



St Joseph's Catholic Primary School Catch-Up Premium Strategy

Strategy Statement

The Government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020-2021 academic year, to ensure that schools have the support they need to help all pupils make up for lost teaching time. Although, all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been most affected. The funding is provided for children from Reception to Year 6.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a support guide for schools with evidence-based approaches to catch for all pupils. The school has used this document to help inform their additional funding in the most effective way.

Summary Information

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| Academic Year | 2020-21 | Catch-Up Funding Received 2020-21 25% to be paid on 30 September 2020 Two further instalments to follow based on census figures from October 2020 | £16,960 (£80.00 per pupil.) This is paid in three termly instalments. For the Autumn term (30 th September) we will receive £5653. So far received £4300 |
| Total number of pupils | 212 | % Disadvantaged Pupils | 22% |

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Contextual Information (if any)

Disadvantaged: 49 PPG (22%)
 The proportion of FSM: 35 (15.4%)
 Looked After Chn 8 (3.52%).
 The proportion of SEND: 60 (25.%)
 EAL: 77 (33.9%)
 EHCP: 5 and another 2 in progress
 The number of children/ families registered with a Social Worker: 0

Love and Learn in the footsteps of Christ!

Summary of Catch-up Strategy

| Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i> | |
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| 1 | <p>To ensure that the recovery curriculum is planned, delivered and assessed in such a way that all children are provided with quality first teaching, with the opportunity to 'catch up,' with any lost learning due to Covid-19, whilst ensuring that they also receive a broad and balanced curriculum that is appropriate to their age and /or ability.</p> <p>To ensure that all pupils are attending school regularly and are emotionally supported and ready to re-access formal learning.</p> <p>To ensure that mental health and wellbeing of all pupils is appropriately supported and developed.</p> |
| 2 | To ensure quality targeted provision (1:1 and or Small group) is planned, delivered and assessed in such a way that identified children make accelerated progress. |
| 3 | To ensure that the school continues to work closely with external agencies to access the support for pupils/ families. |

| Summary of Intended Outcomes | |
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| 1 | <p>By end of Summer term, children should with quality first teaching and support where required, have regained academic confidence to resume their learning at their expected key stage/level. Any children identified as not meeting this expectation receive further targeted intervention.</p> <p>Children relish returning to school, settling back into new routines and following behavioural expectations with immediate effect.</p> <p>Positive impact of strategies implemented to support children's mental health, well- being, personal, social and emotional development.</p> |
| 2 | <p>Targeted provision (1:1 and or Small group) will have greatest impact on accelerating the progress of identified children.</p> <p>Children in Key Stage 1 & 2 will be expected to undertake summative and formalised assessment throughout the year, which will identify to have the support to close any gaps that have occurred to ensure they are ready to approach their testing with confidence. The school expects, over the course of the year, to be able to guide the children to a point where outcomes are broadly in line with previous years.</p> |
| 3 | The school will continue to receive effective support from different agencies/ services so that pupils and families are successfully supported. |

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Summary of Catch-up Strategy

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| PRIORITY 1: QUALITY FIRST TEACHING AND WHOLE SCHOOL STRATEGIES | | | | | | |
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| Action | Strategy | Which pupils have been targeted for this strategy? Who will benefit? | Intended outcomes and success criteria | Staff lead | Cost | Monitoring |
| <p>Develop first quality teaching and learning. Identify gaps in pupils' knowledge, reorder planning and addressed missed learning. Use EFF toolkit to identify strategy for improvement.. Supporting effective teaching in light of adaptations made to teaching delivery due Covid-19 restrictions</p> | <ul style="list-style-type: none"> Review curriculum Continued, thorough and focussed monitoring programme in place. Clear focus on key priorities and shared with staff. Training/CDP for staff, as required. Facilitated remote CPD | <ul style="list-style-type: none"> Across all classes Identify pupils via teacher assessments | <p>By July:</p> <ul style="list-style-type: none"> SLT and Maths/English/Phonics leaders will be able to see the quality of practice taking place, observe the progress of the children and content being taught and support where necessary. All staff are aware of new processes and changes to core subject delivery and curriculum implementation, 'back to basics.' | Subject Leaders | Time | <p>Termly:</p> <ul style="list-style-type: none"> Monitoring schedule in place and shared with all staff. Learning walks and observations recorded Feedback and for individuals. Meetings where support is required with actions and review date set. |
| <p>Implement transition procedures. Effective transition supports Recovery curriculum Implement new RSE</p> | <ul style="list-style-type: none"> Transition in place for children. Transition booklets given to parents/pupils Transition days offered to pupils Phased Transition plans for EYFS. Individual support for children with additional needs – bespoke plans where required. | All classes Individuals requiring additional support | <p>By July:</p> <ul style="list-style-type: none"> Effective transition will have a significant impact on the children and make them feel more comfortable and familiar with their new setting to enable successful start. Staff build/ maintain trusting and respectful relationships with children quickly to enable successful learning. | All Educators | £250 | <p>Termly:</p> <ul style="list-style-type: none"> Learning walks, tracking attendance and discussions with staff to ensure every child has settled into school quickly. Ensure plans are in place for individual children requiring further support/individualised plans. |

