

Summary Information			
School	St Mary's Catholic Primary School		
Academic Year 20-21	Total Catch Up Premium	£12,320	Total Number of Pupils: 154

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in year's reception through to 11. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds

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 guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. 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. Schools should use this document to help them direct their additional funding in the most effective way

EEF Recommendations

- The EEF advises the following:
- Teaching and whole school strategies**
- Supporting great teaching
 - Pupil assessment and feedback
 - Transition support
- Targeted approaches**
- One to one and small group tuition
 - Intervention programmes
 - Extended school time
- Wider strategies**
- Supporting parent and carers
 - Access to technology
 - Summer support

INTENT:

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit so we plan to support all learners to catch up from lost learning due to COVID-19

We intend to: develop a rigorous and sequential approach to reading that develops pupils' skills through a well-planned approach, using effective assessments, with focus on Early Reading, Including Phonics, and then identifying gaps following baseline assessments. (This does not exclude gaps in other curriculum areas). Further information will be gathered from Pupil Progress meetings for each individual class teacher and tracked through data analysis

Implementation

All pupils receive a high-quality education to prepare them for later life

The curriculum remains ambitious and not narrowed

Blended learning is planned for, in case of remote learning that may be needed.

For pupils in Reception, staff assess and address gaps in language, early reading and maths, particularly ensuring children's acquisition of phonics and extending their vocabulary

KS1 and KS2: identify gaps during September and prioritise progress in phonics and reading, vocabulary, writing and maths and identifying opportunities across the curriculum so pupils read widely and develop knowledge and vocabulary. Early assessments are used to form a whole school Catch-Up plan to support all pupils across the school

(All year Groups: Booster teaching will take place following the appointment of an Arts Specialist who will work with the staff to develop art throughout the school at the same time, supporting the immersive curriculum. During this time, teacher led interventions in each year group will take place, besides the additional phonics support and booster classes taking place daily).

Impact

Develop remote education so that it is integrated into school curriculum planning.

Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown.

Curriculum planning is informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work).

School ensures that all of their teaching is sensitive and age appropriate in approach and content.

The curriculum meets the needs of the children and built to support their interests, backgrounds and raises their aspirations.

School catch up plan

St Mary's Catholic Primary School, Bungalow Road, Doncaster, DN12 1DL

The 'Intent' is clearly communicated through the environment, books, pupils and lesson planning and through clear Implementation Plans

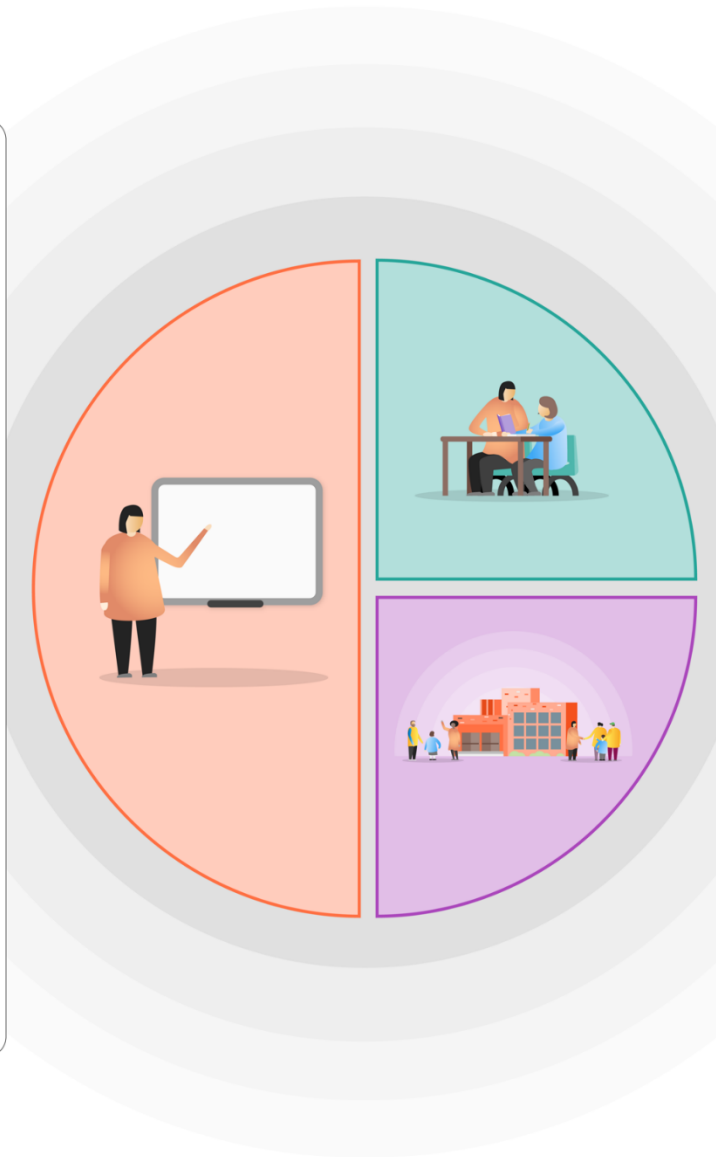
Following the September Baseline Assessments and taking into account the EEF Framework, we looked at a whole school strategy whilst at the same time addressing the needs of each individual class.

