



St Joseph's Catholic Primary School :

Summary of Catch-Up Strategy

School information			
School	St Joseph's Catholic Primary School		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	Provisional: £16,440
Total number of pupils	206		

Contextual Information (if any)

St Joseph's is a school with: disadvantaged 9.7 %, FSM 7.7 % and SEN 11.6 %. The school is situated in Waltham Cross with an increasing level of some of deprivation for some of our families. The number of families we are supporting with food vouchers, clothing support, uniform support as well as more concentrated family support. Many families required support during lockdown with food, food vouchers, food bank vouchers, mental health and educational support. A range of online and paper based learning was set and staff rang every child at least weekly to support with their learning and any support they needed as a family. Year group emails were set up to further allow communication between parents and teaching staff, but daily personalised communication via class dojo. Engagement with home learning was very high. See COVID SEF

Summary of Key Priorities *(related to overcoming challenges for pupils catching up on lost learning)*

A.	Ensure that all children are thoroughly, appropriately and accurately baselined to identify gaps/learning needs and any support required for mental health. Provision to be mapped from this point and regularly reviewed to enable progress to be tracked.
B.	Approaches to learning which both champion the need to return to a regular pattern of work but take into account the emotional barriers and potential mental health impacts that home schooling may have had.
C.	Rapid and sustained catch up that allows all children to access the curriculum for their new key stage/year group quickly, or whatever the appropriate curriculum for individuals with additional needs may be.

Summary of Expected Outcomes

A.	Children to relish the return to school, settling back into new routines and following behavioural expectations with immediate effect. Early years children will settle quickly into their new setting.
B.	By end of Autumn 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 are further targeted for intervention.

C.	Children in Year 1/2/4 and 6 who will be expected to undertake formalised assessment over the year 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.
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Barriers to learning

Barriers to future attainment (Academic)

A	Loss of key skills and basic learning – to address these early gaps in basic vocabulary,phonics,maths
B	Language and communication skills for EYFS and some SEN
C	Presentation and pride in work
D	Stamina for learning – pace and stamina has been effected but such a change in learning and some home additional support or lack of expectation

Additional Barriers

E	Low attendance due to Covid 19 symptoms (Some families are persistently testing due to anxieties and symptoms)
F	Engagement in homework, learning support from parents ,engagement (by low %) in any remote learning (as an effect of bubble closure)
G	Wellbeing – ongoing effects /impact of Covid.Heightened anxiety of some as a result of change

Summary of Catch-up Strategy

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES

Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Supporting great teaching (quality first teaching)	Continued, thorough and focussed monitoring programme. Clear calendar for monitoring focused on key priorities and shared with staff. Training/CDP for staff as required. Review of curriculum ongoing to support gaps, plan for more cross curricular and to ensure priority areas addressed	Across all classes	SLT, SENco and Maths/English/Phonics leaders will be able to see the quality of practice occurring, observe the progress of the children and content being taught and support where necessary.	BOC	Monitoring calendar in place and shared with all staff. Observations recorded in writing for whole school feedback and for individuals. Meetings where support is required with actions and review date set.	Monitoring time - £500.00	
Transition support	Transition plans for EYFS. Individual support for children with additional needs – bespoke plans where required.	All classes Individuals requiring additional support	This will have a significant impact on the mental health of the children and make them feel more comfortable and familiar with their new setting to enable successful transition. Staff build trusting and respectful relationships with children quickly to enable successful learning.	Years 1 to 6 – BoC & CTs SEN – NR WB – NB/BOC EYFS – RP/NR	Learning walks, tracking attendance and discussions with staff to ensure every child has settled into school quickly. Ensure plans are in place for individuals requiring further support/individualised plans.	Monitoring Time £1000.00	
Catch up curriculum	Catch up curriculum for English & Maths Years 1-6 – back on track docs Reviewed Curriculum in Sc/G/H/M/PE to address gaps Additional PSHE and wellbeing strategies EYFS focus on prime areas to ensure children are ready for their next stage of learning. Training in English and Maths to ‘dovetail’ gaps in learning with expectations for their current year group curriculum.	All classes EYFS children requiring further support Individuals requiring support for mental health/anxiety following COVID return	This will have a significant impact on the mental health of the children and make them feel more comfortable and understand the impact of COVID. Children will be ready for their next stage of learning. Children will ‘catch up’ learning missed without missing expectations of their current year group. No further gaps created	BOC Subject leaders	SLT to construct curriculum and to ensure this is being utilised during the initial return period. Curriculum maps all developed to address gaps and missed teaching in each subject. This will be done via the monitoring calendar.	Subject leader time £1000.00 Additional planning time – supply £1000.00	£4000.00 – E&M Back on track Staff CPD – Wellbeing /English & Maths £500 Writing legends £800.00 Wellbeing Day £500.00
Cost - Sub-totals						£3500.00	£5800.00
Total budgeted cost for Strand 1							

