



St. Mary's Catholic Primary School

Catch Up Strategy (Including Catch- Up Premium Spend)

2020-2021

'Learn from Jesus, love like Jesus, believe in Jesus'



Catch-up plan

School name:	St. Mary's Catholic Primary School						
Academic year:	2020-2021						
Total number of pupils on roll:	203- census numbers						
Total catch-up budget:	£16,240	First instalment:	£4,060	Second instalment:	£5414.01	Third instalment:	£6765.99
Date of review:	December 2020						

Teaching and whole-school strategies

Based on recommendations from EEF "coronavirus (COVID-19) support guide for schools" and "school planning guide: 2020 to 2021"

Action	Intended outcome	Monitoring and Evidence	Cost	Staff lead	Comments
Train staff to enable them to develop a broad array of teaching strategies through: <ul style="list-style-type: none"> - Online training (including Rosenshine's principles) - Rosenshine approaches explored in phase meeting - Strategies explored in staff meetings /sharing of good practice - Provide CPD for staff on quality of teaching – 	Pupils access high-quality teaching, which positively impacts on learning Pupils are engaged in learning enabling rapid progress	Minutes of meetings to show CPD delivered Phase meeting logs to show discussions of shared good practice Rosenshine Principles in action book shared with phase leaders as basis of meetings Monitoring sheets (to show evidence of Rosenshine's principles)	£1000 (for training)	IB NH RB RM	Monitoring ongoing Training– 23.2.2021, 25.3.2021, 11.5.2021

<p>including metacognition and growth mindset</p>		<p>Monitoring shows positive impact of training on teaching strategies used in classrooms: Pupils using classroom environment to help them learn and remember more; pupils engaged</p>			
<p>Implement a 6-week curriculum based on key-skill learning for each year group, followed by a curriculum tailored to specific gaps in learning.</p>	<p>Pupils make rapid progress from their September starting points.</p> <p>Pupils bridge gaps meaning outcomes are closer to what is normally expected in September</p>	<p>Target Tracker statement overview to view progress - rapid progress seen – see TT. (Aut 1 Baseline– Aut 2)R- 85% well above exp progress, W- 86% well above exp progress, 97% well above exp prgress)</p> <p>Pupil Progress meetings to see impact and actions</p> <p>Phonics assessments, including screening check.</p> <p>Aut 2: R- 94.1% expected+ progress (from Sept baseline) W- 94.1% M- 94.1%</p>		<p>IB RB NH <i>(all teaching staff)</i></p>	<p>Monitoring for impact will be ongoing- termly checks on data drops, half termly check on progress against statements</p>
<p>Focus on children’s wellbeing and school expectations when first back at school through</p> <ul style="list-style-type: none"> - PSHE lessons - Dedicated days focusing on readjusting and settling in - EPE providing relax Kids sessions 	<p>Pupils are ready to recommence learning</p> <p>Pupils report feeling safe and secure at school</p>	<p>96% pupils happy to be back in school (pupil voice September 2020)</p> <p>Reduction in behaviour incidents overall for each month (Aut behaviour analysis sheets)</p>		<p>IB RM <i>(all teaching staff)</i></p>	<p>Continue to monitor for impact – monthly behaviour analysis and termly pupil voice.</p>

<p>All teachers provide resources for pupils to learn remotely</p> <p>Train staff on using Purple Mash to deliver remote learning</p> <p>Develop a remote-learning policy with clear expectations</p> <p>Teachers provide lessons in school to pupils on how to access remote learning if they are absent</p> <p>Staff who are limited by technology to have new IWB to enable them to deliver remote learning</p> <p>Purchase Bluetooth head phones to enable children to communicate with other staff without mixing bubbles e.g. intervention or specific groups like Faith leaders</p>	<p>Gaps will not significantly widen further due to time off school during self-isolation/bubble closure</p> <p>Staff will be able to provide a video of what has been taught in class each day to support learning at home</p> <p>Staff can engage with children in a safe environment for all.</p> <p>Learning gaps do not widen</p> <p>Enhances opportunities to practice and consolidate skills</p>	<p>Purple Mash blogs monitored weekly which ensures provision is being made</p>	<p>Cameras for ICT stations £240</p> <p>Bluetooth head phones £450</p>	<p>M.S.</p> <p>I.B.</p>	<p>Monitor engagement of children in learning (noted by logins to Purple Mash) when bubble closure</p> <p>Staff record assessment (statements) on Target Tracker (assessed during absence of individual children)</p> <p>Monitoring of Target Tracker as a result</p> <p>Feedback from staff and pupils needed on impact of technology</p>
Total spend:			£1690		