As a result, we anticipated that 1-to-1 and small group tuition Identified children will have significantly increased rates of reading fluency and comprehension. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be reduced If the school had to set up remote learning in a whole school lockdown, pupils would have online access to a bank of texts. Pupils in upper key stage two receive targeted support to plug gaps in learning with a particular focus on writing to ensure standards at the end of ks2 do not drop.

Intervention programme; an appropriate numeracy intervention, Same Day Intervention is used as a whole phase teaching strategy throughout key stage two.

1 Teaching

Quality First Teaching supported by evidence • A broad and engaging curriculum that focuses on vocabulary acquisition. • Knowledge and skills rich curriculum with teachers building on previous learning. • Whole - class reading approach. • Focus on key essentials for Reading, Writing and maths –online learning packages to support at home (e.g. TT Rockstars, My Maths Phonics play. • Regular staff CPD on mental health, wellbeing. • Provide a suite of home learning activities to suit parents and children: online through TEAMS or printed packs delivered home. • EYFS focus on oracy and early language development



2 Targeted academic support

Additional teacher led support in year • Pupil progress meetings involving parents • Pastoral support provides 1:1 support and assists children • Targeted support and deployment of TAs and Teachers • Targeted use of resources to plug gaps in learning • recovery sessions during PPA time

3 Wider strategies

• Specialist teachers enhancing the curriculum • Pastoral support/counselling • Staff wellbeing council • TEAMS PSHE lessons

Supporting parents and carers, Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning. Children have access to appropriate stationery and paper based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning. Pupils eligible for FSM will not be disadvantaged if self-isolating and will still be provided with meals. SENCO/ Pastoral Lead/Head of School to speak to families who have experienced trauma/change in circumstances – what help do they need?

We will continue to engage with parents and carers at home and also to provide remote home learning when pupils isolate. (cost of releasing staff pick up by the school) Home-learning paper packs are printed and ready to distribute for all children when needed. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs

Access to technology during the catch-up extended school provision: children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.

Teachers have webcams in class laptops to be able to teach remotely if isolating. Teachers facilitate effective home learning with increased capacity to share resources and communicate learning to children.

Identified impact of lockdown

Maths	Maths specific content has been missed, leading to gaps in learning and stalled sequencing of the progression of skills. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recalling of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments. (see Sept Data) Many pupils still accessed some form of maths through lockdown and evidence of progress in this area is on the school Facebook page and Class dojo pages.
Writing	The children in EYFS to Year 2 have suffered the most regarding their writing. Basic sentence structure skills and letter formation are a key focus for these year groups. In key stage 2, the children haven't necessarily missed 'units' of learning in writing in the same way as maths. However they have lost essential practising of writing skills. GAPS specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Reading	Phonics is also a huge focus for EYFS to Year 2 to help the children re-learn the sounds they have forgotten during lockdown and catch up what they have missed along with spelling of key words and National Curriculum year group spellings. In Key stage 2, children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The school must also take into account the large proportion of EAL children and the fact that many would have been speaking their 'home' language during lockdown and as a result, reading has suffered.
Other	Children have also missed out on the curriculum experiences e.g. trips, visitors and cross curricular visits. There has been a huge impact on the mental well-being of children – The school has appointed a wellbeing ambassador to work with both parents and staff and children in an attempt to close the gap in this area. Since September, St Mary's participated in World Mental Health day to help raise awareness and give the children skills to cope with difficult situations. An implementation plan for the curriculum has been written.