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| <p>Implement the Recovery Plan. Make short term adaptations to the intended school's curriculum and ensure its implementation enables pupils to get back on track with their learning</p> | <ul style="list-style-type: none"> Implement Recovery Plan CPD; Curriculum adjustment and delivery; use of formative assessment in English and Maths. Implement Hfl <i>Back on Track materials</i>. Implement revised curriculum and identification of key content and missed coverage. Implement valid, reliable, purposeful 'Assessment for Learning' (use of formative assessment to expose and address gaps in children's learning.) | <p>All classes</p> <p>Addressing communication and Language for EAL pupils and Nursery</p> | <p>By July:</p> <ul style="list-style-type: none"> Children will 'catch up' learning missed without missing expectations of their current year group. Robust assessment will identify gaps in their learning. They will be addressed in teachers' planning to allow 'Catch Up.' Assessment is an ongoing process and ensures that children's progress continues and they meet age related expectations. | <p>Subject Leaders Maths English</p> | <p>£1500</p> | <p>Termly:</p> <ul style="list-style-type: none"> Monitoring (book scrutiny, moderation, pupil voice) in place and shared with all staff. Feedback and for individuals. Meetings where support is required with actions and review date set. |
| <p>Ensure there is a wide range of opportunities to support children's personal, social and emotional development</p> | <ul style="list-style-type: none"> Continue to develop high quality learning environment which develops quality interactions between adults and children so that any gaps in provision are managed. Develop pupils' well being through meditation, PSHE, targeted provision (1:1/small group). | <p>All classes</p> <p>Individuals requiring additional support</p> | <p>By July:</p> <p>Children's individual social, emotional, mental health needs will be addressed/supported to enable successful learning.</p> | <p>SLT</p> | <p>Time</p> | <p>Termly:</p> <ul style="list-style-type: none"> Monitoring schedule in place. Positive results from pupil surveys Start and end of intervention to measure progress. Discussions with staff/families before, during and after intervention to measure progress/improvements. Use of Provision Map to track interventions and progress. |

| PRIORITY 2: TARGETED PROVISION | | | | | | |
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| Action | Strategy | Which pupils have been targeted for | Intended outcomes and success criteria | Staff lead | Cost | Monitoring: |

Summary of Catch-up Strategy

| | | this strategy? Who will benefit? | | | | |
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| Identify missed learning due to the pandemic and plan accordingly. | <ul style="list-style-type: none"> Ensure lessons taught address all areas of missed learning. Embed back on track learning. | All pupils | By July <ul style="list-style-type: none"> All pupils make good or better progress. Pupils missed learning has been addressed. | SLT & Subject leaders | Time | Termly: <ul style="list-style-type: none"> SIC to report to FGB: Evaluate the quality of the curriculum. Evaluate improvements and report back to FGB and, through HT report, to FGB |
| Establish baseline assessments for all pupils. Using data (pre lockdown) Feb 2020 Target Tracker data and September 2020 formative assessment/ baseline data to track which children are not on track to make progress from prior attainment | <ul style="list-style-type: none"> Use valid, reliable, purposeful formative assessments/ baseline data underpin effective teaching and ensure progress for every child. Pupil progress meetings are used to consider the gaps in children's learning and identify appropriate interventions. | All classes | By July <ul style="list-style-type: none"> 'Assessment for Learning;' use of formative assessment to expose and address gaps in pupils' learning. | SLT | Time | Termly <ul style="list-style-type: none"> Initial pupil progress meetings during and end of Autumn term. |
| Implement targeted reading, writing, SPAG and maths assessment. | <ul style="list-style-type: none"> Assess all children in reading, writing, SPAG and maths using diagnostic assessments. Repeat every half term Review last year's English and mathematics expectations in order to identify gaps in pupil' knowledge. Assess all pupils on addition & subtraction (baseline) Complete multiplication & division assessments. Plan and teach guided reading according to assessment outcomes. | All pupils | By July <ul style="list-style-type: none"> Gaps in learning identified. Targeted teaching. Gaps in learning addressed. | English and Maths Leader | Time | Half termly monitoring Report findings to HT and report back to FGB and through HT report to FGB. |

