



Willows Academy Trust

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Catch-up Premium Statement & Recovery Premium Statement Sawley Infant & Nursery School



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Company Name: Willows Academy Trust (www.willowsacademytrust.co.uk)

Company Registered No. 9093035 (England and Wales)

Registered Office: Sawley Junior School, Wilmot Street. Long Eaton, Nottingham. NG10 3D

Context

School Name	Sawley Infant & Nursery School
NOR:	302 (72 Nursery, 78 Reception, 152 KS1)
Academic Year:	2021/2022
Published Date:	October 2021
Review Date:	July 2022
Statement Authorised by:	Jeannie Haigh
Lead Governor:	No chair currently in post
Catch-up premium funding	£4050
Recovery premium funding	£6960

Catch-up Premium, including School Led Tutoring Grant £4050

Strategy Aims for Pupils Accessing Catch-up Funding	Activity	Projected Spending
Priority 1: To increase the number of children passing the phonics screening test and achieving age related expectations in both Year One and Year Two, following the disruption to learning over the last two years. <i>EEF findings: Most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months), but this needs to be offset by the number of pupils who can receive support. Where phonics is delivered as an intervention targeted at specific pupils, regular sessions (up to four times a week), of 30 minutes or so over a period of up to 12 weeks appear to be the most successful structure.</i>	<ul style="list-style-type: none"> ➤ Whole class phonic teaching twice a day in all infant classes ➤ Phase One phonics teaching embedded across nursery setting ➤ Additional phonic and reading intervention delivered by employing additional Teaching Assistant hours through school led tutoring grant, to work across KS1. Teaching Assistants to access the training provided. ➤ Subscription to Nuffield Early Language Intervention programme (NELI) through national funding. Reception Teaching Assistants to complete training and deliver interventions, supporting language acquisition later phonics attainment. ➤ Increase the number of phonic decodable reading books (aligned with phonics scheme) to provide all children with high quality phonetically decodable texts. ➤ Pure sound videos uploaded to Dojo once a week in reception to support parental knowledge and understanding 	<ul style="list-style-type: none"> • Additional phonic reading books purchased to fill gaps and ensure texts are well matched (investigate additional funding available through English Hubs) • Targeted interventions using current reception staffing • £6,400 Additional KS1 intervention to deliver phonic and reading targeted intervention (10 hours per week to provide daily one hour) • Staff meeting, Inset and further CPD to support staff knowledge and skills
		Total: £6400

COVID-19 'Recovery Premium' £6960

<p>Mental Health and Wellbeing support for pupils</p> <p>To provide timely and effective mental health and wellbeing support for all children requiring it.</p> <p><i>EEF Findings: Targeted interventions typically involve working with individuals or small groups of pupils who are thought might benefit from developing their social and emotional skills or who have been identified with particular needs.</i></p> <p><i>The impact of targeted interventions is typically a little higher than the average SEL approach. Despite this higher approach, on average, effective implementation is likely to require a combination of targeted approaches and universal approaches.</i></p>	<ul style="list-style-type: none"> ➤ Ongoing training and support for ELSA (Emotional Literacy Support Assistant) to work responsively to children's emerging needs (including supervision cover for staff) ➤ Create a school-based referral system for ensuring timely support ➤ ELSA drop in support sessions for staff to build staff knowledge and skills in supporting mental health for children ➤ Train a school mental health lead who will audit provision to action plan improvements to provision across the school ➤ Embed classroom level resources to ensure staff understand the mental wellness of pupils enabling them to provide timely support and intervention. 	<ul style="list-style-type: none"> • £6,200 Emotional Literacy Support Assistant (ELSA) Staffing costs for 10 hours • £600 Supply cover for Mental Health Lead training (3 days)
<p>Access to high quality remote learning</p> <p>To ensure all pupils can access and complete home learning in isolation periods or partial school closures that does not always rely on access to technology which is mainly shared across a household.</p>	<ul style="list-style-type: none"> ➤ Purchase home learning materials for access by families without appropriate technology ➤ Ensure all pupils have Teams access information ➤ All staff to have appropriate technology to support home learning ➤ Isolation packs completed on a termly basis to set work that matches teaching within school 	<ul style="list-style-type: none"> • £1000 Workbooks to create home learning packs to provide targeted support • £3 per child in KS1 (£550) • £5 per child in Reception (£450)
		<p>Total: £7800</p>

<p>Barriers to achieving priorities:</p>	<ul style="list-style-type: none"> • Ongoing disruption to learning through partial closures or isolation periods • Communication and language levels are lower on entry which affects later phonic, reading and writing attainment. • Reliable access to digital and online resources • Continuing staff absence and associated impact on budget and staff wellbeing.
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Teaching Priorities for Current Academic Year

Based on Sept Baseline to July 2022	Target: %	Target Date
Reading:	KS1: 80%	July 2022
Writing:	KS1: 69%	July 2022
Mathematics:	KS1: 76%	July 2022
Phonics:	Y1: 82% Y2: 84%	June 2022
Other:	EYFS GLD: 70% Y1 Reading: 75% Y1 Writing: 70% Y1 Maths: 80%	July 2022

Monitoring and Implementation

Area	Challenge	Mitigating Factors
Teaching:	Absence of staff causing inconsistencies in teaching Absence of pupils during illness or isolation Knowledge of progression throughout whole school Gaps in learning due to previous partial school closures Reduced stamina for learning	Use of familiar staff wherever possible Provision of home learning packs which match current content taught in school Curriculum lead development to create progression documents for all curriculum areas. Formative and summative assessments to be used to identify gaps in knowledge and skills Note taking used across KS1 to increase stamina for writing
Targeted Support:	Absence of staff leading to cancellation of intervention or inconsistency in delivery Absence of pupils missing targeted sessions	Retain fulltime nurture provision to provide consistency for these vulnerable children Use of Teaching Assistants within school to provide intervention whenever possible Interventions clearly planned for transfer of staff if needed
Wider Strategies:	Stress within family home impacting on children's mental health and wellbeing Social skills less well developed	Mental health and wellbeing focus within classrooms and through ELSA support Positive play and ELSA sessions

End of Year Review: 2020/21

Priorities	Outcome
1.	
2.	
3.	