



# Willows Academy Trust

ASPIRE ... ACHIEVE ... THRIVE



## Catch-up Funding Statement

### Sawley Infant & Nursery School



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Company Name: Willows Academy Trust ([www.willowsacademytrust.co.uk](http://www.willowsacademytrust.co.uk))

Company Registered No. 9093035 (England and Wales)

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

## Context

<b>School Name</b>	Sawley Infant & Nursery School
<b>NOR:</b>	293
<b>No. of pupils accessing catch-up funding</b>	293
<b>Academic Year:</b>	2020/21
<b>Published Date:</b>	November 2020
<b>Review Date:</b>	July 2021
<b>Statement Authorised by:</b>	Jeannie Haigh
<b>Lead Governor:</b>	James Wilton
<b>Catch-up premium funding</b>	<b>£19,200</b>

Strategy Aims for Pupils Accessing Catch-up Funding	Activity	Projected Spending
<b>Priority 1:</b> Phonics and Reading - access to knowledge ➤ <b>Reading and Phonics –</b> <ul style="list-style-type: none"> <li>Graphemes from earlier phases not embedded due to school closures</li> <li>Pure sounds not used consistently, impacting on children's ability to blend effectively</li> </ul> ➤ <b>Expand and update our IT provision and access to technology</b> <ul style="list-style-type: none"> <li>Limited devices available to enable over-learning, practice and repetition to secure basic skills and close cognitive gaps</li> </ul>	<ul style="list-style-type: none"> <li>➤ 2 whole class phonic sessions per day in all infant classes, maintain pace in line with synthetic phonics scheme following intensive revision sessions</li> <li>➤ Phonic reading scheme introduced and supported with phonic flashcard keyrings and online phonic activities and related e-books</li> <li>➤ Additional phonic and reading intervention</li> <li>➤ Pure sound videos shared with parents during lockdown – to be revisited as part of remote/virtual parent phonics workshop</li> <li>➤ Phase 1 phonic sessions daily for all FS1 groups</li> <li>➤ Increase i-pads in school to provide children more access to apps such as Lexia, Nessy and spelodrome which help develop basic skills through independent repetition</li> </ul>	<ul style="list-style-type: none"> <li>• Additional phonic reading books purchased to fill gaps and ensure texts are well matched - £2,829.80</li> <li>• <b>£800</b> (plus £2000 original school book budget)</li> <li>• <b>£8,000</b> predicted cost for 20 i-pads to enhance access</li> <li>• Targeted interventions using current staffing plan on termly rota</li> </ul>
<b>Priority 2:</b> Emotional Health and Wellbeing – access to learning	<ul style="list-style-type: none"> <li>➤ Staff CPD on Recovery Curriculum, understanding trauma and emotional support programme for pupils (and staff)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>£9,600</b> Emotional Literacy Support</li> </ul>

