

Washwood Heath Multi Academy Trust: COVID catch-up premium plan
WASHWOOD HEATH ACADEMY'S COVID CATCH-UP PREMIUM PLAN



COVID catch-up premium spending: summary

Academy:	Total number of pupils (October 2020 Census):	Allocation of funding: MAT-wide improvement of quality of teaching for all.	Allocation of funding: MAT-wide SALT intervention.	Allocation of funding: academy-specific.
Brownmead	306	£6708	£8050	£8202
Firs	352	£8788	£10546	£10746
Gossey Lane	197	£4558	£5469	£5573
Saltley	1201	£26212	£31455	£32053
Tile Cross	552	£12761	£15314	£15605
Topcliffe	251	£5913	£7096	£7231
Washwood Heath	1683	£35000	£42070	£42870
<i>WHMAT Total:</i>	4542	£100000	£120000	£122280

Strategic aims: The Trust is committed to meeting the academic and well-being needs of all our students, including a focus on oracy. This translates as follows into the strategic plan of Washwood Heath All Through Academy and therefore into the plans for the effective and appropriate use of the catch up funding:

QUALITY OF EDUCATION

Plan the curriculum to ensure the smooth transition between the primary and the secondary phases of the school to ensure that Year 7 pupils are not repeating work.

Embed a Knowledge-rich curriculum in KS1, KS2, KS3 and KS4 subjects, so that children learn more and remember more.

Expand the provision of Direct Instruction across more year groups in Maths and introduce Direct Instruction into English – at Primary and Secondary Level.

Plan and embed an assessment and data collection system, across all key stages, which measures progress in a robust and rigorous way and provides data which is informative and relevant for all stake holders.

Embed the whole school literacy focus: closing the vocabulary gap, improving reading skills and oracy skills (Voice 21) and develop a key focus on improving writing in KS1 and KS2.

Improve the presentation of pupils' work across all areas of secondary.

Develop the SEND provision across all Year groups to close the progress gap.

Ensure Year 2 and Year 6 teaching and learning, resources and lessons enable all students to demonstrate good progress in KS1 and KS2 SATs.

Modify timetable and curriculums in all year groups to ensure that students are able to focus on vital skills and content missed due to lockdown and ongoing changes to exam syllabi and ensure disadvantaged pupils are able to catch-up.

Develop engaging remote learning including setting up Microsoft teams for remote teaching, PPTs, work books and project books for all in R to Y11 and develop lecture style webinars for KS5.

Personal Development

To embed the WHMAT sustainability policy, engaging with and developing Student Leadership across all phases in school, including structure, roles and responsibilities and promoting oracy.

Re-boot and embed a Washwood Heath Passport to address the cultural capital gap in Covid-19 world and set out all students' entitlement during their time at Washwood Heath Academy from EYFS to P16 – including trips, in-school workshops and speakers, and extra-curricular activities.

Embed a comprehensive PHSE/RSE programme for all phases across the All Through school, to address Covid-19 issues and meet statutory requirements as outlined by the PSHE Association and Keeping Children Safe in Education (including the 'learning for peace' in primary phase).

Embed a careers programme for all phases which aims to meet the criteria of all 8 Gatsby Benchmarks, minimise NEETS and raise aspirations for Primary students upwards.

Introduce a bereavement and Covid-19 support plan for pupils and staff.

Develop the support programme for vulnerable children and their parents.

Continue to embed the UNICEF Rights Respecting ethos within the Academy, including developing and promoting oracy, to achieve the Gold award.

Develop student healthy lifestyle and wellbeing facilities including developing strategies to address healthy eating/diet as well as strategies to address mental and physical wellbeing, including addressing Covid-19 issues, across all phases in the Through School.

