

## Summary information

<b>School</b>	St. Catherine's CE Primary School				
<b>Total number of pupils</b>	210 + 32 nursery	<b>Amount of Catch-up funding per pupil</b>	£80.76	<b>Overall amount of Catch-up funding</b>	£16,960

## Rationale Statement for Bishop Bridgeman's catch-up strategy

Leaders are committed in ensuring catch up funding is used effectively to make the greatest difference to children's outcomes after the Covid 19 lock down. Leaders recognise that inevitably there will have been an impact on all of our pupils regardless of age, academic ability or social background. During the first national closures all pupils had access to online learning through the 'Virtual School' platform we designed. In addition, some of our families who had no access to technology received paper packs of lessons and activities suitable for their age group. Despite the hard work from staff, there were varying levels of engagement from pupils throughout this time and it is important to recognise that our pupils will not have received the same quality of education, consistently and as thoroughly, as if they had been taught in school during this time. Hence, the main aim of the catch up strategy at St. Catherine's is to raise the attainment of all pupils to close the gap created by COVID 19 school closure.

Since the re-opening in September significant barriers to learning have been identified across the school, as well as in specific year groups, some of which are identified below. The school's curriculum contingency planning will ensure all pupils are taught any missed content from previous units of work from the last academic year. However, staff will continue to deliver age related content and make provisions for missed learning naturally through current units of work wherever possible. Primarily, using the catch up funding available, school will targeting pupils for intervention in phonics (KS1) and English and maths (KS2). This will be enhanced through additional programs being delivered with planned CPD for staff to ensure a sustained response and making a difference long term. Some money will also be used for developing children's resilience and well-being so that they can be successful learners' long term.

Leaders have considered many factors carefully in deciding how to allocate and spend the Catch-Up Premium. We have also used the government recommended 'Covid-19 Support Guide for Schools', published by the Education Endowment Foundation (EEF), to help identify the best strategies, based on long-term research, that will enable us to achieve the most positive outcomes for our pupils.

## Barriers to future attainment

### Academic barriers

<b>A.</b>	Children's limited language and levels of oracy
<b>B.</b>	Securing basic skills in writing particularly with grammar, sentence composition, handwriting and spelling
<b>C.</b>	Gaps in early reading, phonics, writing and maths
<b>D.</b>	Poor social and emotional development

### Additional barriers *(issues which also require action outside school)*

<b>E.</b>	Lack of parental support to access on line learning
<b>F.</b>	Health and well-being of children and their families
<b>Intended outcomes</b>	
<b>A.</b>	At the end of key stage 1 and 2, proportions of disadvantaged pupils meeting ARE in writing, reading and maths, to be closing the gap with national data.
<b>B.</b>	Maintain the high standards achieved in reading and maths at the end of KS2 and increase the proportions of pupils achieving GDS in writing.
<b>C.</b>	Percentage of pupils meeting expected standard in phonic screen check to be at least in line with national after impact of closure for Covid.

<b>Success Criteria</b>				
<b>Criteria</b>	<b>Evidence</b>	<b>Autumn evaluation</b>	<b>Spring Evaluation</b>	<b>Summer Evaluation</b>
All teachers continue to deliver the school's intent for reading, writing and maths and implement relevant interventions to support disadvantaged pupils to meet ARE in reading, writing and maths.	Internal data Pupil progress meetings 2019 IDSR/ASP/SPS			
All teachers to use termly assessment data to target children for intervention to ensure % of pupils achieving EXP standards in reading and maths across school is maintained. Increase the proportions of children achieving higher standard in writing across KS2.	Internal data Pupil progress meetings 2019 IDSR/ASP/SPS			
Assessment data shows percentage of pupils meeting expected standard in phonic screen check is at least in line with national figures after impact of closure for Covid.	Internal data Mock phonic screens Phonic screen check 2019 IDSR/ASP/SPS			

## Covid-19 Catch up Premium Report

<p>Monitoring evidence shows all children have the opportunity to revisit and embed skills across all seven areas of learning, within a coherent and ambitious EYFS curriculum so that attainment for all children is at least in line with national data for GLD.</p>	<p>Internal data 2019 IDSR/ASP/SPS</p>			
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## Covid-19 Catch up Premium Report

	Staff to deliver additional phonic teaching for children in EYFS and KS1 to enable pupils to catch up quickly and stay on track to meet the phonic screen check at the end of Autumn term in Year 2 and Summer term Year 1.	Phonic screen checks in Year 2 and Year 1 to be comparable to national outcomes.	Phonic teaching can give up to 4 months impact (EEF Toolkit)	Reading leader to train staff each week Reading lead dedicated time to quality assure. Regular assessments carried out by reading lead and headteacher	CEM	Half termly (RWI assessments)
	Invest in a range of CPD opportunities, including ECM's online and live courses for all staff to give all leaders and teachers to respond to pupils' needs across year groups and in individual classes.	Teachers have the necessarily skills and knowledge to respond to children's needs.			KG	End Autumn End Spring End Summer
	(£)					

Planned expenditure		Total budgeted cost:			£1400
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Read, Write Inc training for all classroom staff  (£)	All Secure understanding of the Number Early Learning Goal from EYFS Profile.	Small group tuition can give up to 4 months impact. (EEF Toolkit)	Delivered by RWI staff, Reading lead and assistant heads Quality assurance weekly of delivery of the approach	CEM KL AL KG	Weekly initially Half termly assessments Quality assurance learning walks
Tom Sherrington CPD on Rosenshine's Principles for in class and remote teaching for all teaching staff	All teaching staff improved understanding on how to get pupils to think; how important memory is and why we have a	Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.(EEF Toolkit)	Monitoring of 'big quiz' data Subject leader pupil conferences; learning walks, workbook scrutiny	Subject leads	End of Spring term

## Covid-19 Catch up Premium Report

		knowledge rich curriculum				
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Wider Strategies	Planned expenditure			Total budgeted cost:		£
	Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	Senior Leaders to lead on online learning for all pupils across the school. Ensure engagement with school from all children isolating is high. Staff to contact pupils and their families more regularly for non-access to the online learning platform.	All children are able to access education remotely when isolating so that outcomes for pupils are comparable to national.			KG CEM	Feb ½ term End of spring End of summer
To develop a social, emotional and mental health policy for the school. Deliver CPD for staff on wellbeing. Timetable well-being initiatives in school	SEMH policy and action plan in place. Social and emotional needs of all children are met so that outcomes at EOKS are in line with national averages.	Support given focusing on social and emotional learning can give moderate impact with moderate costs with +4 months progress (EEF Toolkit).		CEM KG	Feb ½ term End of spring End of summer	