

School Name	Wilnecote Junior Academy
Pupils in School	312
UCUP Provisional Allocation	312 x £80 = £24,960 Total spend so far £22,928.45
Academic Year Covered	2020 - 2021
Publish Date	Autumn 2020
Review Date	July 2021

Use of Funds	EEF Recommendations
<p>Schools should use this funding for specific activities to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>The EEF (Educational Endowment Foundation) has published a support guide for schools with evidence-based approaches to catch up for all students.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies:</p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes • Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> • Supporting parents and carers • Access to technology • Summer support

Identified Impact of Lockdown	
Maths	Specific content has been missed, leading to gaps in learning. There are poor fluency skills in mathematics due to lack of application and practice during the lockdown. Many children are not able to recall addition facts, multiplication tables and have forgotten previously taught calculation strategies.
Writing	Poor literacy skills due to the lack of application and practice during lockdown. Children have lost essential practise of writing skills. SPAG specific knowledge has suffered, resulting in a lack of fluency in writing. Most pupils need to work on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Reading	During the lockdown, children accessed reading more than any other subject. This was because it required less teacher input and was more accessible to families. Children are less fluent in their reading and there is a gap between those who read widely and those who do not.
Other	<p>Reduced self-esteem and/or confidence as a result of lockdown.</p> <p>Absence due to self-isolation and parents' confidence in school systems.</p> <p>Parents and child's willingness to engage.</p> <p>Lack of resilience and willingness to take risks with their learning.</p> <p>In non-core subjects, pupils have missed whole units of work, many will not be able to access pre-requisite knowledge when learning something new and are less likely to make connections between concepts throughout the curriculum. They have also missed out on curriculum experiences – visits, residential trips, visitors.</p>

Teaching and Whole School Strategies

To identify 'lost learning' due to the Covid 19 Lockdown period

Action	Costing	Staff Lead
<ul style="list-style-type: none"> School to create Covid Recovery Plan Staff to complete tracker of lost learning from all areas of the Summer Term – this will inform the recovery plan Regular diagnostic assessment and data analysis to identify closing gaps and areas for development Frequent pupil progress meetings (Minimum of 2 per half term) 	2 hours per member of staff over course of each term (6 hours total)	RH/RB All teaching staff All teaching staff/ SLT

To support pupils' well-being – particularly during transition period

<ul style="list-style-type: none"> First three days of Autumn Term to be dedicated to well-being and transition activities Staff to identify pupils requiring additional support for well-being and mental health – pupils to receive WAVES support Focused time in the classroom spent developing social and emotional skills (emotional coaching) 		All teaching staff MP/MW
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To support staff with diagnostic assessment and AfL through CPD

<ul style="list-style-type: none"> Plan and deliver staff CPD on addressing the needs of pupils, AfL and effective feedback (links with remote feedback) (January INSET day – workshops to focus on T & L according to teacher need) 	Cover for planning time – 6 x ½ day supply costs (£450)	EH All teaching staff
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To write and implement a whole school bespoke approach to writing intervention

<ul style="list-style-type: none"> English lead to work with DELT to write and introduce a whole-school approach to writing intervention English lead will train staff and roll out programme from Y6 down 	Additional materials / resources (£1,500) Additional planning time/ delivery of PLMs for staff (£1,000)	EH All teaching staff
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Targeted Academic Support

EEF: Targeted small group and 1:1 interventions have the potential for the largest immediate impact on attainment (+5 mths)
EEF: Disadvantaged pupils should have access to additional one-to-one or small group tuition to reduce the impact of school closures (+5 mths)
EEF: Phonics, reading and reading comprehension activities which focus on the learners' understanding of the written text (+ 6 mths)

To establish small group interventions for children who have fallen behind ARE (based on pre-covid and prior attainment) in writing (TIME funding) – extended school-time

Action	Costing	Staff Lead
<ul style="list-style-type: none"> • School to identify members of staff responsible for the planning and organisation of this offer. • School to identify staff able to plan and deliver the catch-up programmes. • School to create a criteria of eligibility. • School to identify pupils and groups. • Timetable designed and implemented which is shared with parents and consent obtained. • Staff leading interventions to liaise with class teachers to plan a block of teaching for half-termly timescale (subject to review) 	<p>£12,000 / year (TIME funding) Equates to 343 hours of tuition</p> <p>69 hours of tuition each half term</p>	GH