STRAND 2: TARGETED SUPPORT

Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Small group/1-1 interventions during school day	Targeted interventions - small group/1-1 delivered by trained staff Resources to enable successful intervention including the payment of staff Employment of part time TA/teacher to deliver interventions?	Children across the identified as needing support in English and/or Maths. (EYFS prime areas)	A combination of quality first teaching with additional small group/1:1 catch up will increase educational outcomes significantly.	BOC NR CTs	Scores in testing (scaled scores where possible) Moderation Work in class/books to show application Pupil progress meetings Learning walks/observations Tracking of interventions using Provision Map	£500.00 – resources – Hamilton trust subscription	Additional teacher 1 ½ days £6000.00
After/before school interventions	Targeted interventions - small group/1-1 delivered by trained staff Resources to enable successful intervention including the payment of staff for additional hours	Children in Years 4 to 6 identified as needing support in English and/or Maths. (EYFS prime areas)	Children will have targeted supported outside of school hours to enable gaps in learning to close and progress be made.	BOC LOD CTs	Scores in testing (scaled scores where possible) Moderation Work in class/books to show application Pupil progress meetings Learning walks/observations Tracking of interventions using Provision Map		£2000.00
Support for social, emotional, mental health	Nurture groups Wellbeing interventions – Draw & talk Interventions (1:1/small group) Referrals to outside agencies Resources (where required) Staff training	Pupils from across the school identified as requiring support	Children's individual social, emotional, mental health needs will be addressed/supported to enable successful learning.	NB NR	SDQ 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.	Wellbeing TA (2 pms) £3000.00	£1000.00
Cost - Sub-totals						£3500.00	£9000.00
Total budgeted cost for Strand 2							

STRAND 3: WIDER STRATEGIES

Element of Strand	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Logins for Timetables Rock Stars, Spelling Shed, Purple Mash, EYFS, Numbots and other educational resources for home use (already used in school)	Parents to be sent their child's logins to ensure access can be gained at home to enhance and consolidate learning. Staff to ensure every child has logins and parental access where required.	All children	Targeted home learning set to children's/groups of children's needs. Parents able to assist child with access and support home learning.	LOD - Maths JS - English h KM - Computing BOC	At parents meetings ensure children have access to resources and parents asked how often it is used. Check engagement with Maths resources, monitoring of work completed.		
Assessments/Testing - Support for Parents	Information to be sent out about the EYFS ELC's, Phonics, Year 2, Year 4 and Year 6 programmes of study for tests and all other years and how they can support their child with their learning at home.	R, 1, 2, 4 and 6 and 3,5	Parents to be able to assist and facilitate better at home with key knowledge of how assessments will work and what is expected of the children.	All	Parents to be sent booklets/fact sheets at time of parent consultation Impact to be evaluated through the test scores that children are achieving and conversations with parents at parents evening.		
Attendance - Support for Parents	Exceptionally high importance placed on tracking, monitoring and tacking actions where concerns in attendance arise.	Persist absentees Children who typically have attendance which is below the national average.	Children who are attending are children who are being taught and not missing further learning. High attendance will ensure access to all lessons and interventions planned.	BOC/ DP/RJ	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.		
Cost - Sub-totals							
Total budgeted cost for Strand 3							

Financial Summary

Cumulative Sub-total for all strands		
Total budgeted cost for all strands		

Additional Information (if any)

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