

Wrockwardine Wood Infant School & Oakengates Nursery Federation
Wrockwardine Wood Infant School & Nursery Catch-up funding 2020-2021

| 1. Barriers to future attainment | | |
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| In-school barriers | | |
| A. | Poor oral language skills | |
| B. | Engagement and motivation | |
| C. | Low literacy and numeracy skills | |
| External Barriers | | |
| D. | Lack of parental engagement | |
| E. | Lack of opportunity for cultural capital to develop confidence, life and social skills | |
| 2. Desired Outcomes and Success Criteria <i>(based on research https://educationendowmentfoundation.org.uk)</i> | | |
| Barrier | Desired Outcome | Success Criteria |
| A. | <p>Improve poor oral communication and language skills. This will be achieved through:</p> <ul style="list-style-type: none"> • A broad and engaging curriculum that focuses on vocabulary acquisition. • The <i>Nuffield Early Language Intervention (NELI)</i> to secure a baseline, which will identify specific difficulties, and intervention needed. CPD provided for staff. • An ELKLAN trained teaching assistant will work collaboratively with the Speech & Language therapist, to plan and deliver a tailored programme, for specific speech difficulties. • Listen with Lucy will be delivered in small groups to improve Listening and Attention • Phase 1 <i>Letters and Sounds</i> used to develop vocabulary through music, nursery rhymes and stories • Pre-teaching subject specific vocabulary | <p><i>Early Years Outcomes for Communication show children are acquiring a wide vocabulary and can communicate effectively with their peers.</i></p> <p><i>The NELI shows clear progress from baseline for individual children.</i></p> <p><i>Speech and Language reports show pupils with specific speech difficulties improve rapidly so they are catching up with their peers.</i></p> <p><i>72% Children in Early Years achieve a Good Level of Development at the end of Reception. (Personal, Social and Emotional Development, Communication and Language, Physical plus Reading, Writing and Mathematics).</i></p> |
| B. | <p>Children have good attitudes and engage with learning, so they make good progress. This will be achieved through:</p> <ul style="list-style-type: none"> • Learning Mentor guided reading comprehension intervention to build self-esteem, confidence. • Emotional Literacy Support Assistant (ELSA) specific mentoring on self-regulation, self-awareness, problem solving. | <p><i>Children are happy and engage well with learning. Books show that children are making good progress. Children can demonstrate that they have gained the appropriate knowledge and skills for their age by talking about the learning. They can use the work in their books to demonstrate what they know, can do, and remember.</i></p> |