To establish small group interventions for children who have fallen behind ARE (based on pre-covid and prior attainment) in maths, writing and reading – using NTP funding

<ul style="list-style-type: none"> • School to identify lead to plan and organise spend of NTP funding • Pupils who are not on track to reach targets based on prior attainment will be targeted for additional support (priority given to disadvantaged pupils) • Providers identified for block interventions over the course of Spring and Summer Terms 2021 	<p>Lightning Squad FFT (£2,200) – targeted pupils in Y3/Y4 1:4 (20 in each cohort)</p> <p>ABC – Tutor programme 1:3 Targeted pupils in all year groups (39 across the school) £1901.25</p> <p>Third Space – maths for 17 targeted pupils in Y6 (Spring Term) and 15 pupils in Y5 (Summer Term) – cost £2062.20</p>	NG
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	Additional laptops / chromebooks to support third space learning (20) cost £300 x 20 = £6,000	
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Wider Strategies

EEF: Schools should ensure staff have access to technology required for their CPD and appropriate training in order to access this safely, efficiently and appropriately

To provide pupils with access to remote learning through TEAMS

Action	Costing	Staff Lead
<ul style="list-style-type: none">• Staff to have access to appropriate resources to deliver remote learning• Staff training (teachers and teaching assistants) in how to use TEAMS• School to create a remote learning code of conduct to share with children and parents.• School to use trust device loan agreement form for parents to sign upon receipt of a school laptop.• Teachers to deliver a minimum of one ‘live video’ lesson per day should they be self-isolating.• Pupils who do not access the session or submit work through the online platform, teachers MUST contact the school office.• Parent’s informed of how to access remote learning opportunities.• School to identify and motivate non-compliant parents.• Collate information relating to families who do not have access to appropriate devices.• Purchase 3 x additional devices to supplement those already provided by DfE• Purchase headphone/microphone sets for each member of teaching and TA staff to support remote teaching.• Purchase additional software and hardware to ensure DFE computers meet Trust standards	<p>5 x staff training sessions Additional planning time for AHT (£1,000)</p> <p>3 x £500 (£1,500)</p> <p>30 x £16 (£480)</p> <p>30 x £37 (£1,110)</p>	<p>GH GH NG RB All teaching staff All teaching staff GH/DM All teaching staff DM RB (Fierte)</p>
<h4>To provide pupils with access to appropriate stationery and paper-based home learning if required</h4>		
<ul style="list-style-type: none">• Ensure paper copies of 10 day isolation packs and bubble learning packs are readily available for pupils requiring this.• Ensure that packs are also downloadable if required.	Photocopying/ collating packs (£500)	LT KD

<ul style="list-style-type: none"> • Make up stationery packs for each child eligible to PP funding – packs to include 1 lined exercise book, 1 squared exercise book, 1 plain exercise book, pens, pencils, crayons, glue, scissors, ruler. • Purchase CGP Study Guides for all pupils who are PP to assist in home learning if required 	100 x £15 (£1,500) 100 x £17.25 (£1,725)	
To ensure that Covid 19 systems and processes are in place in order to support families		
<ul style="list-style-type: none"> • Member of school office who will be responsible for managing attendance and all related Covid-19 documentation • Liaise with parents regarding test results are obtained, up to date and accurate. • Record kept of all Covid-19 cases and pupils and staff who are required to self-isolate. • Ensure that attendance is as high as possible and non-attending pupils and families are contacted at the earliest opportunity. • Liaise with caterers and trust regarding the FSM children who are required to self-isolate. • Weekly contact – telephone calls / socially distanced home visits where appropriate • Regular social media updates to promote relationships with parents 		LT/DM LT/DM LT/DM LT/DM/NG NG Class teacher/ SLT GH/CG

Remaining funding: £2,031.55 – to be reviewed in Summer Term following impact reports of previous interventions

Footnote: January 2021 Lockdown

The current lock-down has meant that we have had to postpone the interventions planned via TIME, ABC and FFT.

If we do not open after Feb half term, we will focus on face-to-face intervention led by schools' staff from the TIME money until Easter then focus on the home learners once schools open to more children. This is because face to face with younger children is more effective and we do have children attending school who have already been identified.

We will also need to identify the impact which the current closure has had on pupils learning and amend these interventions as necessary.