



Catch up Funding – 2020/21

1. Summary information					
School	St. Mary's Catholic Primary School			Report written by:	Helen Armstrong
Academic Year	2020 - 2021	Total number of pupils on roll	401	Total estimated budget	£31,600
Known impact of Covid-19 school closure	<ul style="list-style-type: none"> • Maths - specific content has been missed and fluency in number has decreased, leading to gaps in learning • Writing – lower stamina for writing at length, leading to lack of fluency • Early Reading (phonics) – gaps in knowledge • Resilience and less confidence due to feeling that learning has regressed 				
Key priorities	<ul style="list-style-type: none"> • Maths key focus is on number, and ensuring that gaps are filled • Reading for all, to include a phonics recovery plan catch-up for pupils who need it, particularly in Years 1 to 4. • Writing – focus on Sentence structure, punctuation and spelling using the Jane Considine approach • Mental Health and Wellbeing (PSHE) to help pupils feel settled and supported and prepared for another lockdown 				

2.Teaching

Action	Intended outcome	Success will be measured by	Implementation	Staff lead/cost	Review
Training for all staff to support identifying mental health and well-being issues for children	Staff are able to identify well being needs and address these quickly	100% of pupils are engaging with learning in and out of school Pupils feel safe Attendance at least in line with national Needs are identified and supported	Inset Day Training for all staff Well-being team appointed and released to meet regularly Focus on mental health and well-being daily on return to work Regular staff meeting reviews Well-being Team to participate in the BCP training The profile of PSHE is raised with regular lessons which support the mental health needs of all pupils	Well-being team SLT/SENCo/P CW Cost = release time for the training	

<p>A review of the curriculum due to restrictions as a result of COVID 19 to include opportunities to identify and plan ways to address gaps in prior knowledge</p>	<p>Curriculum coverage will be as extensive as restrictions allow</p> <p>Units of work will incorporate planned opportunities to revisit prior learning</p>	<p>Progress from September will be evident and pupils will make at least expected progress from starting points prior to lockdown one</p> <p>The curriculum will be adapted as appropriate e.g. hall out of action, no singing. Pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p>CPD – Rosenshine for all staff</p> <p>Rosenshine principles evident in all lessons</p> <p>A wide range of curriculum opportunities being taught</p> <p>Teachers have a clear understanding of the gaps in learning and use to plan lessons which support the learning for all</p>	<p>SLT</p> <p>Inset days</p> <p>Cost = release time for individuals</p>	
<p>Raise the profile of the online 'Google Classroom' through including it in daily lessons in school</p>	<p>Children confident in using the online classroom in the event of another lockdown</p>	<p>100% of children logged into the classroom</p> <p>More children accessing activities via the classrooms (e.g. homework)</p>	<p>CPD opportunities to support staff in the use of the Google Classroom</p> <p>Good practice shared regularly</p> <p>Parents feedback sought to improve use</p>	<p>SLT</p>	

3. Targeted Academic Support

Action	Intended outcome	Success will be measured by	Implementation	Staff lead/cost	Review
Nominated members of staff to complete NELI training	Improve the spoken language ability for pupils in EYFS	EYFS pupils will access age appropriate vocabulary Increase in % of pupils reaching GLD Positive progress from individual starting points	Training to be completed by 1 teacher who with then train one of the EYFS TAs to deliver.	EYFS lead	
To implement the Read, Write Inc Phonics and Reading Programme including catch-up support	Identified gaps in reading, writing and maths will be closed enabling pupils to catch up swiftly	Progress from September will be evident and pupils will make at least expected progress from starting points prior to lockdown one	Support for RWInc Lead from Ruth Miskin Training Consultancy Whole staff training INSET (with facilitator from the above company) and the online training resources for staff Monthly progress meetings with a consultant (to assess children and staff progression and action planning) Diagnostic testing for the children in EYFS and KS1 Daily sessions grouped according to ability Employment of 2 TAS to provide additional 1-1 catch up sessions for children up to Year 4	RWInc Lead and Key Stage One Lead Staffing including supply cover £9,000	

			Additional resources purchased to support the programme fully Fresh Start programme purchased for upper KS2 (through Read, Write Inc) is used to target children in KS2 with additional reading catch up.	Resources £2,600	
Catch up teacher to provide quality teaching to small groups of children or individuals, across Key Stage 2, for children identified as needing catch up provision	Identified gaps in reading, writing and maths will be closed enabling pupils in Key Stage 2 to catch up and make progress in line with prior attainment	Progress from September will be evident and pupils will make at least expected progress from starting points prior to lockdown one	Formal/ Informal assessments (ongoing, daily assessing of the children's progress) Staff dialogue – PPA time for staff to discuss individual children's progress & regression due to lockdown Employment of a supply teacher to work alongside each year group on focused catch-up sessions. Systems in place for feedback & next steps to provide the best support both in the classroom & in the groups for all focus children Regular reviews of children to ensure all those in need are targeted	Phase Leaders in KS2 Staffing £18,000	

<p>To ensure that gaps in spellings across Key Stage 2 are addressed</p>	<p>To fill any gaps in spelling</p> <p>To provide a format for consistency and progression in the teaching of spelling which enables children to catch up</p> <p>To help support children to enable them to be more confident at spelling</p>	<p>Children in Key Stage 2 building on the early RWInc phonics programme to develop spelling across key stage two in line with expectations</p>	<p>Buy the programme</p> <p>Appoint a spelling Lead</p> <p>Provide CPD</p> <p>Implement the assessments and the spelling programme</p>	<p>Spelling Lead</p> <p>£2,000</p>	
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4.Wider approaches

Action	Intended outcome	Success will be measured by	Implementation	Staff lead/cost	Review
To support parent and carers in providing remote education	Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain remote education	Engagement tracker for Home education Feedback from parental calls recorded on CPOMS Feedback from parent forum	Engagement tracker implemented for Home education Fortnightly calls to all parents of children receiving home education Parent forum set up Provide ICT equipment for those families that do not access to data or devices Set up all children on all platforms e.g. Google classroom, IXL, TT Rockstars etc.	SLT ICT costs – Chromebooks Costs-minimal for the telephone calls	
To support children's well-being and mental health	Children are able to learn strategies to help them develop good mental health and well-being outcomes	All children receiving focused, regular sessions on physical activity and well-being in school or online	Key staff to attend "Stormbreak" training, trial scheme with children, train staff and roll out across school	Allocated to Sports Premium budget	

To ensure strong relationships between school and parents	Parents' Evenings continue without interruption due to lockdowns to facilitate accurate feedback to parents	Parents attending virtual Parents' Evening with similar uptake to a face to face meeting	School to subscribe to "School Cloud" having trialled it for the Autumn Parents' Evening		
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