

St Catherine's Catholic Primary School,

Catch up Funding – 2020/21

1. Summary information					
School	St Catherine's Catholic Primary School			Report written by:	Mrs S Terrey
Academic Year	2020/21	Total number of pupils on roll	139	Total estimated budget	£11,600
Known impact of Covid-19 school closure	<ul style="list-style-type: none">• Impact on well being of identified pupils- learning resilience particularly with writing.• Progress for Sep 2019 EYFS cohort in reading, writing, phonics and Maths in Year 1.• Impact on Phonics attainment and progress in KS – significant gaps identified in KS1 phonics Sep baseline.• Impact on spelling, punctuation and grammar in Yr2-Yr6 and subsequent impact upon writing.• Progress and understanding in maths- calculation and number from Yr2-Yr6.• Curriculum gaps for pupils in understanding key concepts.				
Key priorities	<ul style="list-style-type: none">• Attainment in KS 1 phonics and Catch up phonics for pupil in KS 2.• Writing progress and improvements in SPAG skills.• Understanding and developing reasoning and fluency in maths- calculation and number.• EYFS-YR1 cohort catch up and progress.				

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Teaching					
Action	Intended outcome	Success will be measured by	Implementation	Staff lead/cost	Review
Staff identify pupil SEMH need and promote early intervention of ELSA and Nurture informed practice and access to the Wellness curriculum	Pupils benefit from early support to address need and are able to self-regulate in order to be able to engage and access learning effectively.	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	All staff received trauma training and use of "Butterfly hugs" to support self and pupils experiencing anxiety. Wellness curriculum	ST-Trauma Counsellor. X 2 sessions. KAPOW curriculum. £335	Review Jan 2021: Vulnerable list has been updated to include pupils the school identifies. All pupils aware of self-regulation. Attendance significantly improved. Feb 2020 91% to 97.6% Dec 2020. Parent Questionnaire data Nov 2020 98% of parents said child felt safe and happy at school.

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<p>Staff implement a daily Spelling, punctuation and grammar session weekly</p> <p>Staff identify and address spelling weaknesses from Yr3-6</p>	<p>Pupils understand and apply technical knowledge in writing.</p> <p>Standards in writing will improve</p> <p>Pupils spelling improves and this is evident in writing improving writing outcomes fro KS 2 pupils.</p>	<p>Pupils not on track in Sep 20 are on track by Dec 20.</p> <p>Assessment of writing will show increases in ARE and GD from Year 2.</p> <p>Spelling ages of KS 2 pupils will increase by more than 6 months.</p>	<p>Daily sessions of SPAG, linked to Literacy or independent to target key skills needing revisiting</p> <p>Assessment of spelling. Targeted spelling catch up programme based on analysis. Weekly spelling tests in KS 2</p>	<p>English Lead release time to monitor.</p> <p>English Lead Class teacher</p> <p>NFER assessment and spelling diagnostic scheme. £500</p>	
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KS1 staff teach targeted streamed phonic groups daily to ensure pupils catch up and remain on track	Pupils access daily phonics in line with their assessed phonic level	Phonics scores will be at least in line with 2019 National of 82%	Sep Baseline assessment of phonic starting points. All staff- T and TA's allocated teaching groups. Daily sessions across KS 1.	KS1 Phonics training. £360 English lead to monitor.	Dec 20 Yr2 Ks1 Phonic Screen- 81% attained the required standard. Dec 20 Yr 1 Assessment 78% at ARE.
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Targeted academic support

Action	Intended outcome	Success will be measured by	Implementation	Staff lead/cost	Review
Small group interventions – reading, writing, maths	Identified gaps in reading, writing and maths are addressed.	Progress from September will be evident and pupils will make at least expected progress from starting points prior to lockdown one	Gap analysis used to plan 'scooping' activities for identified pupils weekly after sessions to reduce the need to "catch up" All classes to have full time Learning support hours.	SENCO/ Class teachers. Increased TA hours- £8000	Dec 2020 100% of pupils made progress from starting points in Sept 2020. This will continue.

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ELSA support widened to support needs of pupils identified to have been adversely affected by the pandemic	Pupils feel happy, safe and confident in school.	Attendance will be in line with national or better. All pupils will identify a school adult as a support adult and report feeling safe and happy at school. All pupils identified will transition and settle on return to school without any reported incident or concern	All classes to have full time Learning support hours. Whole staff awareness of SEMH needs and support ideas. ELSA x2 mentors to support learning support staff when working with pupils of concern.	Class teachers Increased TA hours- £8000	Dec 2020 Attendance 96.7% increased from Feb 2020 91%
Maths intervention to address identified gaps in number in KS2	Targeted pupils receive number intervention to catch up.	Pupils within the intervention make more than 6m progress as a result of the intervention	Learning support intervention in Success at number- number sense KS 2. Targeted support from teacher in maths x 3 per week. Maths afterschool club Yr 6 teacher.	Maths Lead Yr 6 teacher. Learning support Cost £950	Dec 2020- training confirmed Jan 2021
Wider approaches					
Action	Intended outcome	Success will be measured by	Implementation	Staff lead/cost	Review

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<p>In a joint EYFS/Yr 1 base Year One pupils to access to EYFS continuous provision through autumn term</p>	<p>Gaps addressed enabling pupils on track for GLD to achieve by end of autumn term 1</p>	<p>100% of pupils who were identified to achieve GLD are on track by end of autumn term Y1</p>	<p>School organisation to allow the creation of 2 mixed age classes to enable Yr1 pupils access to EYFS continuous provision during the Autumn term</p>	<p>ST/LB/RT</p>	
<p>Pupils identified as of concern with reading attainment and progress to receive regular 1:1 reading support.</p>	<p>Pupils make accelerated gains in reading measured in teacher assessment and RA SS scores</p>	<p>Pupils reading remain on track or in advance of their chronological age.</p>	<p>Pupils access 1:1 daily reading.</p>	<p>ST/KL Staff costs 0.4 teacher Redeployed .</p>	<p>Waiting STAR reading Test data for KS2 pupils. Yr2- 12 pupils targeted. Results in Dec 20. 6 pupils targeted ARE-GD 4 pupils targeted Below-ARE</p>

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<p>FOREST SCHOOLS Pupil access the benefit to mental health of learning outdoors to ensure that they remain a in a just right state for learning.</p>	<p>All pupils to access Forest school sessions and resources both in school and at home.</p>	<p>Attendance will be in line with national or better.</p> <p>All pupils targeted will feel safe and happy in school.</p> <p>Pupils with complex SEMH needs will re-engage with learning.</p>	<p>Sessions 1:1 for 2x complex pupils.</p> <p>Half termly sessions for 2 hours for all pupils.</p>	<p>1 hour additional Forest School session to end of academic year</p> <p>1hour@ £60 x 20=£1200</p>	<p>Dec 2020 LM- Full time engaged in classroom learning 75%. Reading- ARE, Writing- WB. Maths- WT</p> <p>RN- reduced timetable increased. Participation in small group with peers.</p>
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