Planned expenditure for current academic year

Quality of teaching for all – MAT-wide approach					
Issue to be addressed	Actions	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Staff lead	When will you review this?
To ensure that phases/curriculum areas are resourced effectively to ensure that resources are available to enable curricular adjustments to be made.	Funding to be allocated to middle leadership who lead on curriculum areas, overseen by senior leader line management.	High quality teaching resources focused on student well-being and academic progress, based on accurate understanding of student learning post-lockdown, leading to high quality work shown through QA (lesson visits, work scrutiny) and students being 'on track' in summative assessments.	Despite positive uptake of online learning by many, students returning to schooling at different points in their learning journey.	Headteachers and those who line manage curriculum budget holders	Through QA procedures of the quality of teaching and learning. Summative assessments reported to AABs and the Board.
Targeted support – MAT-wide approach					
Issue to be addressed	Actions	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Staff lead	When will you review this?
All our academies have a strategic focus on oracy. This would have been the case with or without lockdown. However, to support our most vulnerable students, we need to embed our work with Speech and Language Therapists (SALTs).	To fund the continued work of SALTs within all our academies. To assess students with potential needs, with a focus on impact of lockdown. Put interventions in place and train academy staff to meet these needs.	Assessment of students requiring intervention and evaluation of impact of lockdown, including students new to each academy. Intervention by specialists with those students. Training to ensure ongoing impact with relevant staff.	Significant numbers of students in each of academies already identified as requiring this intervention (see additional information below). Level of need of students starting within our academies can be identified and addressed.	SENDCos within academies SENDCo working group	Ongoing assessments throughout year, reported to AAB/Board.

Other approaches and/or actions to support the quality of teaching and learning/targeted support with individual academy					
Issue to be addressed	Actions	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Staff lead	When will you review this?
The gap has become wider for disadvantaged pupils in relation to literacy and numeracy in both Primary and Secondary settings	Employ 2 NTP Academic Mentors (1 for Primary and 1 for Secondary) to address literacy and numeracy gap for targeted pupils.	NTP Academic Mentors will work with targeted pupils, identified as needed further support via baseline testing and ongoing testing, to ensure that these pupils can make rapid progress in numeracy (secondary) and literacy and numeracy (primary) to that they can achieve their expected and age appropriate goals by the end of the academic	Baseline testing demonstrates that secondary pupils have fall further behind in numeracy. This was already an area for development pre-Covid and therefore an urgent priority. Small group intervention and 1-2-1 sessions enable targeted pupils to make rapid progress. In Primary, baseline testing has demonstrated that pupils from Y1-Y6 have fallen behind with basic literacy and numeracy and therefore small intervention groups with targeted students will help to narrow the gap.	Secondary – LPA and ARA Primary – GNE and MAL	Every half term with a final evaluation of progress between start and end of academic year in the summer term20
	Invest in Direct Instruction Programme for Primary and Secondary pupils in Maths and English – this will include CPD for staff, teaching resources and testing. In addition, before school and after school intervention slots will need to be organized to allow for additional Direct Instructions to take place for pupils identified through specific testing	Pupils who have fallen behind in reading, writing and numeracy will have Direct Instruction prescribed lessons to aid rapid progress. Ongoing testing will demonstrate pupils' progress. Before and after school sessions will enable the Academy to maximize the number of pupils having access to this catch-up strategy. Furthermore, at least 6 teachers in English and Maths will be trained to deliver Direct Instruction in Secondary and 2 teachers in Primary, to ensure as many pupils as possible benefit from this strategy.	Washwood Heath Academy is already part of the EEF pilot for Direct Instruction. Direct Instruction (DI) is a model for teaching that emphasises clearly specified, scripted lessons designed around small learning increments and clearly defined and prescribed teaching tasks delivered at a fast pace. It is based on the idea that clear instruction eliminating misinterpretations can improve and accelerate learning. The DI lead at Washwood Heath will train two more Maths teachers and support Primary and Secondary English teachers to train and deliver DI in their areas.	AJA GNE	At the end of each set of scripted lessons to check progress.

