



## Woolgrove School, SEN Academy: Summary of Catch Up Funding Strategy

School information			
School	Woolgrove School		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	Provisional figure: £30,000
Total number of pupils	125	% Disadvantaged Pupils	37.6%

Contextual Information (if any)
Woolgrove School is a primary special school for children with learning difficulties.

Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)	
A.	Ensure that all children are accurately baselined to identify gaps/learning needs and any support required for mental health/wellbeing. Provision to be mapped from this point and regularly reviewed to enable progress to be tracked.
B.	Approaches to learning which both champion the need to return to a regular pattern of work but take into account the emotional barriers and potential mental health impacts that home schooling and prolonged absence from school may have had.
C.	Rapid and sustained catch up that allows all children to access the curriculum in their relevant curriculum pathway.

Summary of Expected Outcomes	
A.	Children to return to school, settling back into new routines and following behavioural expectations. New pupils will settle quickly into their new setting.
B.	By the end of the year children should, with personalised teaching and support where required, have regained skills and knowledge to resume their learning at their personalised expected level.

## Summary of Catch-up Strategy

Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	REVIEW JULY 2021	Cost
Supporting remote learning for pupils absent from school due to Covid related issues	Purchase 2 year subscription to Education City (until Oct 2022)  Training/CDP for staff as required	All pupils cross all classes	All children will be able to access learning from home using Education City for maths, English and science	VL	Monitoring of Education City shows that the majority of pupils used it regularly during 2020-21. Feedback from parents/carers and children was generally positive. Those how did not use it and new pupils will be supported to use it next year.;	<b>£700</b>

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Small group/1-1 interventions during school day	Targeted interventions - small group/1-1 delivered by trained staff Purchase of additional lower level reading books and writing resources Additional hours of existing Woolgrove part time teachers to deliver bespoke interventions and support	Children across the identified as needing support in English (writing, reading and communication) and/or Maths (core/supplementary)	A combination of quality first teaching with additional small group/1:1 catch up will increase educational outcomes significantly.	VL/LH	Literacy and maths targeted support delivered autumn term 2020 and second half of summer 2021. Identified children selected by two baselines (Sept and May) made progress and were regularly tracked. This intervention will be continued into 2021/22 with communication also a key focus.	<b>£3,000 for books and writing resources</b>  <b>Teacher hourly rate of £22.77</b>

Support for social, emotional, mental health	Interventions (1:1/small group) with PSW or class TAs Supply TAs to cover class TAs to enable them to work with children Resources (where required) Staff training from PSW	Pupils from across the school identified as requiring support	Children's individual social, emotional, mental health needs will be supported to enable successful learning.	RP/EG	Due to lockdown/COVID interventions unable to be carried out from Dec 2020 onwards. PSW/FSW and SLT supported in a range of ways including virtually, phone calls and for those children who were attending school.	<b>Supply TA hourly rate of £10.33</b>  <b>£500 for resources</b>
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Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	REVIEW JULY 2021	Cost (School Budget)
<b>Attendance - Support for Parents/Carers</b>	Exceptionally high importance placed on tracking, monitoring and taking actions where concerns in attendance arise. Family Support Worker to offer support for families	Persistent absentees Children who typically have attendance which is below the national average.	Children who are attending are children who are being taught and not missing further learning. High attendance will ensure access to all lessons and interventions planned.	LH/VL/SP	Attendance tracked regularly by SLT. Meetings with parents as necessary (logged on CPoms). Attendance impacted by lockdown/COVID. Liaison with Attendance Officer over a child of concern and a referral made to the team.	