

Catch-up plan

School name:	St Mary's Catholic Primary School & Nursery					
Academic year:	2020/ 2021					
Total number of pupils on roll:	214 school 22 nursery					
Total catch-up budget:	£17 040	First installment:	£6000	Second installment:		Third installment:
Date of review:	Produced 30.11.20 – reviewed termly - updated 08.03.21					

A Teaching and whole-school strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	When?	Comments
1. Provide high quality teaching a) explicit teaching/ modelling b) scaffolding where appropriate c) cognitive/ metacognitive strategies d) flexible groupings in class e.g. reading/ maths/ phonics	Pupils continue to make good progress given starting points	Pupils who were on track to make expected or better progress do so. Pupils who have fallen behind arrest decline and begin to catch up.	£ 0	SLT & all subject leads SLs	Ongoing from Sept 2020	Nothing additional – ensure that existing good practice continues in spite of limitations of control measures. Cognitive/ metacognitive is something to research further LPDS training opp Great Teaching: Using Metacognition to Advance Learning – Online 2 x £120 Cognitive e.g. memorization techniques/ graphic orgnisers – mind maps/ concept maps etc.

						Metacognition how pupils monitor own learning and direct own learning
<p>2. Make use of effective assessment</p> <p>a) Ongoing, informal part of cycle of observation, assessment, feedback and planning.</p> <p>b) Standardised assessments October 2020 reading/ maths and independent writing assessment</p> <p>c) Pupil progress meetings October 2020</p> <p>d) Subject leaders identify gaps in coverage March to July 2020 and support class teachers to ensure that gaps in knowledge are addressed.</p> <p>e) Classroom practice across curriculum, short quizzes, multichoice Qs/ verbal questioning.</p>	<p>a Everyday consistent, good practice ensures teachers know what the children know and can do. Teachers can design activities, which meet learners' needs.</p> <p>b / c A baseline is produced for each class – to identify both individuals and cohorts where support needs directing</p> <p>d Subject leaders know what areas of learning have been missed and support class teachers in catching up over 1 or 2 years.</p> <p>e is this something to adopt (whole school) or is it already in practice in place SLT to investigate</p>	<p>a Everyday consistent, good practice ensures teachers know what the children –</p> <p>Pupils who were on track to make expected or better progress do so.</p> <p>Pupils who have fallen behind arrest decline and begin to catch up.</p> <p>b/c support and intervention is directed at correct individuals and groups.</p> <p>d gaps addressed</p> <p>e potential to improve 'stickiness' of knowledge.</p>	£0	SLT & all subject leads SLs	<p>a ongoing</p> <p>b Oct 2020</p> <p>c Oct 2020</p> <p>d by end of autumn term 2020</p> <p>e SLT to follow up by spring 2021</p>	

<p>3 Remote Learning</p> <p>a) Teaching quality is more important than How? or When? So remote lessons must have elements of effective teaching clear explanation/ modelling/ scaffolding/ feedback. Create, communicate and implement a remote learning plan.</p> <p>b) Children need access to technology. Survey parents – in event of isolation – can your child access tapestry/ SeeSaw? Survey disadvantaged group. Then address gaps – DfE laptops or use of school equipment.</p> <p>c) Ensure that there is an element of peer interaction e.g. peer marking/ feedback. Share models of good work. Zoom/ MS Team opportunities. (Investigate use of MS Teams through DfE Platform funding).</p>	<p>a effective remote learning strategy in place by the end of September 2020 to meet the needs of individual or group forced absences due to COVID.</p> <p>b all children can access learning remotely</p> <p>c/d Carry on existing good practice and improve</p> <p>e see 2e above.</p>	<p>Remote learning cannot replicate time in school.</p> <p>The harm to education through not attending school is minimised.</p>	<p>£ up to £1000 for devices e.g. iPads/ PCs.</p> <p>4 x ipads or laptops are available from DfE in case of closure for DAP pupils</p>	<p>SLT</p>	<p>a by end of September 2020 and reviewed at intervals esp after Softcat training.</p> <p>b Early December 2020</p> <p>c/d SLT to monitor</p> <p>e PS/JN to investigate spring 2020</p>	