Other approaches and/or actions to support the quality of teaching and learning/targeted support with individual academy

Issue to be addressed	Actions	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Staff lead	When will you review this?
<p>During lockdown, pupils were disengaged with academic reading and reading for pleasure and this has resulted in a decline in reading ages for many pupils</p>	<p>Accurate assess reading ages for pupils in all year groups with a robust external reading assessment from Develop strategies for developing reading skills in the classroom, across a range of subjects and offer an in school and homework reading programme: Accelerated Reader.</p>	<p>In an academic year, most pupils make reading age progress and catch up by 2 or more years, with many reading at age expected level. In addition, pupils are able to access academic reading to assist their progress in subjects across the curriculum. This action will also help to re-engage pupils in reading for pleasure, supported by our in school reading reward scheme.</p>	<p>Baseline tests show that a significant number of pupils in all year groups are below their age expected reading level. Accelerated Reader has a track record in supporting rapid progress and reader engagement. This is a programme pupils can follow in school, as part of remote learning and as a hobby.</p>	<p>LMI RMO MAL</p>	<p>Ongoing review of pupil progress throughout the year and a final analysis of all pupils' progress and engagement in Summer 2021.</p>
<p>Year 2 and Year 6 pupils are not ready for the KS1 and KS2 SATs</p>	<p>Run additional after school intervention sessions. Invest in revision and work books for pupils to use at home during remote learning and as part of homework.</p>	<p>The majority of pupils are able to achieve expected standard with an increasing number of pupils working at greater depth. After school intervention will focus on pupils who need additional support for specific skills/content. Revision books and work books will help pupils to get used to SATs style questions and develop their confidence and independence.</p>	<p>Significant number of pupils are disadvantaged and after school intervention will run in place of private tuition and close the gaps. Parents are unable to access additional revision guides for their children and it is important that the Academy is able to provide this essential resource.</p>	<p>MAL GNE</p>	<p>SATS practice papers and final SATs results.</p>

Other approaches and/or actions to support the quality of teaching and learning/targeted support with individual academy					
Issue to be addressed	Actions	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Staff lead	When will you review this?
SEND/EAL pupils have fallen behind during lockdown and need extra support in addition to in class support to catch up.	Invest in 1-2-1 tutoring for targeted SEN and/or EAL pupils	Pupils are back on track to achieve their end of Year 11 targets.	SEN/EAL pupils were particularly affected during lockdown because they progress better with direct tuition from a teacher. 1-2-1 tuition will enable them to catch up on lost time in addition to the classroom support they receive.	ADY PJA	Ongoing tests and assessments.
Y11 pupils have missed a lot of GCSE/BTEC course content and despite 2021 exams being amended, disadvantaged pupils are most likely to be further behind.	Invest in revision guides and online resources such as GCSEpod to support independent learning outside of the classroom.	Pupils have all the resources they need to support their revision and exam preparation including practice papers and workbooks. Year 11 pupils are prepared for their exams in time, despite missing several months of in school exam preparation. Mock exams are used to identify gaps in learning and following revision sessions focus on closing these gaps. Most students will achieve their target grades in Maths and English and at least 5 other subjects.	A significant number of pupils are disadvantaged and did not have consistent or any access to online learning during lockdown. This resulted in pupils struggling to keep up with their learning and cover the exams syllabi. Revision sessions after school and during holidays will enable them to catch up with missed learning and prepare thoroughly for their exams.	ARA LPA	Following 2 mock exam cycles, ongoing tests and assessments and final exam results.
Pupils do not have required basic equipment to learn effectively in the classroom and at home.	Invest in essential basic equipment including scientific calculators, additional exercise books for homework/revision, stationary, dictionaries, etc.	With access to basic equipment, pupils can learn in class, remotely and complete homework. This type of barrier to learning has a devastating impact unless addressed.	Disadvantaged pupils are less likely to have basic and essential equipment with financial pressures at home increasing during the pandemic. Providing this equipment will enable pupils to learn and study and boost their confidence.	LPA GNE	Throughout the year.
Total budgeted cost:					£42870