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| | <ul style="list-style-type: none"> • <i>Calm Brain</i> programme to improve cognitive development and self-regulation http://calmbrainapproach.com • Jigsaw programme which brings together PSED/PSHE, emotional literacy, mindfulness, social skills, and spiritual development • Staff ensure that they are emotionally available for the children • Educational Psychologist drop-in sessions for staff to discuss self or child | | | | | | | | | | | | | |
|--------------------|---|--|----------------|--------------------------------------|---------------------------|----------------|------------|------------|----------------|------------|------------|--------------------|------------|------------|
| <p>C.</p> | <p>Quality First teaching. This will be achieved by:</p> <ul style="list-style-type: none"> • Identifying curriculum ‘essentials’ for Reading, Writing and Mathematics • Completing baseline assessments swiftly • Revising planning so essentials are taught or revisited across wider curriculum subjects. • Providing same day 1:1 or small group intervention by a teacher to address misconceptions. • Delivering specific intervention programmes led by teachers, HLTA’s, TA’s e.g. Precision teaching • Accessing the EEF research to continue to reenergise metacognition and self-regulated learning. • Delivering remote learning to a high standard during school closures. | <p><i>Children in KS1 Meet Age Related expectations for Reading, Writing and Mathematics</i></p> <table border="1" data-bbox="1189 560 2033 746"> <thead> <tr> <th><i>Subject</i></th> <th><i>Age Related Expectation (ARE)</i></th> <th><i>Greater Depth (GD)</i></th> </tr> </thead> <tbody> <tr> <td><i>Reading</i></td> <td style="text-align: center;"><i>75%</i></td> <td style="text-align: center;"><i>25%</i></td> </tr> <tr> <td><i>Writing</i></td> <td style="text-align: center;"><i>70%</i></td> <td style="text-align: center;"><i>16%</i></td> </tr> <tr> <td><i>Mathematics</i></td> <td style="text-align: center;"><i>76%</i></td> <td style="text-align: center;"><i>22%</i></td> </tr> </tbody> </table> <p><i>Y1 Phonic Screening 84%</i> <i>Y2 Phonic Screening retakes 100%</i></p> | <i>Subject</i> | <i>Age Related Expectation (ARE)</i> | <i>Greater Depth (GD)</i> | <i>Reading</i> | <i>75%</i> | <i>25%</i> | <i>Writing</i> | <i>70%</i> | <i>16%</i> | <i>Mathematics</i> | <i>76%</i> | <i>22%</i> |
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| <i>Mathematics</i> | <i>76%</i> | <i>22%</i> | | | | | | | | | | | | |
| <p>D.</p> | <p>Build on the positive relationships with parents so they engage with face to face and remote learning: Parent will be expected to:</p> <ul style="list-style-type: none"> • Attend P/T consultations remotely via Microsoft Teams. • Ensure their child engages with online learning through Microsoft Teams during any school closures. • Work with the school and other professionals (Strengthening Families) to improve outcomes for children through Early Help Support Plans (EHSP) if necessary. • Attend Family Learning courses remotely if appropriate. | <p><i>The emotional health and well-being of children improves so they arrive in school on time and attend every day when school is open. Attendance is 96%</i></p> <p><i>EHSP evaluations show families are engaging and learning in particularly for disadvantaged children is improving.</i></p> <p><i>Evaluations from IYP and FL demonstrate that parents feel more confident to support their child.</i></p> | | | | | | | | | | | | |

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| | <ul style="list-style-type: none"> Attending Emotional Health and Well Being programmes for parents led remotely by the Educational Psychologist when required. Attend Incredible Years Parenting programmes remotely if required. | Children <i>will be school ready and will have developed a good level of physical literacy.</i> |
| E. | Children have access to Forest Schools and extensive outdoor learning provision for well-being | Pupils gain the knowledge, self-belief, and cultural capital they need to succeed. |

| 3. Planned expenditure | | | | | | |
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| <i>The three headings below enable the school to demonstrate how it is using the 'Catch up Funding' to improve classroom pedagogy, provide targeted support and provide whole school strategies</i> | | | | | | |
| 3.1 Quality First Teaching | | | | | | |
| Barrier | Desired outcome | Chosen action or approach | What is the evidence and rationale for this choice? | How will the school evaluate implementation? | Who will lead? | Evaluation |
| C | Teachers and support staff are emotionally available to support the children on their return. | Staff CPD with the Educational Psychologist Develop staff well-being providing Educational Psychologist drop in sessions for self or child. | Professor Barry Carpenter, CB Professor of Mental Health in Education at Oxford Brookes University, 5 Levers of recovery curriculum. ➤ Lever 1 - Relationships ➤ Lever 2 - Community ➤ Lever 3 - Transparent Curriculum ➤ Lever 4 - Metacognition ➤ Lever 5 - Space | Staff questionnaire Pupil Voice | SENDCo EHT | |
| C | Children are reconnected to former patterns of | Staff CPD so they have the tools to re-energise | Metacognition and self-regulation | Pupil Voice Pupil Progress | EHT | |



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| | learning when they return to school. | learning powers and build children's resilience. | High Impact based on extensive evidence.  Education Endowment Foundation | | | |
| C | <i>Children in KS1 Meet Age Related expectations for Reading, Writing and Mathematics</i> | <p>AHT to attend 'Back on track' CPD delivered by Click4 teaching.</p> <p>Curriculum 'essentials' for Reading (R), Writing (W) and Mathematics (M) are identified and taught or revisited across wider curriculum subjects.</p> <p>Microsoft teams CPD with ICT technician Teachers fully embed systems and processes for remote education e.g. feedback</p> <p>Learning Mentor supports guided reading comprehension to build self-esteem, confidence.</p> | <p>Phonics</p> <p>Moderate impact based on moderate evidence.</p> <p>Education Endowment Foundation</p> <p> Feedback High impact based on moderate evidence.</p> <p> Education Endowment Foundation</p> <p>Reading Comprehension Strategies High impact for very low cost based on extensive evidence. Education Endowment Foundation</p> <p></p> | Pupil Progress Books Pupil Voice | KS1 AHT Maths Lead | |