The Well Being Ambassador has recently attended a networking meeting with other leaders in this area of which has led to implementing some of the ideas shared as well as staff training.
 Next steps:
 To include all details on to the school website and arrange staff training.

Year Group	Evidence & Rationale	Chosen approach/approaches	Desired outcome
1	<p>Reading/Phonics</p> <p>The phonics screening is due to go ahead in June and the majority of the class entered Year 1 with below average starting points. Most children have made good progress during the autumn term however 36% percent of children are below the ARE for this point in the academic year.</p> <p>Number and place value</p> <p>36% of children are working below ARE in maths and have gaps in their basic number knowledge that is hindering their future progress.</p> <p>Basic Writing Skills - composition</p> <p>52% of children are working below ARE in writing. Many children struggle to compose sentences</p>	<ul style="list-style-type: none"> Working 1:1 with children who have specific gaps in their phonics knowledge. Using the read/write/inc assessments to identify these gaps and tailor each intervention accordingly. Using past phonics screening materials to familiarise these children with the test. <ul style="list-style-type: none"> Working in a small group with class teacher. Re-capping basic number skills taught in reception and in the Autumn term. <ul style="list-style-type: none"> Working in a small group with class teacher. Practising saying sentences orally. Writing dictated sentences. 	<ul style="list-style-type: none"> Close gaps in phonic knowledge. Boost confidence. Accelerate progress. <p>Progress will be measured by comparing phonic screening test results and looking at the read write inc assessment data.</p> <ul style="list-style-type: none"> Children will have a secure understanding of numbers 1-10. Children will be able to use this knowledge to develop their understanding during whole class lessons. <p>Progress will be measured by asking children to complete the same maths arithmetic test that they sat at the end of autumn term 2.</p> <ul style="list-style-type: none"> Children will be able to compose sentences orally. Children will be able to write a dictated sentence in under 5 minutes.

	<p>orally, and do not have the desired stamina for writing.</p> <p>Basic Writing Skills – mechanical/fine and gross motor</p> <p>52% of children are working below ARE in writing. Many children have poor fine and gross motor skills and do not hold their pencil correctly.</p> <p>Number/letter formation</p> <p>From looking in maths books, some children struggle to form their numbers 1-10 correctly.</p>	<ul style="list-style-type: none"> Using timers to speed up the writing process. Working in a small group with class teacher. Providing opportunities for children to strengthen their fine and gross motor skills. Working in a small group with class teacher. Re-capping how to correctly form each number. 	<p>Progress will be measured by comparing the same dictated sentence at the beginning and end of the intervention.</p> <ul style="list-style-type: none"> Children will have improved fine and gross motor skills. <p>Progress will be measured by observing children when writing/playing/completing tasks that involve the use of fine/gross motor skills.</p> <ul style="list-style-type: none"> Children will form numbers correctly most of the time, without having to be reminded. <p>Progress will be measured by observing children and book looks.</p>
2	<ul style="list-style-type: none"> Pupils have missed out on vital writing skills that are now impacting on their ability to access the Year 2 Writing PoS. Pupils made rapid progress in Phonics during the Autumn term, but many still struggle with comprehension skills. Pupils have gaps in their Year 1 Arithmetic knowledge that are limiting progress in Maths. 	<p>Baseline assessment to identify gaps. Use of marking grids to quickly identify gaps and misconceptions.</p> <p>Assessments completed termly and any extra ones done when necessary. Data will be continuously analysed to identify specific intervention groups. Detailed and rigorous analysis and tracking which then swiftly informs teaching.</p> <p>Intervention Groups established – Set groups and ‘same day’ interventions to plug gaps from the morning sessions.</p> <p>All children being read to at least once a week.</p> <p>Targeted groups in lessons.</p>	<p>Diminishing the gaps between predicted attainment and end of spring scores.</p> <p>The gap between identified pupil groups and all other pupils has diminished.</p> <p>Pupils are tracked, assessments are analysed Pupils are ready and prepared to sit the SATs tests in the Summer term (even if just for internal data/moderation evidence.)</p> <p>Their gaps have been diminished and children are confident in their knowledge.</p> <p>Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set.</p>