ADDITIONAL INFORMATION

There is a significant number of disadvantaged and EAL pupils at Washwood Heath Academy. During the lockdown period and episodes of remote learning due to self-isolation from September 2020, many pupils were not able to access online learning due to a lack of any device in the household or pupils sharing one device between 3 or more siblings. The Government laptops have helped to ease this situation but there remains a large number of pupils who are unable to access online learning during periods of self-isolation. To overcome this, the Academy has invested in good quality text books, revision guides and work booklets for all year groups to support their remote learning. Each half term, in addition to any remote learning resources issued due to self-isolation, we distribute extra book based learning resources to ensure that all of our pupils can continue to study at home.

Other strategies in place that do not require further funding include:

- Identifying pupils that have lost the most learning time and thus have the biggest gaps.
- Using low-stakes assessment to see if teaching in class and remote learning is supporting pupils to catch up and to inform future lesson planning and resourcing.
- Use of knowledge organisers for catch—up teaching and quizzing, so that pupils are taught the most important things they need to know.
- After school intervention sessions for exam groups (Y11, Y10, Y6, and Y2), led by Academic mentors and teaching staff.
- The Reception NELI programme involves scripted individual and small group language activities delivered by teaching assistants (TAs), or early years educators, to children identified as being in need of targeted language support. The 20 week NELI programme aims to develop children’s vocabulary, listening and narrative skills and in the last 10 weeks also involves work to develop phonological awareness and early letter-sound knowledge as foundations for early literacy.
- VOICE 21 Oracy – MAT wide Oracy/Literacy strategy to provide a high quality **oracy** education which empowers students, regardless of their background, to find their **voice** for success in school and in life.
- In school, COVID secure, enrichment opportunities so that students can develop additional skills relating to art and craft as well as supporting pupil wellbeing.

ADDITIONAL INFORMATION

Overview of SALT work: Staff Development programme together with the care pathway will enable schools to take ownership of quality provision for students with SLCN (Speech, Language and Communication Needs) and OT. They will be trained and supported to identify communication patterns and behaviours associated with communication difficulty and raise a timely and informed concern. The SLCN care pathway (diagram 1 – matched with an OT pathway) will see students undergo initial screening with school staff where the level of need and pathway will be identified. A vast proportion of need will be addressed by school staff using evidence based interventions. Students whose needs persist beyond these interventions will enter onto the school's specialist caseload which will be managed by a consistent school assigned SLT. Following further in depth assessment by the SLT the student will receive a formal care plan with school staff having responsibility to deliver this care plan.

Each school will receive whole school training in

- Identification and monitoring
- Communication friendly environments
- Word aware training

Schools identify Communication Champions (1 per key stage)

Role of Communication Champion

- Screening students following initial concern
- Interpretation of screening result
- Providing interventions for SLCN
- School liaison for SLT

All communication champions will complete the speech language and communication framework (knowledge and skills audit) and receive a series of twilight style training sessions.

Enabling Sessions

SLT to work directly with the individual communication champion. The objective for these sessions within the remit of staff Development is to

- support staff to audit the communication environment
- Support staff to provide quality SLCN interventions through demonstration, observation and reflection
- Support staff to Identify areas for improvement in school's overall provision for children with

SLCN in line with the communication commitment framework and Bercow review document.

ADDITIONAL INFORMATION

The analysis of Pupils on the SEN register within WHMAT at July 2019.

Academy	Children with EHCP	Children on SEN Register
Brownmead Academy	2	31
Topcliffe Primary School	53	28
Gossey Lane Academy	1	28
Firs Primary School	4	57
Saltley Academy	6	138
Tile Cross Academy	1	94
Washwood Heath Academy	6	189