<p>➤ <b>Support for pupils emotional and mental health and wellbeing and response to COVID trauma</b></p> <ul style="list-style-type: none"> <li>○ Whole school recovery response and bespoke support needed in the short term followed by targeted intervention to ensure full access to education for all</li> </ul>	<ul style="list-style-type: none"> <li>➤ Train and appoint ELSA (Emotional Literacy Support Assistant) to work responsively to children's emerging needs (including supervision cover for staff)</li> <li>➤ Ongoing provision organised on a needs led basis and analysed termly.</li> <li>➤ Attention autism strategies shared with staff to benefit the wider school community and engage children</li> <li>➤ Develop referral systems in school for identification and strategic support for pupils</li> </ul>	<p>Assistant (ELSA) Staffing costs</p> <ul style="list-style-type: none"> <li>• Staff meeting, INSET and CPD training to support staff in emotional health and wellbeing for all</li> </ul>
<p><b>Priority 3:</b> Remote Learning - access to provision</p> <p>➤ <b>Access to remote learning in the case of self-isolation, bubble closure or lockdown</b></p> <ul style="list-style-type: none"> <li>○ Engagement varied widely across the school community during the school closures</li> <li>○ Ensure plans are in place for blended provision in the case of dual on-site / off-site provision</li> </ul>	<ul style="list-style-type: none"> <li>➤ Audit levels of need and access to technology to engage with remote learning on a variety of platforms</li> <li>➤ Investigate platforms for effective delivery of remote learning – including CPD and training for staff, pupils and families</li> <li>➤ Create contingency plans for all scenarios requiring remote learning and share effectively</li> <li>➤ Work in close partnership with the Junior school in order to ensure remote learning works well for families with siblings in different year groups</li> </ul>	<ul style="list-style-type: none"> <li>• £800 workbooks to support targeted home learning</li> <li>• Microsoft Teams set up and training (DFE funding setup)</li> <li>• Hardware to support effective blended learning approaches</li> <li>• Webcams and visualizers for staff £800 from IT budget</li> </ul>
<p><b>Priority 3:</b></p> <p><b>Writing attainment at KS1 affected significantly by school closures.</b></p> <ul style="list-style-type: none"> <li>○ Percentage of cohort achieving age related in writing at September 2020 baseline is on average 40% lower than attainment in Spring 2020</li> </ul>	<ul style="list-style-type: none"> <li>➤ Year 1 focus intervention sessions using 'Active Hands Programme' to target and improve fine motor and core stability to improve control of tools and stamina for writing</li> <li>➤ KS1 planning includes regular notetaking as part of TBQ approach, to develop children's connection to the objectives, vocabulary and handwriting through daily repetitive practice</li> <li>➤ Non- negotiable self-checking sheets developed from marking stickers to promote pupil self-assessment and editing skills. To be used across the curriculum in different subjects</li> <li>➤ Develop resources to support the teaching of writing skills at home in the event of school closure</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted interventions using current staffing plan on termly rota</li> </ul>
<p><b>Barriers to achieving priorities:</b></p>	<ul style="list-style-type: none"> <li>• Ongoing disruption to education and learning,</li> <li>• Safe access to physical resources</li> <li>• Distanced contact affecting communication and interaction</li> <li>• Reliable access to digital and online resources</li> </ul>	<p><b>Total:</b> <b>£19,200</b></p>

## Teaching Priorities for Current Academic Year

Based on Sept Baseline to July 2021	Target: %	Target Date
<b>Reading:</b>	KS1: 75%	July 2021
<b>Writing:</b>	KS1: 70%	July 2021
<b>Mathematics:</b>	KS1: 76%	July 2021
<b>Phonics:</b>	Y1: 82% Y2: 92%	July 2021 December 2020
<b>Other:</b>	EYFS GLD: 65% Y1 Reading: 72% Y1 Writing: 63% Y1 Maths: 70%	July 2021

### Monitoring and Implementation

Area	Challenge	Mitigating Factors
<b>Teaching:</b>	<ul style="list-style-type: none"> <li>Recovering from disruption to learning, lack of education and social interaction for many pupils.</li> <li>Staff or pupil absence</li> <li>Socially distanced learning environment</li> </ul>	<ul style="list-style-type: none"> <li>Staffing organised into familiar and consistent bubbles for safety and security, pupils supported back into school through recovery curriculum</li> <li>Contingency planning in place for swift response to any change in circumstance</li> <li>Risk assessment for 'getting back to normal' form used to engage all staff in actively mitigating risks</li> </ul>
<b>Targeted Support:</b>	<ul style="list-style-type: none"> <li>Disruption to learning through isolation, bubble or school closures</li> <li>Pupil absence</li> <li>Staff absence</li> <li>Resources – safe use</li> </ul>	<ul style="list-style-type: none"> <li>Contingency planning in place for swift response to any change in circumstance</li> <li>Home learning in pace to maintain contact and engagement – targeted work sent as needed</li> <li>Interventions clearly planned for transfer of staff if needed</li> <li>Resources stored, cleaned and quarantined between uses – intervention rota for cohorts</li> </ul>
<b>Wider Strategies:</b>	<ul style="list-style-type: none"> <li>Use of class dojo, tapestry, parent mail and Microsoft Teams effectively for remote learning</li> <li>Minimising technical issues and providing support</li> <li>Reducing anxiety about new ways of working</li> </ul>	<ul style="list-style-type: none"> <li>Provide training for staff using the range of platforms available.</li> <li>Maintain open communication with staff/IT support</li> <li>Keep parents informed of plans and developments for remote learning possibilities. Provide regular updates and guides for staff and parents throughout</li> </ul>

## End of Year Review: 2020/21

Priorities	Outcome
1.	
2.	
3.	