



Woodlands Infant and Nursery School

School Planning 2020-21 and Catch Up Premium

In order to support schools with school planning whilst we are in a world pandemic, the Education Endowment Foundation (EEF) has produced two help guidance documents:

“The EEF guide to supporting school planning – A tiered approach to 2020-21”

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf

and “Covid-19 support guide for schools”

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

These documents suggest schools plan using a tiered approach with respect to school improvement and also with respect to planning how to support children to catch-up. “Catch-up” in this context refers to the children learning the main aspects of the curriculum they missed when they were in the first lockdown (March-August 2020.) This, aforementioned, tiered approach describes 3 tiers and the areas of provision within the tiers which schools they suggest should be focussed on to have the greatest impact this year.

(The green text are the areas within the “The EEF guide to supporting school planning” and the red text are those areas detailed in the “Covid-19 support guide for schools.”)

Tier 1 – *Teaching (High-quality for all, effective diagnostic assessment, supporting remote learning and focussing on professional development.) Teaching and whole school strategies (Supporting great teaching, Pupil assessment and feedback and Transition support)*

Tier 2 – *Targeted academic support (high quality one to one and small group tuition, teaching assistants and targeted support, academic tutoring, planning for pupils with SEND.) Targeted approaches (One to one and small group tuition, Intervention programmes and extended school time)*

Tier 3 – *Wider strategies (supporting pupils social, emotional and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successfully implementation in challenging times) Wider strategies (Supporting parent and carers, access to technology and summer support)*

It is suggested the school's focus should also be split ½ on Tier 1 and a ¼ on Tier 2 and a ¼ on Tier 3, please see the diagram below:



Catch Up Premium

The Government has allocated funding to each school to support “Catch-up”

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#use-of-funds>

This Dfe guidance states: *Schools should use this funding for specific activities to support their pupils to **catch up** for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).*

CATCH UP PREMIUM for Woodlands Infant and Nursery School is

Our school has been allocated a total of £7040 for this academic year and this is financially split, £3,520 paid within this financial year and £3,520 paid in the next financial year.

The DFE guidance on catch-up premium references the two school planning documents, so we as a school have decided to use the tiers to support our decision-making with respect to how we spend our catch-up premium. The decisions are also guided by the school’s vision and our determination to ensure all our children “catch-up” and we do not allow this pandemic to adversely affect any of our children’s academic or emotion development.

The steps so far:

Tier 1

1. High quality teaching for all pupils is seen across the school. There has been whole school development on the curriculum to ensure it addresses the needs from the first lockdown and continues to develop essential knowledge and skills. The curriculum focuses on vocabulary for each subject area and ensures cultural capital is built on.

A package of Remote Learning has been developed in line with the National Curriculum to ensure children can continue to develop essential skills during the second closure of schools. Lessons delivered remotely are provided by the school’s teachers to enable them to provide the appropriate support for our children. Teachers are able to provide regular feedback to pupils through the remote learning platforms.

Whole school development and training has been implemented using Greg Botteril’s Message Centre’s to develop writing and a joy for writing. These are evident in all classrooms. Staff in key stage one have also carried out training on how to build stamina in writing to support pupils development on return to school.

Small group fine motor intervention to develop muscle skills and pencil control as well as resources sent home to support outside of school.



Woodlands Infant and Nursery School

Tier 1

2. High quality teaching of phonics and reading is in place to ensure all children are able to apply their phonics skills independently to different reading and writing activities. High quality phonics provision in place using RWI consistently to ensure that the children across school know their sounds and can apply these in their speech, reading and writing and that Year 2 are ready for the phonics screening in December. Remote Learning for phonics is in place daily to enable the children to continue learning and applying their phonics skills.

Tier 2: 1:1 intervention for Phonics and Reading

1:1 phonics interventions have been established and take place daily to support missed learning and close the gap. 1:1 phonics.

