

## Overview

School	St Joseph's Catholic Primary School NA				
Academic Year	2020-2021	Catch-Up Fund	£8240	Total Pupils	103

## DfE Guidance

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the curriculum expectations for the next academic year in [actions for schools during the coronavirus outbreak](#).

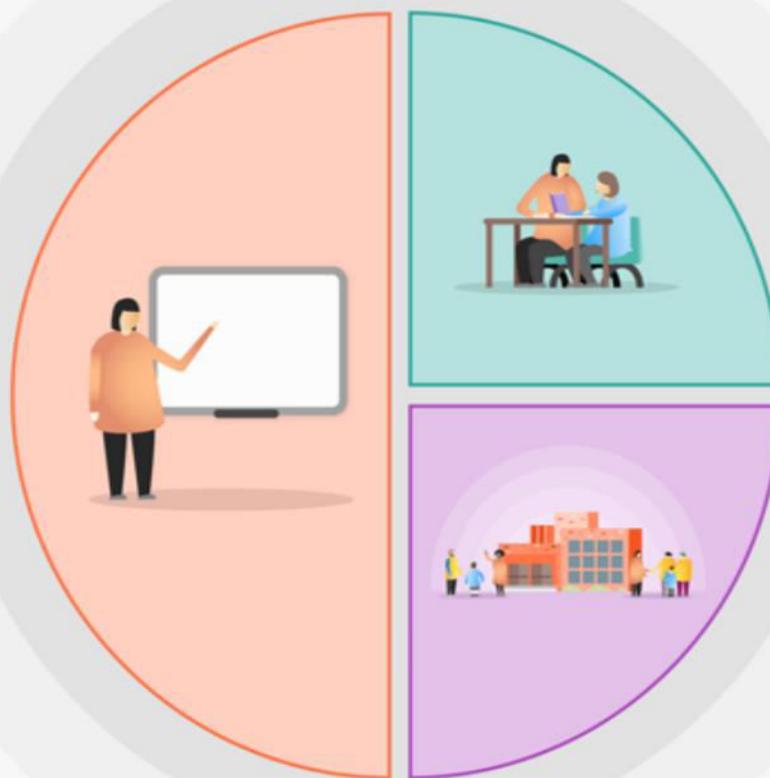
While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students.

To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice.

# 1 Teaching

- Quality first teaching with targeted support through questioning, scaffolding, modelling and differentiation.
- RWI Reading books for EYFS and KS1 to support the teaching of phonics and to ensure that home readers are phonetically decodable and follow the order the sounds are taught
- Accelerated reader used effectively within school and timetabled to have the maximum impact.
- Implementation of Ninja Vocabulary across the school to improve quality of writing.
- To improve the quality and quantity of writing across the school



# 2 Targeted academic support

- Phonics booster – Y2 Children to Catch Up with their Phonics following the Dec 2020 Check
- Y1 Target booster – Spring term
- After school Booster groups
- Small group afternoon interventions
- Use of sunshine room for individuals who need it.

# 3 Wider strategies

- Mental Health Support team from April 2021
- Counselling session to continue with The Road Centre
- Zumos free activities to be used across the school
- Zones of regulation to be re-introduced
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Identified Impact of COVID 19 (Primary)
<ul style="list-style-type: none"> <li>• We have seen an increase in children suffering anxiety at being back in school.</li> <li>• Children are struggling to work for sustained periods of time.</li> <li>• Some children are finding it difficult to work independently if they had parental support at home.</li> <li>• There was a wide variety of differences in children accessing remote learning and the support they had at home with this.</li> <li>• A small number of children did not engage in remote learning.</li> <li>• The children need to become familiar with school routines again</li> <li>• Some of the work handed in was not as high quality as we would have expected in school.</li> <li>• Learning behaviours need to be reinforced</li> <li>• Children need to build up their resilience and tolerance.</li> </ul>

Identified Impact of COVID 19 (Secondary)	
KS 3	
KS 4	
KS 5	

Planned Provisions				
For All Pupils (Universal Offer)				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
Reading skills are much improved and rapid progress in reading ages which can be demonstrated on a termly basis.	To introduce Accelerated Reader across the school from Y2 – Y6. This reading system will give the children an accurate reading level with an initial baseline test. Across the term children will read books across their level all of which have an accompanying quiz to check their understanding. Termly tests will allow us to plot their progress.	Children to make rapid improvements in their both their fluency and comprehension skills which can be evidence from the progress shown in the termly data	AH FB	Sept 2021

High quality provision and texts leading to rapid progress and engagement from the children	Additional Reading books purchased to support RWI to enable more variety of books specific to the child's reading ability. Library books purchased to enhance choice and variety to support our reading for pleasure. Online book resources to continue through fiction express to engage the children.	Children have a wide range of books to engage them in reading for pleasure	All staff	Sept 2021
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Planned Provisions				
Targeted Pupils				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
Targeted children are able to 'catch-up' with essential skills/learning missed through COVID lockdown	Targeted school provision aimed at the children with gaps in their learning due to lockdown. Identified through assessment and teacher assessment. Small group and 1:1 boosters	Children will make rapid progress back to where they were assessed prior to the lockdown.	SLT	Sept 2021
High quality provision is provided and assessment is closely monitored	Staff delivering after school provision to be given planning time to organise and assess for groups		LH	Sept 2021
Additional resources are available for the children so they have a fresh approach to activities previously covered to engage the children	Resources to be purchased to support children with additional intervention.		FB	Sept 2021

Planned Provisions				
Wider Strategies				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
Children's emotional needs are supported and so they are settled in school	Counselling through The Road Centre to work 1:1 or with small groups	Children can communicate their feelings and are more engaged in school	FB	July 2021

Children feel more settled in school and they have a clearer understanding of their emotions.	To re-introduce the Zones of Regulation supported with staff CPD	Children are more aware of their feelings and can communicate them to staff	LH	Dec 2021
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