

Catch-up plan

School name:	St Joseph the Worker RC Primary
Academic year:	2020-21
Total number of pupils on roll:	219
Total catch-up budget:	£15,760 (Total allocation)
Date of review:	July 2021



Whole school support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
1. Prioritise the teaching of early reading skills, synthetic phonics, reading fluency and comprehension across the school through QFT, intervention and other strategies.	Children make accelerated progress in reading and the % of children reaching the expected standard /GD standard increases.	Children make progress in line with prior attainment assessment data. Increasing length of time children spend developing reading skills improves confidence, stamina and love of reading.	£2000	HT/English Lead/all staff	Subscription to LA Library service purchases to enhance curriculum provision. (April 21)
	Children read regularly, have access to quality texts.		£160		Lilac phonics books-improve early reading provision in EYFS (April 21)
	Reading stamina improves over time and children read at school and at home for pleasure.		£628		Rising Stars Reading Planet-online (Feb 21)

Last updated: March 2021

	Comprehension skills are developed through the use of VIPERS in KS1 and 2.			SLT/English lead/all staff	Staff meeting time/training VIPERS (summer 2)
2. Clear focus on fine and gross motor development and early writing in EYFS improves provision. Writing prioritised and developed consistently across the school.	Children manipulate tools with increased confidence and competence. Children's early writing skills are developed through well planned and resourced activities. Children's written work across the school improves in terms of quantity, quality and presentation. Percentage of children meeting age related expectations in writing increases in line with prior attainment.	Children make progress in line with prior attainment assessment data. Children regain writing competence and feel a greater sense of reward/achievement in written tasks.	£3769	EYFS leads/EYFS staff SLT/English leads/all staff	Financial investment in EYFS provision to enhance fine/gross motor skills and writing. (March 21) Staff training EYFS and HT- Child Development Course - Delivered by Ann Langston (April 21) Staff meeting time/Twilight-Developing writing (Summer term) Newly appointed leads July 21
3. Prioritise the teaching of mathematics across the school through QFT, intervention and other strategies.	NCETM prioritisation documents support the planning and delivery of mathematics. Concrete apparatus supports teaching and learning across the school. Additional daily mental mathematic sessions improve the rapid recall of key number facts. Pupils regain fluency and confidence in number.	Children make progress in line with prior attainment assessment data. Children better prepared to meet the demands of the next year group.	£2350	SLT/mathematics leads/all staff	Staff meeting time to introduce NCETM materials and usage. Maths leads discuss Power Maths supporting materials. Staff Training-Twilight-Power Maths-demonstration lesson. (May 21) Financial investment in concrete mathematics resources. (May 21)

	Children make accelerated progress in mathematics and the % of children reaching the expected standard /GD standard increases.				
Total spend:			£8907		

Rationale:

Address core areas of learning impacted by national lockdowns.

1. Many children have missed daily QFT of phonics and reading during periods of national lockdown. This has particularly impacted on phonological knowledge, decoding, reading fluency, reading stamina, comprehension and confidence. Many children do not have access to books at home and do not read for pleasure at home. This has had a knock on negative impact on vocabulary, language development and imagination particularly in EYFS, lower KS1 and lower KS2.
2. As a result of national lockdowns most children in EYFS have had disrupted access to EYFS provision throughout this academic year and the one prior. Nursery has particularly been negatively impacted this year due to three bubble closures and part time provision from March to April due to a staffing shortage. Fine and gross motor skills are required for early writing development. Writing stamina, vocabulary and accuracy has been negatively impacted across the school. Handwriting, letter formation and presentation has also seen a deterioration.
3. The knock on impact of two national lockdowns has resulted in many aspects of the mathematics curriculum not being taught or taught with less security. Rapid recall of key number facts has diminished. Children have not had access to concrete equipment at home in the same way as school so understanding of key concepts may be weaker.

Impact:

1. Most children in Reception and Year 1 have made good progress in phonics based upon prior assessment data. 73% of reception pupils have made good progress in phonics based upon tracking information. The % of children now achieving the Y1 phonics outcomes has risen from 3% in November to 40% at the end of the summer term. In year 2 83% of children have now met the expected standard in phonics. 5 children will continue to be targeted into year 3. 1 child currently leaving Y3 will continue to receive support with phonics next academic year.

