy

Our proportion of disadvantaged pupils across school is high, (44%) compared to the national.  
Approximately 55% engaged with the online learning that school provided.

Barriers To Future Attainment	
A	Lack of up to date assessment data. Standardised assessments will be completed at least twice over the academic year in September and June. Spring term assessments were postponed because of Lockdown 3.
B	To focus upon strategies and support which increase independence and develop greater resilience and self confidence in our children
C	Home learning and levels of engagement for some families.
D	EEF: A lack of access to technology and stable Wi-Fi has been a barrier for some pupils. This is exacerbated for larger families where there is more than child in the household.
E	Limited access to reading materials over the summer of 2020 – phonetic knowledge, reading ages and comprehension may be lower than expected at the beginning of autumn 2020
F	Some pupils may settle back into school and class routines and some may have limited concentration as a result of poor home routines and lack of structure learning experiences since school closures

Quality Teaching For All					
Action	Intended Outcome and Success Criteria	What is the evidence and rationale for this choice?	Monitoring Strategy	Who and When?	Cost
Use Reading, writing and maths autumn term assessments to identify children in need of further targeted support	Pupils identified for support  Progress is accelerated and standardised tests in summer 2 demonstrate that children are making progress and catching up.	<b><i>Planning effective assessment is integral to supporting great teaching</i></b>  EEF Guide To Supporting Questions For teachers to ask? What learning has been lost or misunderstood? What new experiences or knowledge has been gained? Should we re-teach to the whole group or move on? Getting the balance between standardised assessments and classroom based diagnostic assessments.	Pupil Progress Meetings Teacher Assessment Data	Led by RM &KL CT to assessing class	
Additional Staffing employed in Key Stage 1 to enable class teachers to deliver targeted support to identified groups and individuals.	RWI assessments, maths fluency tests and discussions with R/Y1 staff were used to identify groups and individuals for catch up. These assessments in conjunction with GLD were used to target specific support. For example, some pupils required pre-teaching in maths, whereas others	Evidence indicates that small group tuition and one to one interventions can be a powerful tool for supporting pupils. Many children in school require high quality structured targeted interventions to make progress. From experience, our children make better progress when their teachers run these interventions or other familiar adults as these structured interventions lead into quality first teaching.	RWI assessments Fluency test Pupil Progress meetings Phonics Data	Led by BY Additional adults DG CS	£4000

	<p>needed 1:1 phonics or inference work.  Catch up sessions delivered 3/4 times a week in Year 2 by Becky Young. While 1:1 phonics and daily reading was delivered by TAs. While pre-teaching successfully helped children to access the learning in class.  In Year 1, Danielle Graham has provided 1:1 phonics sessions for children identified by RWI assessments</p>				
<p>Additional Staffing employed in Key Stage 2 to enable class teachers to deliver targeted support to identified groups and individuals.</p>	<p>Autumn assessments identify priority groups for support. Teachers identify issues for identified pupils and the focus for intervention (using the PiXL QLA and diagnostic materials that support the Autumn tests).  Ongoing assessments used to identify pupils in need of pre-teaching.  Investigation of assessment tools to make it easier to identify pupils who</p>	<p>Evidence indicates that small group tuition and one to one interventions can be a powerful tool for supporting pupils. Many children in school require high quality structured targeted interventions to make progress. From experience, our children make better progress when their teachers' or other familiar adults run these interventions as these structured interventions lead into quality first teaching.</p>	<p>Pupil Progress meetings.  Teacher's monitoring and assessments.</p>	<p>Additional Adults:  A J/LJ (2 days per week - Autumn 1) DW (3 days per week Autumn 2 and 5 days per week Summer 2),SWS  1additional day x 6</p>	<p>£8000</p>

	<p>need targeted support, e.g. trial of LBQ in Year 3.</p> <p>Additional 'catch up' sessions and/or pre-teaching sessions planned and delivered for reading and maths either by the class teacher/TA or additional members of staff.</p> <p>Pre-teaching sessions enable identified children to access the curriculum at an age-appropriate level.</p> <p>Formative assessments of 'catch up' sessions describe any progress made and next steps.</p> <p>Standardised tests in summer 2 demonstrate that children are making progress and catching up.</p>				
<p>Additional staffing employed in Year 6 to enable teachers to deliver targeted support to identified groups and individuals in preparation for high school readiness.</p>	<p>Assessments in Autumn 2, cross-referenced with KS1 results and the use of Pixl QLA and diagnostic materials have identified groups of Year 6 pupils at all levels in English and Maths.</p>	<p>Evidence indicates that small group tuition and one to one interventions can be a powerful tool for supporting pupils. Many children in school require high quality structured targeted interventions to make progress. From experience, our children make better progress when their teachers' or other familiar adults run these interventions as these structured interventions lead into quality first teaching.</p>	<p>Teacher's monitoring and assessments. Pixl meetings Virtual transition meetings with High Schools Pupil Progress meetings.</p>	<p>KL 12 hours per week with Year 6 MT, AS, SW, JH</p>	<p>£6000</p>