Summary of Catch-up Strategy

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| | <ul style="list-style-type: none"> Set up interventions according to assessment outcomes. Introduce a daily speed times table minute read. | | | | | |
| Implement small group/1-1 Targeted Provision during school day Structure & Daily intervention | <ul style="list-style-type: none"> Implementation of effective, evidence-based interventions (small group and/or one to one) Interventions focused on identified, specific needs; support delivered by appropriately trained staff; interventions carefully timetabled to avoid narrowing of the curriculum; timely monitoring of interventions to track progress. Targeted intervention 3 times per week for 1 hour. | Children across the school identified requiring support in English, Speech and Language, Maths | By July <ul style="list-style-type: none"> Misconceptions addressed individually during intervention sessions. Compensate for the negative impact of school closures. Accelerate the progress of identified pupils. Referrals to outside agencies: work closely with external SEND professionals such as Speech and Language Therapists, Outreach Support so that all children and families are successfully supported. | Catch Up teachers | £11,200 | Termly: <ul style="list-style-type: none"> Summative and formative assessment. Moderation. Work in class/books to show application. Pupil progress meetings. Learning walks/observations. Tracking of interventions using Provision Map. |
| KS1 – To provide additional phonics teaching in Year 2, to support children unlikely to achieve the pass mark, in the Y2 phonics screening in November | <ul style="list-style-type: none"> Additional targeted phonics intervention 10 minutes daily small group/1-1 delivered by trained staff. Phonics Leader to liaise with Y2 class teachers to plan additional phonics teaching to support pupils to consolidate and secure phonic knowledge and skills. Resources to enable successful intervention | Children across Year 2 cohort identified requiring support in phonics | By July <ul style="list-style-type: none"> All identified Year 2, children achieve the pass mark for the phonics screening test, by the end of Summer term 2021. | Year 2 class teacher Phonics Leader | £7200 | Termly: <ul style="list-style-type: none"> Moderation. Work in class/books to show application. Pupil progress meetings. Liaise with class teacher. Learning walks/observations. Phonics tracker in place. Tracking of interventions using Provision Map. |

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| PRIORITY 3: WIDER STRATEGIES | | | | | | |
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| Action | Strategy | Which pupils have been targeted for this strategy? Who will benefit? | Intended outcomes and success criteria | Staff lead | Cost | Monitoring: |
| Access effective support from different agencies/ services | <ul style="list-style-type: none"> • SENCO to work with external agencies, where required. E.g. Speech and Language Therapist, autism advisors to support identified children with speech and language needs and those with EHCP Plans. • The school will continue to receive effective support from different agencies/ services so that pupils and families are successfully supported. Increase contact with disadvantaged/ vulnerable families. | Children and families across the school identified requiring support. | By July <ul style="list-style-type: none"> • Support from different agencies/ services is effective so that the needs of children and families are successfully met. | SENCO Leader | Time | Termly: <ul style="list-style-type: none"> • Work in class/books to show application. • Pupil progress meetings. • Liaise with class teacher. • Learning walks/observations. • Tracking of interventions using Provision Map. |
| Logins for educational resources for home use (already used in school) | <ul style="list-style-type: none"> • All logins recorded in pupils' reading records. • Staff to ensure every child has logins and parental access where required. | All year groups | By July <ul style="list-style-type: none"> • Parents able to assist their child/ren to access and support with home learning. | Subject Leaders | £3000 (paid from E19 ICT budget not from catch up funding) | Termly: <ul style="list-style-type: none"> • Monitor parental sign up and engagement Google Classroom. • Survey parents to ensure children have access to resources and parents asked how often it is used. • Monitor engagement with resources, monitoring of home learning completed |



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| Attendance - Support for Parents | <ul style="list-style-type: none">Monitoring and tracking system in place.Telephone parents and implement attendance procedure | Persist absentees i.e., typically attendance which is below the national average. | By July <ul style="list-style-type: none">High attendance will ensure access to all lessons and interventions planned. | Inclusion Leader | Funding from E19 not from catch up funding | Termly: <ul style="list-style-type: none">Weekly tracking of attendance.Spread sheet for attendance and action taken for any child falling below 96%. Continue with systems and process already in place |
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