

## St Joseph's RC Primary School

### Catch-up Premium Strategy 2020 - 2021

#### School Overview

Number of pupils in school YR-Y6	73
Proportion of disadvantaged	41.09%
Catch up Allocation	£5840

Use of funds Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. (See also EEF - School Planning Guide 2020-21) Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. Accountability and monitoring As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

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#### Barriers to future attainment

#### A Tired Approach

Teaching
Targeted Academic Support
Wider Strategies

	Barrier	Desired Outcome
1	Children's mental health needs are a concern due to the length of time off school and the impact of COVID 19 on families.	Staff are better informed and have greater clarity about how to support children with mental health needs. A Recovery Curriculum for mental health and well-being is delivered to all children on a daily/weekly basis.
2	Home learning provision and uptake among children is limited. Parents with more than one child at home struggle to support learning.	A strong remote learning offer in place with clear expectations for pupils and staff. Parents are supported with home learning. Feedback is given to pupils.
3	Staff require CPD to ensure accurate assessment of gaps in pupils' learning. CPD required to ensure quality First Teaching	Accurate assessments in place and staff are confident and skilled to provide quality First Teaching.
4	Children in Early Years and KS1 have missed a significant amount of Phonics teaching.	A clear catch up programme in place – including smaller groups, increased number of teaching sessions and targeted intervention for those pupils who require it. Increased number of teaching sessions in school.

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5	A significant proportion of pupils had limited access to reading materials during the summer term and therefore, their reading ages are lower than expected and below ARE.	Reading programme purchased for Key stage 2 which can be used at home and at school to ensure that children have access to high quality reading resources at home. Increased number of teaching sessions in school.
6	Only a small proportion of pupils engaged with the online learning materials provided for Maths during the summer term. This has resulted in many pupils working well below ARE.	A clear catch up programme in place in individual classes – including smaller groups, increased number of teaching sessions and targeted intervention for those pupils who require it.
7	Children with SEND may be further behind, especially those who have not engaged in remote learning.	Planning for pupils with SEND-all pupils have outcomes detailed in their plans.
8	A significant proportion of pupils did far less physical activity over the summer term than they would have in school and therefore are less fit and healthy.	Children are engaged in high quality PE lessons at least twice weekly. Outside agencies to lead physical activity during lunchtimes.
9	Food and clothing poverty are evident for a large number of children.	All children have what they need in school to access their learning

Teaching priorities for current academic year

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	Barrier	Desired outcome	Evidence source	Actions	Baseline data	Lead	Impact/evaluation
1	Children's mental health needs are a concern due to the length of time off school and the impact of COVID 19 on families.	Staff are better informed and have greater clarity about how to support children with mental health needs. A Recovery Curriculum for mental health and well-being is delivered to all children on a daily/weekly basis. Recovery curriculum links in with PSHE and liturgy.	An effective well-being programme shown to improve pupil's engagement. (EEF Toolkit) EEF Teaching and Learning Toolkit: Social and Emotional Learning (EEF +4 months)	<ul style="list-style-type: none"> <li>• Staff trained around the importance of mental health and wellbeing for children and adults</li> <li>• PSHE and Liturgy given priority in the curriculum</li> <li>• Programmes such as Anxiety Gremlin and Listening Matters timetabled into the school day</li> <li>• Worry Monsters and other opportunities provided for all children to disclose worries/anxieties in a discrete way.</li> <li>• Road Centre engaged to provide weekly 1-1 counselling and group programmes</li> <li>• Referral to Early Help for families who may require further intervention</li> </ul>	N/A	LA AHog AA	
2	Home learning provision and uptake among children is limited. Parents with more than one child at home struggle to support learning.	A strong remote learning offer in place with clear expectations for pupils and staff. Parents are supported with home learning. Feedback is given to pupils.	EEF tiered approach – high quality remote learning package available is valuable to all pupils	<ul style="list-style-type: none"> <li>• TEAMS to be used to enable daily class teaching and learning.</li> <li>• School will support children who may struggle to access online learning – loaning laptops/tablets to families who require them. Questionnaire to be sent out.</li> <li>• Planning to be sent out weekly which is streamlined across year groups to</li> </ul>	Small proportion accessed remote learning in the summer term.	LA GF	

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			EEF Teaching and Learning Toolkit: Parental Engagement (EEF +4 months)	<p>support parents with more than one child.</p> <ul style="list-style-type: none"> <li>• Links and examples given to support children with their learning.</li> <li>• Regular feedback to be given.</li> <li>• Live lessons to be offered on a daily basis-these will be recorded to support those who cannot access live lesson or who need lesson repeating.</li> <li>• Remote Learning resources that can be accessed, both in and out of school, for all children. These include: Times Tables Rock Stars, Spelling Shed, Oxford Owl, White Rose Maths and Oak Academy.</li> </ul>			
3	Staff require CPD to ensure accurate assessment of gaps in pupils' learning. CPD required to ensure quality First Teaching	Accurate assessments in place and staff are confident and skilled to provide quality First Teaching.		<ul style="list-style-type: none"> <li>• 'Friendly' assessments (no SAT papers) used to get an accurate gap analysis for reading, writing and maths.</li> <li>• Focus on giving staff time to further develop their quality first teaching.</li> <li>• CPD in Maths and English will be prioritised.</li> </ul>			
4	Children in Early Years and KS1 have	A clear catch up programme in place	EF Teaching and Learning	<ul style="list-style-type: none"> <li>• Baseline assessments to identify gaps in learning</li> </ul>	Baseline data	LC	