	<p>To ensure that pupils are on track to be working towards, expected or greater depth the children are taught in ability groups for Reading and Maths.</p> <p>Standardised tests in summer 2 demonstrate that children are making progress and catching up.</p>				
<p>Talk Audit Talk PDM Support for Talk Teaching and Learning Policy</p>	<p>To audit the quality of talk in classrooms across school. Skill staff to maximise questioning and opportunities for talk within the classroom</p>	<p>EEF Mega-cognition and self-regulated learning. EEF Report Strengthening pupil's ability to monitor, direct and review their learning. There is a large body of evidence that when properly embedded metacognition approaches are powerful levers for boosting learning.</p>	<p>Lesson observations demonstrate that strategies were being used by CT. Children are more engaged in their learning and sustain concentration</p>	<p>Consultant led T P &amp; in school Talk Team</p>	<p>£1900</p>
<p>To prepare Y6 for the next stage of their education by planning a series of experience that will directly contribute to their personal development.</p>	<p>Pupils are equipped to transfer successfully to their high schools. Improve physical and emotional development</p>	<p>Enhance personal and social skills. To increase the amount of time that children are spending outside</p>	<p>Pupil Voice Activities</p>	<p>MT &amp; AS</p>	<p>£3000</p>
<p>To enhance classroom libraries at Key Stage 2</p>	<p>"A high quality reading rich curriculum can offer the means for pupils to thrive after their time away from the classroom." (EEF)</p>	<p>EEF Improving Literacy in Key Stage 2 Evidence suggests that fluent reading supports comprehension as pupils' cognitive resources are freed from focussing on word recognition and be redirected to comprehending a text.</p>	<p>Observations of reading show pupils are consolidating their reading skills, building their vocabulary and developing their fluency</p>	<p>HP &amp; KL</p>	<p>£3000</p>

			as speakers, writers and readers of language. Children demonstrate progress in standardised assessments.		
Adapting the curriculum	Additional time allocated within the timetable for English and for Maths Fluency. Ready to Progress Criteria prioritised in Maths curriculum. English, Maths and Science curriculum adapted where necessary to take account of topics and skills not taught in the previous year due to school lockdown. Maths and Science Subject Leaders have audited gaps in topics/skills covered and have identified when these can be covered in future year groups.	We know that the impact of the pandemic has been variable on children; however, we do know that the most disadvantaged have been more profoundly affected. Children have lost between 115 out of 190 days out of the classroom because of lockdowns and school bubble closures. The challenges for teachers mean that they are making decision about how to adjust the curriculum accordingly. Reading and mathematical fluency has to be a focus to enable children to recover lost learning.	Recovery curriculum provided to all staff. Planned standardised assessment summer 2	SLT	

<b>Targeted Academic Support</b>					
<b>Action</b>	<b>Intended Outcome and Success Criteria</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Monitoring Strategy</b>	<b>Who and When?</b>	<b>Cost</b>

To buy into Salford Speech and Language enhanced service	Speech and language difficulties are identified and strategies put in place to improve communication skills	Support is targeted at those children with poor oral language skills. For many of our children difficulties and delays in their language development are associated with aspects of their home environment. We also know that school closures are more likely to have a greater negative impact on children from disadvantaged families than their peers.	Wellcom and Nuffield assessments will be used along with teacher assessments to identify those children with delays in speech and language. These assessments will also be used to review progress. With older children, initial assessments and review assessments will be carried out by the speech therapist as directed by SENCO.	SENDco CM EYFS Lead JE Lorna Wells Speech and Language Therapist	£3,300 per term Starting spring 2021 and continuing throughout autumn and spring 2021
Nuffield Early Language Intervention	To improve the expressive and receptive vocabulary, listening and narrative skills of Reception aged children alongside early literacy skills.	DEF funded Programme Independent evaluation by the EEF found that NELI boosts the language skills of four and five year olds by an additional three months.	Planning and record sheets for every session – group and 1:1. Narrative scripts for 1:1 sessions. Children will complete the Language Screen again, once they have completed the programme.	JG weekly, KP daily JE half-termly	£1000 to support cover and additional resourcing of the programme
Pre-teaching to include Introducing, new mathematics, new resources, new contexts. Rehearsing prior learning Rehearsing vocabulary Allowing confusion to happen Using mis-conceptions	Children are provided with more additional time and opportunities for learning Teachers are better placed to support identified children's learning in the lesson Children are more able to actively participate in the lesson	Action Research Project Cornwall and West Devon Maths Hub The class teacher should run pre-teaching. Pre-teaching enables the class teacher to reflect on the planned lesson in advance and enables adjustments to make the lesson more effective	Pupil progress Meetings Progress for target children accelerated	LJ	

Using images/ resources for the first time.					
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<b>Wider Strategies</b>					
<b>Action</b>	<b>Intended Outcome and Success Criteria</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Monitoring Strategy</b>	<b>Who and When?</b>	<b>Cost</b>
Magic Breakfast	To provide children with a healthy nutritious breakfast	Maslow's hierarchy of need - ensuring no child in school is too hungry to learn. EEF evaluation of magic- breakfast club	Numbers of children accessing the breakfast	EP VS	£1500
Place 2 Be	To provide one to one child counselling and mental health support to children and families in school	Economic Evaluation of Place2Be's Counselling Service in Primary Schools. Mental health problems can have a significant impact on children and young people's lives, and without effective intervention can damage their long-term prospects. Charities such as Place2Be have a valuable part to play in improving outcomes for children through in-school mental health support. Improvements in mental health outcomes lead to better outcomes in adulthood.	Children referred to service by safeguarding leads/SENCO. Children discussed at termly caseload meetings. SDQs and teacher assessments are used to provide a baseline and review progress. End of placement reports can also be provided by P2B on request and councillors attend regular supervision meetings.	P2B SPM Safeguarding Leads SENCO	£7000 per term