Attainment in reading has improved in KS2 based upon summative data. Teachers also report that children enjoy reading at school and that reading stamina has increased. In year 3 37% more pupils are meeting year group expectations compared to the end of the autumn term, in year 5 there is an increase of 12% and Y6 an increase of 34%. The Y4 cohort remain a concern. Most year groups have met or exceeded % of children secure in reading compared with January 2020 data (pre-pandemic).

Next steps:

Newly purchased reading huts have now been installed and children are very excited about them. There is still work still to be done improving numbers of children regularly reading at home and reading for pleasure. Home/School planners have been redesigned ready for implementation in September which include incentives/rewards.

2. New resources and 'Catch-up' time on Mondays have helped to improve demonstrable gross and fine motor skills in EYFS. Teachers have observed an increase in children choosing mark making activities and with greater frequency. Staff absence in nursery has impacted negatively on small group interventions planned. In reception children have transferred their skills in reading to writing. 70% are meeting the expected standard and can now write CVC words. 100% of children in Reception can now write their first name and 50% their surname.

Written work in pupils books has improved in terms of quantity, quality and presentation across the school during the summer term. Although there are signs that children have made progress, attainment in writing remains a concern particularly in year 1, year 3 and year 4. Weekly 'writers certificates' have helped to raise the profile of writing in the school and children appear more willing to write for different purposes.

Next steps:

New English leads have been appointed in July 2021. Work on further developing the writing curriculum will be a whole school priority for the next academic year.

3. Most children have made progress based on prior assessment data. In reception standards have been maintained with 77% of pupils reaching expected standard in number. In year 2 12% more pupils are meeting year group expectations compared to the end of the autumn term. In year 3 there is an increase of 37%, in year 4 6%, Year 5 11% and Y6 an increase of 23%. The Y1 cohort remain a concern. Most year groups have met % of children secure in mathematics compared with January 2020 data (pre-pandemic).

Next steps:

The 'Power Maths' scheme, newly implemented in September, needs to be reviewed and embedded into practice. Concrete resources need to be distributed and organised more efficiently in classrooms ready for September.

Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
1. Reading- Whole school, group and individual interventions improve outcomes for children and narrow the gap in reading.	An additional 30mins teaching weekly (x10 sessions) improve outcomes in reading across the school. Additional speech, language, communication and phonics interventions accurately target groups of pupils in EYFS, Y1 and Y2.	Children making progress based on pre and post assessment data.	£3907	HT/English lead/all staff	Staff across the school work an additional 30 minutes to extend the school day (Catch up Monday)

	X2 Y5 Ramp groups (weekly intervention) accelerate progress for pupils in reading. Parents feel satisfied that their children's learning is well supported in school.				
2. Maths- Additional time given to the teaching of mathematics across the school during the day. Targeted afterschool tuition narrows gaps in learning in key year groups.	Timetables adjusted to allow for additional teaching time and secure the rapid recall of number facts. Afterschool tuition groups in Y4, 5 and 6 narrow gaps in learning. (X8 1 hour sessions)	Children making progress based on pre and post assessment data.	£2972	HT/SLT/ All staff	5x mental maths sessions timetabled from Y1 to 6 in addition to regular mathematics sessions. x5 staff deliver weekly 1 hourly session to Y4, Y5 and Y6.
3. Teaching Assistants deployed effectively to support individuals and small groups of learners across the school.	Timetables support interventions within classrooms. Interventions SMART, reviewed regularly and monitored by SENDco. Additional support provided where need arises. (Use of internal and external resources)	Children making progress based on pre and post assessment data.		HT/SLT/all staff	Additional timetabled support targeted in Y1, Y3, Y4 and Y5.
Total spend:			£6879		

Rationale: (As above)

Address core areas of learning impacted by national lockdowns.

1. Increasing length of time children engage in reading activities will help to support learning and accelerate progress giving teachers additional opportunities to plan activities and share a wider range of texts. Targeting groups in EYFS, Y1 and Y2 will support children with essential skills for future development in reading.
2. Building additional time into timetables for mental maths sessions to occur will provide opportunities for children to practice keys skills and recall key facts with increasing speed and confidence. Targeting additional tuition to Y4, Y5, Y6 will address some of the learning losses experienced so that children are better prepared for high school or entering upper KS2.
3. Pupils with identified SEN and children who have had adverse experiences during lockdown due to financial pressures within the family, relationship breakdowns or lack of support in the home environment are well targeted and supported. Learning losses may have a more profound long term.

