



Woodcock Hill COVID Catch-Up Statement 2021-2022

This statement details our school's use of the various COVID catch-up funding allocations during the academic year 2021-2022.

It outlines our strategy, how we intend to spend the funding in this academic year and the intended outcomes.

School overview

Detail	Data
School name	Woodcock Hill Primary School
Number of pupils in school	200 (23/2/22)
Proportion (%) of pupil premium eligible pupils	69%
Academic year that our current strategy plan covers	2021-2022
Date this statement was published	11/3/22
Date on which it will be reviewed	11/3/23
Statement authorised by	J Kitaratzis

Funding overview

Detail	Amount
Recovery premium funding allocation this academic year	£10,368
COVID Catch Up	£16,560
National Tutoring Programme	£7,493
Total budget for this academic year	£34,441 (£172.21 per pupil).

COVID Catch-up Strategy Plan

Statement of intent

We aim to use our funding to:

- close the attainment gap caused by COVID 19 related lockdowns and absences
- achieve national levels of attainment for Reading, Writing and Maths at the end of both KS1 and KS2 with increasing numbers of pupils with low prior attainment achieving age related expectations
- improve access to high quality learning experiences for all pupils
- improve behaviour and attendance through support for pupils' emotional health

Challenges

This details the key challenges to achievement that we have identified among our pupils.

Challenge number	Detail of challenge
1	Low attainment on entry – the majority of pupils enter Reception at below Age Related Expectations in all areas.
2	Historical trend of below national average progress and attainment at the end of KS2.
3	The percentage of disadvantaged pupils is much higher than the national average.
4	Attendance and punctuality have traditionally been below the national average.
5	Low level of engagement with virtual learning during Lockdown.
6	Loss of learning during Lockdown (including at Nursery stage).
7	Low level of attainment at the end of KS1 in 2020-2021.
8	Declining attainment in Reading and Maths in KS1 and LKS2 (3 year trend).

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Maintain two year trend of results at or near national expectations for Reading, Writing and Maths at the end of KS2.	Combined score for Reading, Writing and Maths at 70%+ in KS 2 SATS May 2022.
Increase number of pupils achieving at Age Related and Greater Depth in Reading, Writing and Maths at the end of KS1.	Number of pupils achieving at Greater Depth in Reading, Writing and Maths in May 2022 KS1 SATS rises to at least 3.
Attainment gap closed between pupils receiving Pupil Premium (disadvantaged pupils) and those who are not.	More disadvantaged pupils in all year groups making at least Age Related progress.
Improve and sustain emotional health of pupils.	Fewer behaviour incidents recorded on SIMS. Improved attendance and punctuality.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above

Targeted academic support

Budgeted cost: £10,368 (+ additional £4,228 from COVID Catch Up and £7,493 from National Tutoring Programme) = £22,089

Desired outcome	Activity	Evidence for this approach	Staff lead	Challenge number(s) addressed	Reviewed
70+% attain national standard in combined Reading,	KS2 Tutor (Year 5 and Year 6) 2 days a week.	Attainment at the end of KS2 has risen from well below national to at	H Saunders/M Paine	2,5,6,8	Termly and end of KS2.

Writing and Maths in 2021-2022 and 2022-2023.	Tutor for EGPS in Years 4 and 5 (from April 2022).	national levels in the last three academic years.			
70+% of pupils at Age Related standard for Reading; 3 year trend reversed.	FFT Lightning Squad reading intervention (from March 2022).	Intervention has proven record of boosting attainment in Reading. 30 pupils targeted in Years 1-5.	H Saunders	1,2,3,8	Termly.
Increase engagement with home learning activities.	Seesaw online learning platform.	Low level of engagement with blended learning during lockdown necessitated a more effective learning platform.	M Paine	5	Termly.

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9807 (total budgeted cost)

Desired outcome	Activity	Evidence for this approach	Staff lead	Challenge number(s) addressed	Reviewed
Improve rates of attendance/punctuality; fewer behaviour incidents recorded.	Psychotherapy in schools – 1 day a week sessions with clinical psychotherapist for pupils and staff.	Emotional health of pupils and staff prioritised in school's Recovery Curriculum plans.	S Nash/D Higgins	4	Annually.

Total budgeted cost: £31,896