<p>d) Promote independent working where possible. Build on March – July closure practice</p> <p>e) Use of quizzes etc for retrieval practice.</p>						
<p>4 Use of CPD</p> <p>Provide training opportunities for teachers (and TAs)</p> <p>a) Upfront training opportunities e.g. YTSA or subject leaders providing CPD in staff meetings.</p> <p>b) Follow on support – modelling, feedback and support to apply ideas from up-front training.</p>	<p>a Subject leaders access YTSA training autumn term. Teachers access year group specific training spring/ summer terms.</p> <p>b subject leaders provide ongoing support (SLT need to plan to better facilitate this.</p>	<p>High quality of education is maintained and improved.</p>	<p>£1500</p> <p>From school budget allocation</p>	<p>HT/ DHT</p>	<p>Autumn 1 2020 YTSA subject leader</p> <p>Autumn – SL feedback to teachers.</p> <p>Spring/ summer 2020 individual Ts YTSA n Eng & Maths</p>	

5 Additional teaching opportunities a) Make use of additional curriculum time available due to paired back Nativity performances	Teachers make use of additional time (if any) due to reduced time committed to Christmas performances.	More time to teach national curriculum especially in regard to reading/ writing and maths.	£0	HT/ DHT		
Total spend:			£2500 (£1500 school budget (up to £1000 from CUP)	£ £1000 + £240 (Did not require devices)		

B Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	When?	Comments
1 Identify individuals and groups to receive targeted support. Carry out October baseline assessments Carry out pupil progress meetings	Correct pupils identified to receive targeted support.	Correct pupils identified to receive targeted support.	£0	HT	October 2020	
1 Total Cost			£0			

<p>2 Research, identify a small number of effective interventions</p> <p>a) Apply for NELI Nuffield Early Language Intervention (NELI) - a high-quality, evidence-based, 20-week intervention designed to improve the language skills of reception age pupils – if not successful via DfE – go for independently</p> <p>b) Research, identify and implement quality maths intervention(s)</p> <p>c) Research, identify and implement quality reading intervention(s)</p> <p>d) Research, identify and implement quality other intervention(s)</p>	<p>a - improve the language skills of reception age pupils</p> <p>b/c/d – have a proven intervention strategy 'ready to go' for our children which can be linked to what is happening in classroom and class teacher can have overview.</p>	<p>Gaps are addressed especially in reading/ writing and maths.</p>	<p>To be determined – will find out in w/c/ 18.12.20 whether we access free</p> <p>Confirmed 18.12.20 that school is ineligible for free funding</p> <p>If going for without funding it will cost £600 – is this an intervention that will support pupils in YR?</p>	<p>HT</p>	<p>Autumn term 2020</p>	
<p>Section 2 Total Cost</p>			<p>TBC</p>			

<p>3 Provide high quality 1:1 tuition to implement a small number of effective interventions</p> <p>Timetable</p> <p>Deploy staff</p>			<p>£ TBC</p>			
<p>Section 3 Total Cost</p>			<p>£ TBC</p>			
<p>4 Provide high quality small group interventions 10 weeks</p> <p>Year 1</p> <p>HLTA - to lead interventions for identified Y1 pupils on Monday and Wednesday afternoons in spring term. T. and HLTA to liaise to identify groups and areas targeted.</p> <p>Additional TA hours in Y1 on Weds and Thurs morning to allow TA to support T directly with teaching.</p> <p>Year 6</p> <p>Employ additional teacher for mornings through supply agency in the spring term to teach English and maths in Y6 under direction of Y6 teacher.</p>			<p>HLTA x 4 hrs p/ wk x 10</p> <p>Approx. £17phr</p> <p>4 x 34 x 10 =</p> <p>£1 360</p> <p>TA 2 x am in Y1</p> <p>Additional teacher ams 10 weeks</p> <p>£110 -£120 per morning</p> <p>x5 days x10 weeks</p>		<p>From spring/ summer terms 2021</p>	