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	missed a significant amount of Phonics teaching.	– including smaller groups, increased number of teaching sessions and targeted intervention for those pupils who require it. Increased number of teaching sessions in school.	Toolkit: One to One tuition (EEF +5 months) EEF Teaching and Learning Toolkit: Small group tuition (EEF +5 months) EEF Teaching and Learning Toolkit: Phonics (EEF +4 months)	<ul style="list-style-type: none"> <li>• Targeted intervention</li> <li>• Increased time teaching phonics on a daily basis</li> <li>• Training/upskilling all staff on phonic phases</li> </ul>		A Hogg	
5	A significant proportion of pupils had limited access to reading materials during the summer term and therefore, their reading ages are lower than expected and below ARE.	Reading programme purchased for Key stage 2 which can be used at home and at school to ensure that children have access to high quality reading resources at home. Increased number of teaching sessions in school.	EEF Teaching and Learning Toolkit: One to One tuition (EEF +5 months) EEF Teaching and Learning Toolkit: Small group tuition (EEF +5 months) Data from Reading Plus	<ul style="list-style-type: none"> <li>• Assessment to identify gaps</li> <li>• Purchase Reading Plus for all of KS2</li> <li>• Small group guided reading interventions used to ensure rapid progress</li> <li>• Individual reading sessions for children who require enhanced support.</li> </ul>	Gap analysis	LA GF	

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6	<p>Only a small proportion of pupils engaged with the online learning materials provided for maths and writing during the summer term. This has resulted in many pupils working well below ARE</p>	<p>A clear catch up programme in place in individual classes – including smaller groups, increased number of teaching sessions and targeted intervention for those pupils who require it.</p>	<p>EEF Teaching and Learning Toolkit: One to One tuition (EEF +5 months) EEF Teaching and Learning Toolkit: Small group tuition (EEF +5 months)</p>	<ul style="list-style-type: none"> <li>• Gap analysis/assessment by class teachers</li> <li>• Intervention groups before and after school hours for maths-small groups taken by teachers in school</li> <li>• Through targeted intervention pupils will quickly catch up and interventions will be directed at greatest need</li> <li>• Additional staff employed to enable additional writing lessons to take place outside of the normal lesson time</li> <li>• English Lead to monitor and change writing plan to accommodate a greater focus on the progression of skills in order to bridge gaps in learning.</li> </ul>	<p>Gap analysis</p>	<p>LA GF</p>	
7	<p>Children with SEND may be further behind, especially those who have not engaged in remote learning.</p>	<p>Planning for pupils with SEND-all pupils have outcomes detailed in their plans.</p>		<ul style="list-style-type: none"> <li>• Class teachers to work with SENCO to ensure SMART targets in place</li> <li>• Liaise with outside agencies where appropriate</li> <li>• Timetables to be revisited and small group intervention put in place</li> <li>• Additional resources purchased</li> <li>• Close monitoring of progress by SENCO</li> </ul>	<p>Baselines and observations</p>	<p>LA</p>	

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8	A significant proportion of pupils did far less physical activity over the summer term than they would have in school and therefore are less fit and healthy.	Children are engaged in high quality PE lessons at least twice weekly. Outside agencies to lead physical activity during lunchtimes.	EEF Teaching and Learning Toolkit: Sports participation (EEF +2 months)	<ul style="list-style-type: none"> <li>• PE given high priority on the timetable with at least 2 hours of PE each week</li> <li>• Sports coach to engage children in activity on a lunchtime</li> <li>• New resources purchased to encourage a variety of sports/activities to be played</li> <li>• Offer after school clubs where possible</li> </ul>		All staff	
9	Food and clothing poverty are evident for a large number of children.	All children have what they need in school to access their learning	Requests for food and fuel support Lack of uniform Welfare calls and discussions with children- lack of resources for home learning.	<ul style="list-style-type: none"> <li>• Identify families who would benefit from support both in term time and school holidays</li> <li>• Food vouchers and food parcels supplied</li> <li>• Continue to poverty proof school so that all staff are aware of the needs of some families and children</li> <li>• Provide resources such as stationary where needed</li> <li>• Engage PSA support</li> </ul>	Communication and records	All staff	

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### Catch-up Premium Strategy 2020 - 2021

#### Catch up Premium proposed spend

<b>Resource</b>	<b>Expected Impact</b>	<b>Cost</b>
<b>Reading Plus</b>	Accelerated progress in reading. Reading can be done at home as well as school	<b>£3, 825</b>
<b>Additional staff for intervention groups</b>	Targeted groups/individuals make rapid progress in writing and maths	<b>£2, 015</b>
<b>Other resources as above</b>		<b>School budget</b>