Targeted support

Action	Intended outcome	Monitoring and Evidence	Cost	Staff lead	Comments
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<p>Address gaps in learning for pupils who have fallen behind due to break in education:</p> <ul style="list-style-type: none"> - Appoint a fully qualified teacher to take groups of 6-children, from all KS2 year groups, to deliver 6-week intervention based on gaps in learning - Fully qualified teacher to support writing in Y3 and Y4 - Appoint a fully qualified teacher to support learning in RWM in Year 2- based on gaps in learning - Following Spring 1 partial closure, support in year one added for W&M, facilitated by teacher 	<p>Significant gaps in pupils' learning are filled (Y3/4 writing, various needs in RWM in Y2-6)</p> <p>Pupils feel more confident in accessing their year group's curriculum</p>	<p>100% of targeted pupils made expected or better than expected progress from their starting points. A large proportion of targeted pupils (67%) made better than expected.</p> <p>85% of pupils passed the phonics screening check (2 absent)</p> <p>Early Sum1 (5 weeks of Catch up teacher since full re-opening), focussing on specific objectives:</p> <p>Y1: W: increase from 27% to 45% M: 8.9% to 28.6%</p> <p>Y4: GPS: increase by 37% M: increase by 47%</p>	<p>Approx. £485 weekly</p>	<p>IB NH</p>	<p>To be monitored through assessments on TT and progress against baseline assessment undertaken on a half-termly basis – until end of Spring 2</p> <p>To be reviewed and adjusted where needed half termly</p>
<p>Address gaps in phonics learning:</p> <ul style="list-style-type: none"> - Appoint a fully qualified teacher to provide cover to enable focused phonics teaching intervention groups in Year 1 with specialist HLTA (two afternoons weekly) - Teaching Assistant to be trained up to deliver 	<p>Significant gaps in pupils' learning are filled</p> <p>Pupils' confidence in writing and reading grows as a result</p> <p>Decoding and reading fluency improves</p>	<p>Aut 2: 58% Y1 pupils at expected +</p> <p>85% Y2 pupils passed Phonics screening (2 absent)</p> <p>Spr 2(following partial closure) Rec Phonics: 27% exp+</p> <p>Sum 1: 60% exp+</p>	<p>Approx. £190 weekly</p>	<p>IB NS KM RS</p>	<p>To be monitored through assessments on TT and progress against baseline assessment undertaken on a half-termly basis until end of Spring 2</p> <p>Also monitored through regular phonics assessment (fortnightly)</p> <p>To be reviewed and adjusted where needed half termly</p>

<p>RWINC to small targeted groups of children and also support high quality teaching in the classroom</p>					
<p>To take part in the Reception Nuffield Early Language Intervention Programme (NELI)</p>	<p>Improve children's oral language and early literacy skills</p> <p>Develop children's vocabulary, listening and narrative skills</p> <p>Develop phonological awareness and early letter-sound knowledge as foundations for early literacy skills</p>		<p>Approx. £600 (release)</p>	<p>NH</p>	<p>To be monitored through assessments on TT and progress against baseline assessment undertaken on a half-termly basis (S&L and Literacy)</p> <p>Incidental observations of improvements in oral language</p> <p>NELI programme (intervention) due to start in January but delayed due to partial closure. Re-started 26.4 – no impact yet</p>
<p>Collaboration with professionals to create targeted learning/ individualised provision for specific children, including children with EHCP's. This includes:</p> <ul style="list-style-type: none"> - Phased returns - Additional SALT sessions - Prioritising reviews (e.g.: SALT/Education) 	<p>Children's (in vulnerable groups, or those with additional needs whose gaps have widened due to break in educations) gaps will begin to narrow</p> <p>Improvements in speech and language (for children identified with SALT needs)</p>	<p>Aut 2 progress:</p> <p>Reading: NPP: 84% exp+ PP: 80% exp+</p> <p>Writing: NPP 83% exp+ PP: 80% exp+</p> <p>Maths: NPP: 85% exp+ PP: 72% exp+</p>		<p>RM</p>	<p>To be monitored through assessment data, external agency reports, Provision Map</p>

Psychologist) for those most in need - Key focus on all vulnerable groups within class learning					
Total spend:			£12,750		

Wider strategies

Action	Intended outcome	Monitoring and Evidence	Cost	Staff lead	Comments
Support pupils with social, emotional, and behavioural needs by: <ul style="list-style-type: none"> - EPE support in class, teaching children techniques for managing emotions and feelings and supporting the transition back into school. Techniques also carried forward by all classroom staff. - Addressing specific gaps in social skills and managing behaviour for EYFS through small group sessions - PSHE taught primarily during first days back at school for focus on 	Pupils will develop their learning behaviours- to be ready for learning in a classroom environment Majority of pupils will be positively engaged in learning in and outside the classroom Number of behavioural incidents will remain low (compared to the same point last year) Rapid progress seen in EYFS data (Personal Development) Pupils are well-equipped to manage emotions	Staff reported (staff meeting) on positive impact on children's readiness to learn and ability to manage emotions. Staff reported (staff meeting) on own ability to use the strategies 96% of pupils reported being happy at school (end of Sept 2020)	£1060	RM IB	Boxall profile to be repeated to measure impact Nurture staff's observations Pupil voice

<p>mental health and wellbeing</p> <ul style="list-style-type: none"> - Emotional coaching videos sent to all staff to support pupils 					
<p>To communicate with and support parents by:</p> <ul style="list-style-type: none"> - Meetings which normally occur face-to-face are held virtually rather than having to cancel (e.g.: Meet the Teacher/Parents Evenings) - “Relax Kids” videos sent to parents to support pupils anxieties at home - Parents/Carers offered further ways to contact the school (teacher emails/'contact us' form) - Continuing to communicate via push message and email (School Life) - Offering support with remote learning when pupils are self-isolating 	<p>Pupils return to school</p> <p>Parents/carers feel supported and communicated with</p> <p>Parents/Carers understand what pupils are working on</p> <p>Where needed, parents/carers have tools to support children's anxieties</p>	<p>Parents evening had same number of attendees as would normally be expected</p> <p>Pupils who had anxieties about returning to school have been supported to return</p> <p>Parents/carers have communicated their appreciation of the work school are doing (incidentally)</p>		<p>IB</p> <p>RS</p>	<p>Another parent survey to be sent</p> <p>Consider sharing Purple Mash guides with parents</p>
Total spend:			£1060		