Impact:

As written above above in whole school support. Wellcomm and RAMP interventions shown to be effective. See data below.

Wellcomm

Nursery

	RED	AMBER	GREEN
Autumn (24 children)	58% (14)	21% (5)	21% (5)
Spring (26 children)	27% (7)	27% (7)	46% (12)
Summer (26 children)	19% (5)	19% (5)	62% (16)

Reception

	RED	AMBER	GREEN
Autumn (27 children)	70% (19)	22% (6)	7% (2)
Spring (28 children)	14% (4)	21% (6)	64% (18)
Summer (27 children)	7% (2)	30% (8)	63% (17)

Year 1

	RED	AMBER	GREEN
Autumn (31 children)	10% (3)	55% (17)	35% (11)
Spring (30 children)	0%	17% (5)	83% (25)
Summer (30 children)	0%	0%	100% (30)

RAMP

Name	Autumn Baseline English reading comprehension assessment	End of year English reading comprehension assessment
Child 1	Y5 com	Y5 dev
Child 2	Y5 com	Y5 sec
Child 3	Y5 com	Y5 sec
Child 4	Y3 com	Y5 com
Child 5	Y5 com	Y5 sec
Child 6	Y5 dev	Y5 adv
Child 7	Y4 dev	Y5 dev
Child 8	Y4 sec	Y5 dev
Child 9	Y5 dev	Y5 adv
Child 10	Y5 dev	Y5 sec
Child 12	Y4 dev	Y5 sec

Parental feedback regarding all interventions very positive on the whole.

Wider support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
1. Continue to seek feedback to drive continual improvements in the quality of provision and outcomes achieved.	Feedback has a clear focus based on school priorities. Parents feel listened to and contribute to improvement planning.	School can respond swiftly to pupils/parents.	Google Surveys- already purchased for 2020-21	HT/SLT	Surveys conducted to ascertain views engagement with learning platforms and access to technology. (Jan 21) Laptops from DFE distributed to families lacking technology to support learning. (Jan 21) Survey to seek views of parents on quality of catch up provision. (Summer 2)
2. Look at ways to improve parental engagement.	Learning platforms provide effective and strong home/school support.	Parents feel valued and partners in the education of their children.	£800	HT/SLT/all staff	Utilise platforms and Twitter to share achievements across the curriculum and to

	<p>External services utilised to support families facing difficulties. Referrals to EH and other agencies offering financial/ other support help families overcome adversity.</p> <p>Strong partnerships between home and school forged.</p>	<p>Parents know what learning is taking place in school and feel more confident supporting learning in the home.</p> <p>Parents have access to the right support services when faced with adversity.</p>		<p>SENDco and Safeguarding leads</p>	<p>celebrate the faith life of the school with parents. (on-going)</p> <p>Referrals to EH and other services as required. (on-going)</p>
Total spend:				£800	

Rationale:

1. Schools have had to seek alternative ways of communicating effectively with parents due to COVID restrictions in place. Parents with low incomes and fewer resources have been particularly hard hit. Access to adequate technology at home has been a particular barrier to learning for some as has a lack of confidence, time or skills. Surveys allow parents to contribute to school improvement planning and help school to ascertain difficulties faced by parents and find solutions.
2. Utilising technology to share learning in school and celebrate achievements will help to involve parents as primary educators. Finding ways of sharing information through images and videos will help parents feel involved in the day to day school life and build relationships between home and school in the absence of face to face visits.
3. An increase of safeguarding concerns, financial pressures on families and other adverse events have been noted since Jan 21. Ensuring that adequate support is signposted and in place will help families and children to thrive despite the challenges that they are currently facing.

Impact:

1. Analysis of parental survey to follow.
2. Positive feedback received in form of parent comment slips (end of summer 2). A significant increase in parents accessing Early Help services seen during spring and summer terms. Outcomes and feedback from external support agencies general positive with many improvement noted. This continues to be priority.

Final spend:	16,586
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