<p>TA to provide interventions in maths (using intervention programme) and potentially reading and writing in afternoons.</p> <p>Reception</p> <p>Use proportion of additional TA's hours to provide time for interventions designed by Class teacher</p> <p>Year 2</p> <p>Provide 3 x pms of interventions TA to be determined. Class teacher to direct interventions in terms of English (reading and writing) and mathematics.</p> <p>Year 3</p> <p>Use TA's pm hours to provide 3 x pms of intervention. Class teacher to direct interventions in terms of English (reading and writing) and mathematics.</p> <p>Year 4</p>			<p>£5500 - £6000</p> <p>1 x TA for 3 x pms (2hrs) (10 weeks) = £13 phr £780</p> <p>1 x TA for 3 x pms (10 weeks) = £780</p> <p>1 x TA for 3 x pms (10 weeks) = £780</p> <p>1 x TA for 3 x pms (10 weeks) =</p>			
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<p>Provide 3 x pms of interventions</p> <p>TA to be determined. Class teacher to direct interventions in terms of English (reading and writing) and mathematics.</p> <p>Year 5</p> <p>Provide 3 x pms of interventions</p> <p>TA to be determined. Class teacher to direct interventions in terms of English (reading and writing) and mathematics. Potentially use Y5/6 maths intervention.</p>			<p>£780</p> <p>1 x TA for 3 x pms (10 weeks) =</p> <p>£780</p>			
<p>Section 4 Total Cost</p>			<p>5500</p> <p>1360</p> <p>6 x 780 = 4680</p> <p>Total =</p> <p>£11 540</p>			

<p>5 Provide academic tutoring e.g. National Tutoring Programme (at present the NTP is only for pupils from Y1 upwards of whom there are 13, as two x DAP are in YR)</p> <ul style="list-style-type: none"> a) Research local providers of NTP programme. E.g. Teaching Personnel b) Approach part-time members of staff in school and to deliver sessions through provider. c) All 13 DAP children to receive 15 sessions (min). d) Liaise with class teachers to design sessions to best meet pupils' needs. Also take the opportunity to 'tag on' additional pupils to access tuition as long as it is not to detriment of DAPs. 	<p>a school has organised NTP through most appropriate agency.</p> <p>b All 3 staff have agreed to do – may need to arrange for additional tutors not connected with school.</p> <p>c All 13 DAP children receive 15 sessions by end of spring term.</p> <p>d DAPS and other identified children are receiving the tuition that is tailored to their needs.</p>	<p>Pupils catch up in areas that they may be behind in or make even better progress.</p> <p>Other identified pupils who join in these sessions are also able to catch up.</p>	<p>13 x £200 (school contribution) £ 2600</p>	<p>HT</p>	<p>By first or second week of spring term.</p>	
<p>Section 5 Total Cost</p>			<p>£ 2600</p>			

Total spend: £ 14 140

212 pupils x 80 CUP = £ 17 040

Wider strategies

[To complete this section, outline which actions you wish to implement wider support, for example to parents, or accessing improved technologies, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Survey families esp. DAP in terms of ability to access devices with internet access. Jan 2020	In the event of remote learning being necessary, all children will be able to access online learning. By end of January 2020	Pupils have equal access to online learning to minimize proportion of children falling behind in their attainment in relation to peers.	£0		
Provide counselling opportunities – increase form half day to full day from November 2020	All pupils have access to fully qualified child counsellor to support mental health needs.	Pupils access the support they need which in turn helps them in their learning.	£ 2000 Possibly take from pupil premium	HT	
Total spend:			£ 2000		

Summary report

What is the overall impact of spending?	
How will changes be communicated to parents and stakeholders?	
Final comments	
Final spend:	£