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| 3.2. Targeted academic support (small group or 1:1 tuition) | | | | | | |
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| Barrier | Desired outcome | Chosen action or approach | What is the evidence and rationale for this choice? | How will the school evaluate implementation? | Who will lead? | Evaluation/Impact |
| A | 72% Children in Early Years achieve a Good Level of Development at the end of Reception. <i>(GLD =Personal, Social and Emotional Development, Communication and Language, Physical plus Reading, Writing and Mathematics).</i> | <u>Nuffield Early Language Intervention</u> 20-week programme for Reception/Y1 <i>Listen with Lucy</i> programme delivered to Nursery/Reception An ELKLAN trained teaching assistant will work collaboratively with the Speech & Language therapist, to plan and deliver a tailored programme, for specific speech difficulties. | Communication and Language approaches  High impact for very low cost based on extensive evidence <u>Education Endowment Foundation</u> | Progress of children from baseline to the end of programme | EY AHT | |
| B | <i>Children are happy and engage well with learning.</i> | Emotional Literacy Support Assistant (ELSA) specific mentoring on self-regulation, self-awareness, problem solving. | https://www.elsa-support.co.uk/ Future in Mind Project | Programme baseline and progress data | SENDCo | |
| C | <i>Children make good progress, so they catch up.</i> | Teacher to work with small groups and 1:1 addressing children's misconceptions in R, W, M so they can make rapid progress. | 1:1 Tuition Moderate Impact for high cost based on extensive evidence.  <u>Education Endowment Foundation</u> | Pupil Progress Books Pupil Voice | KS1 AHT | |

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| 3.3 Whole school Strategies | | | | | | |
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| Barrier | Desired outcome | Chosen action or approach | What is the evidence and rationale for this choice? | How will the school evaluate implementation? | Who will lead? | Evaluation/ Impact |
| D | Children are accessing remote learning. | Teachers to monitor engagement and support parents to access learning platforms so they are confident to support the children's learning at home. Pastoral support to remove barriers learning- family learning programmes and access to other professionals. School leaders to ensure families have access to laptops and data. | Parent Engagement Moderate impact based on moderate evidence  Education Endowment Foundation | Parents are able to support learning at home. | EHT AHT LM | |
| B | Children are happy and confident to engage with learning, so they make good progress | <i>Calm Brain</i> programme to improve cognitive and self-regulation http://calmbrainapproach.com Jigsaw programme which brings together PSED/PSHE, emotional literacy, mindfulness, social skills, and spiritual development | Metacognition and self-regulation High impact based on extensive evidence.  Education Endowment Foundation | Pupil Voice IPM progress Pupil Progress | SENDCo EY AHT | |
| E | Pupils gain the knowledge, self- | Local educational walks Forest Schools | Outdoor adventure learning | Pupil Voice Books | Subject leaders | |

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| | belief, and cultural capital they need to succeed. | | Moderate impact for moderate cost based on moderate evidence.  Education Endowment Foundation | | | |
| <p>Total Budgeted Costs: Teacher small group/1:1 tutoring Autumn term 24 days x £190= £4560 Summer term 24 days x £190 = £4560 TA support <i>Listen with Lucy</i>= £1,226 Training costs for NELI Programme 16 days x £190= £3040 Learning Mentor costs =£2,500 Educational Psychologist CPD and drop-in sessions =£1680 Calm Brian=£500 Future in Mind =£375 ELSA training to support children’s emotional needs £500 plus Ed Psych drop in sessions £500 Release for ELSA TA to work with children =£2880</p> | | | | | | |