		<p>SEND- action plans in place, progress and impact monitored throughout the year.</p> <p>Pupil Premium – to have targeted interventions to impact on individual targets.</p> <p>Writing</p> <ul style="list-style-type: none"> - Lessons are focussed on specific skills needed for children to access the genre they are learning about - Topics to engage all students - High expectations evident in planning, working walls and modelled examples -Regular writing and handwriting interventions <p>Reading</p> <ul style="list-style-type: none"> - Weekly comprehension lesson - When adults read with children, they focus on questioning them on what they have read. - Weekly comprehension interventions <p>Maths</p> <ul style="list-style-type: none"> -Arithmetic skills used as morning jobs, Maths lesson starters, homework tasks etc. -Weekly arithmetic interventions <p>Children encouraged to draw their own working out to support them in preparing for assessments.</p>	<p>Recovery of lost learning time. Pupils who attained Working Towards at the end of EYFS make accelerated progress to be in – line with Age Expected expectations.</p> <p>Pupils who attained Age Related Expectations or Greater Depth at the end of EYFS continue to make at least good progress to maintain or surpass their end of KS1 attainment.</p>
3	<p style="text-align: center;">Reading</p> <p>Although the majority of the class are reading fluently, outcomes from testing show evidence that some children have yet to acquire reading skills.</p> <p>Reading is important because it develops the mind. ... Understanding the written word is one way the</p>	<p>Reading skills</p> <p>Small group reading focussing on a specific reading skill that meet the needs of each group.</p> <p>To develop greater control over reading process, through the development of reading strategies which will assist decoding and construct meaning.</p> <p>Marie to continue daily monitoring of reading books, checking and changing when appropriate.</p>	<p>Developed proficiency with a smaller group allowing children to be taught in a way that is more focus on their specific needs, which will then accelerate progress in reading.</p> <p>Pupils become fluent, confident readers who enjoy reading.</p> <p>Pupils are confident in reading and use this to access the curriculum and all aspects of learning.</p>

