

Catch Up Strategy 2021

1. Summary Information					
School	St Peter's Catholic Primary School				
Total Number of Pupils	155	Total Catch Up Funding	£8080	Date	08.03.2021

2. Summary of approach	
<ul style="list-style-type: none"> Baseline assessment for 2020 Reception cohort Wellcomm assessment of language and communication – EYFS Baseline standardised tests completed September 2020 & March 2021 Reading and Phonics assessments Engagement in Education Endowment Foundation Materials Redeployment of human resources to meet 	
Accountability	
Written by: S Parry	Approved by Governors: March 2021
Date for review: End of Spring term	Reviewed by Governors: Summer term 2021

3. Academic priorities	
A	Baseline on entry into EYFS indicates that children are below in all areas and particularly within language and communication.
B	Some children who have entered Years 1 & 2 are significantly below in reading and phonics. Year 2 children who did not pass the phonics screen in Autumn 2020.
C	Some children in KS2 are significantly below in reading.
D	To ensure gaps in English & Maths are closed for all children in all cohorts.
E	EWB of all pupils and increased pupil resilience.
F	Continuation of provision for access to remote learning, pastoral and safeguarding support in the event of a bubble closure.

4. Intended outcomes		Success Criteria
A	The % of children at the end of F2 on track for ARE in language and communication will be in line with national expectations.	Assessments and tracking show rapid progress in children's language and communication skills.
B	Children make good progress with phonics and the application of learning is evident in good quality reading and writing. Expectations are met when phonics screening takes place.	% of children meeting the required standard in Summer phonics screen is in line with National average.
C	All children make progress in reading and are able to access a range of quality texts that correspond with their chronological age. Evidence of improved levels of comprehension.	Proportion of children on track to reach age related outcomes in reading for each year group is at least in line with pre-covid outcomes.
D	Pupils make rapid progress from baseline assessments in English and Maths.	Assessments and tracking show that children receiving interventions alongside quality first teaching are making rapid progress from baseline assessments.
E	Whole school approach to emotional well-being ensures that support is available to all pupils.	Children's emotional health is not a barrier to learning due to effective support. Pupils are able to demonstrate resilience both inside the classroom and outside and have an understanding of strategies and support available to them.

F	A remote learning package alongside a pastoral support package is in place that enables all children to effectively access home learning if periods of isolation or local/national lockdowns take place. Clear expectations laid out and IT equipment loaned if appropriate.	All children learning from home have access to electronic devices and internet data and home learning can continue at a pace and quality in line with quality first teaching in school. All children are able to make expected progress as a result of this.
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5. Planned Expenditure				
i. Quality of teaching for all				
Action	Intended Outcome	Evidence	Implementation	Cost
Quality first teaching in all curriculum subjects	Through the consistency of quality first teaching of basic skills, attainment in Maths and English will be in line with national expectations by July 2021. Rigour will not be lost in the delivery of the wider curriculum subjects and evidence in books will support that.	EEF guide to supporting school planning states that explicit instruction is a key component of high-quality teaching.	Baseline standardised tests were completed in Sept 2020, will be repeated in March 2021 on re-opening of whole school and in Summer term 2021. Pupil progress meetings half termly.	Additional Cost - £0.00
Focus on effective diagnostic assessment. Identification and purchase of resources (standardised tests) alongside diagnostic assessments directly linked to gap analysis. To support pupils where gaps are identified.	Effective diagnostic assessment will be deep-rooted in classroom practice and will be linked to metacognitive strategies for recall and application of the learning of new skills and knowledge. As a result of the clear identification of gaps in learning, interventions and support is focused to address these gaps and the gaps are closed as quickly as possible to allow access to an age appropriate curriculum within whole class teaching.	EEF states "High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor pupils' progress."	Termly standardised tests with progress analysed alongside pre and post unit tests. Pupil progress meetings half term.	Purchase of standardised tests – £992.00
Updating the VLE and renewal of IDL & TTR subscriptions.	Through the VLE and access to loaned laptops, children will have access to improved learning outcomes. The remote learning curriculum will continue to mirror the curriculum offer within school as closely as possible.	P12 of EEF Guide to supporting school planning states how a focus on high quality well implemented remote learning will be beneficial for all children	Parent, Teacher and Pupil Surveys Level of engagement in online learning.	Updated subscriptions for IDL & TTR