Tier 2

3. There has been a huge focus on early language development across Nursery and Reception. Vocabulary and language development activities are planned into the curriculum and learning environments to develop these early skills. Staff have completed training in First Call and have begun their training with the NELI project. All children have been assessed using the Language Screen. As part of the Remote Learning children take part in a variety of Speech and Language activities throughout the week.

Tier 2: Nuffield Early Language Intervention Programme

Small intervention groups and 1:1 sessions have been established based on the results of the Language Screen. The NELI programme has been put on hold due to the January lockdown. 1:1 speech and language intervention has been taking place daily for those children with significant needs.

Tier 3

4. PSHE Jigsaw Programme takes place weekly in school, this will continue during school closures and daily live wellbeing sessions provided for all pupils. PSHE books have been purchased to support the emotional health and wellbeing of children during lockdown and on returning to school. During school closures phone calls and home visits are carried out to support families and signpost them to support where appropriate. All staff have had training on supporting children's emotional health and wellbeing.

Tier 2: 1:1 support for emotional health and wellbeing.

1:1 emotional health and wellbeing support has been provided by our family support worker and by outside agencies such as art therapy and healthy minds.

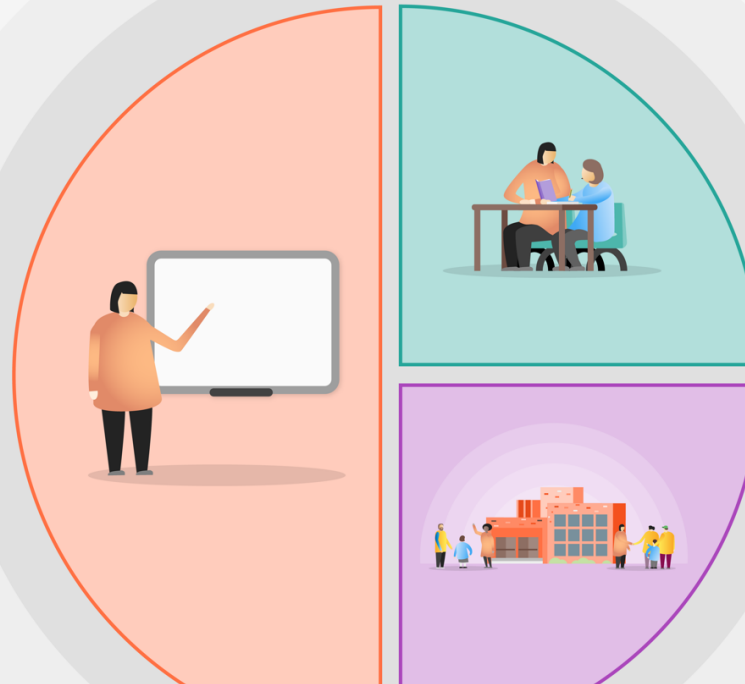
The diagram on the following page details the additional provision we will be putting in place, which will be funded by our "Catch-up Premium."



EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2020-21) – TIERED MODEL

1 Teaching

- High Quality Teaching for all supported by evidence informed CPD for teachers and support staff.
- A broad and engaging curriculum that focuses on vocabulary acquisition and develops cultural capital.
- Continued development of the Phonics and Reading approach.
- Development of Maths Mastery approach supported by external The Maths Hub Specialists.
- Learning platform purchased to enable remote learning (MS Teams)
- A package of home learning put together ensuring basic skills are focused on. (Teams platform, Purple Mash, Tapestry, videos)



Total funding: £7040 split into 3,520
Purple mash training £1,630
Cover for First call, NELI and writing training £
RWI staff development and resources £145.00
Emotional wellbeing texts £20.00

2 Targeted academic support

- Nuffield Early Language Intervention.
- 1:1 Speech and Language Intervention.
- 1:1 Phonics and Reading Intervention.
- 1:1 Emotional Health and Wellbeing support.

3 Wider strategies

- Emotional Health and wellbeing support provided for all children.
- Attendance support
- Breakfast Club
- Continuing to build strong relationships with parents/carers so that they trust the schools in place.