	<p>mind grows in its ability. Teaching children to read helps them develop their language skills. It also helps them learn to listen.</p> <p>Times Tables Times table chanting is taught daily. Children are also learning their tables at home.</p> <p>Knowing the times tables (and their associated division facts) supports mathematical learning and understanding and those children who have a strong grasp of them tend to be more self-assured when learning new concepts.</p> <p>Spellings Key words consistently spelt incorrectly.</p> <p>Some children are scoring low in there weekly spelling test.</p> <p>Spellings taught and learnt are given a purpose and are used in everyday writing at every given opportunity. This enables the children to embed spelling patterns and rules. Children's growing understanding of spelling rules is</p>	<ul style="list-style-type: none"> - Promotion of reading at home, dojos and stamps. - Echo reading - Read a class novel daily with the whole class. <p>Engage children with a love of reading with a range of activities – Book Day /Book character Day.</p> <p>When possible create Reading areas in each classroom.</p> <p>Consistent assessment of times table checks. Starting with smaller tables and building up, children will learn number rules which will make learning other tables much easier.</p> <ul style="list-style-type: none"> - Times table testing at the beginning of each group session <p>Teaching methods:</p> <ul style="list-style-type: none"> –Spelling rules -Re reading the word -Spell the word out loud -Keep words on display -Play games to practice - mnemonics – word families <p>MGF and Lk to support the pre teaching of words related to new topics.</p> <p>Small group sessions going over spelling test words.</p>	<p>Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life.</p> <p>Children reaches their full potential as learners through stimulating teaching and a wide range of reading experiences.</p> <p>Children are confident with their knowledge of times tables and can then use and apply them in other areas of maths.</p> <p>Key words will be consistently correct in all books. Children will use spelling rules. Word mats will be available to support children’s writing.</p> <p>Weekly spelling tests.</p>
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<p>only valuable if they go on to apply it in their independent writing.</p> <p>PHSE Children use the aspiration clouds displayed in the classroom to support their independency in class.</p> <p>PSHE offers an opportunity to improve children's satisfaction with their school life and well-being by providing children with an understanding of mental health and well-being issues.</p> <p>Handwriting Children who attend phonics get a shortened had writing lesson.</p> <p>Some children are forming letter incorrectly.</p> <p>Legible writing that can be produced comfortably, at speed and with little conscious effort allows children to attend to the higher-level aspects of writing composition and content.</p> <p>Sentence Structure Some children not consistently using sentence structuring in their writing.</p> <p>Sentence Structure provides children with the framework for the clear written expression of our ideas. The aim in writing is always to write in</p>	<p>Small group sessions linked to the needs of the children e.g anger management</p> <p>Handwriting session focusing on: Pencil grip Letter formation Letter joins Writing full sentences</p> <p>High expectations evident in planning, working walls and modelled examples.</p> <p>Use children's books as a starting point.</p> <p>Sentences always begin with a capital letter and end in either a full stop, exclamation or question mark.</p>	<p>Aspirations and believes to be encouraged. Children will develop confidence to explain, why they are learning and where it will take them.</p> <p>Build on strengths and talents motivated to succeed.</p> <p>Children aware of and able to articulate these values and how they apply to their school.</p> <p>-Legible handwriting writing. - All letters are formed and joined correctly. - Book are well presented – children take pride in their writing and presentation of their work.</p> <p>Children show a love and pride in their writing.</p> <p>Build up sentence fluency and structure in books.</p> <p>Pupils who attained Working Towards at the end of KS1 make accelerated progress to be in – line with Age Expected expectations.</p>
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	complete sentences which are correctly punctuated.	Small group sessions – basic sentence structure Punctuation How to improve and extend sentences.	
4	Children in Y4 have gaps throughout their learning due to not having a consistent teacher throughout their time in Y3 before and during the pandemic. The children are limited in their independence and on how to express emotions and create relationships. Due to the nature of the class as well as the school experience they have had, listening to the children’s voice, they require teambuilding and support with expressing emotions.	<p>The first 6 weeks (up to February Half term) will focus on plugging the gaps the children have with their SPaG Skills. Starting with a Y2 SATS SPaG test to see what basic skills they have. Groups will be based on SPaG strengths and weaknesses.</p> <p>February Half term to Easter the children will be building on their basic Maths skills. Using assessment from this year, interventions will be tailored to target individual group needs.</p> <p>Easter to the end of May the children will focus on Times Table skills as they are overall weak in this field. Groups will be created based on teacher assessment.</p> <p>June to end of the academic year, children will be placed into groups based on emotion and team building skills – activities will aim to aid the children to become more independent for the transition into UKS2. Hoping to build on the work and relationships ‘Scotty’s Heroes’ have created</p>	<p>The Y2 SPaG skills will be strengthened and built upon, leading to a plugging of SPaG missed during Y3 strengthening their base for Y4 SPaG Skills.</p> <p>Children will have gaps in basic maths skills, I.E correlation between CM and M plugged.</p> <p>Ready for the times table check in June (cancelled due to Covid-19) children need these skills for UKS2 regardless of times table check.</p> <p>Children prepared and ready for transition into UKS2.</p>
5	<p>Pupils successfully transitioned in Year 5 and are settled to learn and enjoy the lessons taught.</p> <p>Children haven’t necessarily missed ‘units’ of learning in the same way they have in Maths, but they have lost the essential practice of writing skills.</p> <p>Work on ‘writing stamina’ and improving motivation due to some children lacking in fluency and their ability to write.</p>	<ul style="list-style-type: none"> • Detailed and rigorous analysis and tracking which swiftly informs teaching. • Recovery of lost learning time. • Improved outcomes for all pupils with a focus on identified groups, aligned to targets set. • Pupils will have 1:1’s with teacher. • Pupils will have group interventions with teacher. 	<ul style="list-style-type: none"> • Pupils are tracked and assessments are analysed. • Pupils are in line for their age expectations. • Pupils are confident in reading, showing a fluency and expectations of Y5 readers. • Pupils enjoy stories and they have opportunities to share their stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life.

