

## 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.	£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.	Increasing length of time children spend developing reading skills improves confidence, stamina and love of reading.	£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 1)
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)
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.				
<b>Total spend:</b>			<b>£8907</b>		

## Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
<p><b>1. Reading-</b> Whole school, group and individual interventions improve outcomes for children and narrow the gap in reading.</p>	<p>An additional 30mins teaching weekly ( x10 sessions) improve outcomes in reading across the school.</p> <p>Additional speech, language, communication and phonics interventions accurately target groups of pupils in EYFS, Y1 and Y2.</p> <p>X2 Y5 Ramp groups (weekly intervention) accelerate progress for pupils in reading.</p> <p>Parents feel satisfied that their children’s learning is well supported in school.</p>	<p>Children making progress based on pre and post assessment data.</p>	<p>£3907</p>	<p>HT/English lead/all staff</p>	<p>Staff across the school work an additional 30 minutes to extend the school day (Catch up Monday)</p>
<p><b>2. Maths-</b> Additional time given to the teaching of mathematics</p>	<p>Timetables adjusted to allow for additional teaching time and secure the rapid recall of number facts.</p>	<p>Children making progress based on pre and post assessment data.</p>	<p>£2972</p>	<p>HT/SLT/ All staff</p>	<p>5x mental maths sessions timetabled from Y1 to 6 in addition to regular mathematics sessions.</p> <p>x5 staff deliver weekly 1 hourly sessions to Y4, Y5 and Y6.</p>

across the school during the day. Targeted afterschool tuition narrows gaps in learning in key year groups.	Afterschool tuition groups in Y4, 5 and 6 narrow gaps in learning. ( X8 1 hour sessions)				
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.
<b>Total spend:</b>			<b>£6879</b>		

## Wider support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
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)

Look at ways to improve parental engagement.	Learning platforms provide effective and strong home/school support.  Strong partnerships between home and school forged.	Parents feel valued and partners in the education of their children.  Parents know what learning is taking place in school and feel more confident supporting learning in the home.		HT/SLT/all staff	
<b>Total spend:</b>			<b>£0</b>		

<b>Final spend:</b>	<b>15,786 (overspend of £26)</b>
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