ii. Targeted Support				
Action	Intended Outcome	Evidence	Implementation	Cost
Engagement in NELI – Nuffield Early Language Intervention to support identified children.	Improve children’s oral language and early literacy skills so that the gap is closed Staff CPD and resources and training to support the delivering of early language intervention for children in EYFS.	EEF endorsed research project fully funded by the DfE at part of the Catchup Strategy and the Tutoring Programme	Full participation in the intervention and research in order to determine full impact Baseline and ongoing assessments	Resources & training No Cost Staff deployment to deliver intervention - £2,000
TAs to deliver interventions for identified children in all year groups. Children identified as requiring additional support through diagnostic testing and tracking will receive small group/one to one support to address specific gaps in their learning as required.	Use of dedicated members of support staff to work on an individual and small group basis with children to: <ul style="list-style-type: none"> • Address misconceptions in learning • Re-cover learning to full embed and cement understanding • Address gaps in learning which may be presenting as a barrier to progression. 	P15/16 EEF Guide to supporting school planning states ‘the evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. The use of TAs to deliver high quality interventions, which complement the work of the teacher, could be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils’	Entrance/Exit Testing following intervention Termly standardised Tests Termly Pupil Progress Meeting	Delivery of interventions - £4000
To specifically target the mixed year class of Year 4 and 5 pupils and to stream the pupils by age, so becoming pure year group classes.	By streaming the Year 4/5 class into pure year groups we can target the pupils in smaller teaching groups and focus clearly on their AR curriculum.	EEF Class attainment grouping – To match tasks, activities an support to pupils current capabilities so that all pupils have an appropriate level of challenge.	Change in contract for current .3 NQT to FT class teacher	Extra 0.7 NQT Apr – Aug would cost £9957 (0.3 already built in)

iii. Wider Strategies				
Action	Intended Outcome	Evidence	Implementation	Cost
Supporting pupils’ social, emotional and behavioural needs – Introduction of the Rainbow programme.	Alongside our PSHE curriculum that supports children SEMH development, identified children who need further support are effectively targeted.	P20 EEF Guide to supporting school planning recognises the impact of Covid on children’s social, emotional and behavioural needs and the fact that schools may need to revisit their approach and define and target specific skills	Groups of 12 pupils to access the programme running over a 6 week period.	The Rainbow Programme has already been budgeted for as this was ready to roll out in the Autumn term prior to the latest lockdown.
Communication and support for parents including pastoral care support	Parents feel that school is a safe place for their children and attendance is good.	P21 Guide to supporting school planning EEF ‘Close engagement during this challenging time was	Parent survey at the end of the autumn term	£500

	<p>Children will feel safe and ready to learn; this will be reflected in the calm and purposeful atmosphere in school alongside high levels of attendance and parent confidence. The attendance team will address absence directly while sensitively exploring parents and pupils' concerns that may be inhibiting school attendance.</p> <p>During periods of self-isolation and home learning, parents feel supported and able to facilitate their child's learning.</p>	<p>clearly crucial to ensure that pupils were supported to learn and thrive, and that parents were able to provide this support without the expectation that they fulfil the role of teacher.'</p>	<p>A clear plan for parental communication include parents evening will be put in place. Parent communication will be tailored dependent on the age of children - Tapestry, the school website and Twitter will be used to inform parents and positive relationships will be maintained through the SLT meet and greet on the playground each morning. Teacher/Pupil Voice Case Studies Daily & weekly analysis of attendance Half Termly review of communication</p>	
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Total Costing	
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We have far exceeded the funding from the DFE to ensure our pupils have every opportunity to reach their potential and for us to swiftly identify and provide support for gaps in learning.