	<p>September assessments to help teachers determine how to most effectively support pupils as every pupil will have been affected differently by COVID-19.</p> <p>Setting aside time to enable teachers to assess pupil's wellbeing and learning needs.</p> <p>Regular assessments in Reading, Arithmetic and Reasoning used to identify pupils who would benefit from additional catch-up support.</p> <p>Providing pupils with high-quality feedback, building on accurate assessment.</p> <p>Continue to develop the immersive curriculum which will stimulate child development and progress.</p> <p>Children lack recall of times tables.</p>	<ul style="list-style-type: none"> Regular arithmetic tests in maths to build up confidence with testing and assessments – this will also include checking answers and finding mistakes. <p>Interventions from Y5 class teacher every Monday afternoon with groups of children to focus:</p> <ul style="list-style-type: none"> Reading comprehension skills. Basic number facts and recalls. Times Tables. Boosters from lessons from the week before to grasp learning. <p>Intervention timetable to be regularly updated and added to class file.</p>	<ul style="list-style-type: none"> Teachers will have increased levels of confidence in meeting the needs of their children. Teachers will improve coaching and mentoring skills. Ambitious curriculum and immersive learning environment with an emphasis on skills and development. Pupils confident in learning, emphasising a positive wellbeing in everyone.
6	<p>Pupils have not had the opportunity to receive directed teaching since March 2020.</p> <p>Children did not receive almost half of their year 5 curriculum learning, meaning there will be sufficient gaps in learning.</p> <p>Children did not get the opportunity to prepare for Y6 through transition or some early year 6 curriculum</p>	<p>All staff to receive training as necessary.</p> <p>Assessments completed termly and any extra ones done when necessary. Data will be continuously analysed to identify specific intervention groups. Detailed and rigorous analysis and tracking which then swiftly informs teaching.</p> <p>Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life.</p>	<p>Pupils become fluent, confident readers who enjoy reading. Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life.</p> <p>Diminishing the gaps between predicted attainment and end of spring scores. The gap between identified pupil groups and all other pupils has diminished.</p> <p>Pupils are tracked, assessments are analysed.</p>

	<p>learning, at the end of the Y5 academic year.</p> <p>Children performed significantly lower than expected in the baseline tests taken in September 2020. Teacher assessment was used for Summer 2020 reports and children were performing lower than these judgements in September. A lot of children did not have an opportunity to read alone or with an adult, whilst at home.</p>	<p>The gap between attainment prediction and end of spring attainment is diminishing. The gap between identified pupil groups and all other pupils is narrowing.</p> <p>Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set.</p> <p>Recovery of lost learning time.</p> <p>Pupils have 1:1 pupil progress meetings.</p> <p>Cost – Extra before school and after school teacher booster classes 1:1) 8:15-8:45 each Tuesday and Thursday Arts Specialist Tuesday Afternoon 2 hours per week – to develop the immersive curriculum. Afternoon curriculum catch up sessions. Timetable to be completed each month by class teacher.</p>	<p>Pupils are ready and prepared to sit the SATs tests in May. The gaps have been diminished and children are confident in their knowledge.</p> <p>Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set.</p> <p>Recovery of lost learning time.</p> <p>Pupils who attained Working Towards at the end of KS1 make accelerated progress to be in – line with Age Expected expectations.</p> <p>Pupils who attained Age Related Expectations or Greater Depth at the end of KS1 continue to make at least good progress to maintain or surpass their end of KS1 attainment.</p> <p>Pupils are in – line for their age expectations.</p> <p>Teachers will have increased levels of confidence in meeting the needs of their children. Teachers will improve their coaching and mentoring skills.</p>
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