

**St Mary's, Swanage Catholic Primary School**

**Catch up Funding – 2020/21**

1. Summary information					
<b>School</b>	St Mary's Catholic Primary School, Swanage		<b>Report written by:</b>	Maria Gadston	
<b>Academic Year</b>	2020/21	<b>Total number of pupils on roll</b>	195	<b>Total estimated budget</b>	£15000
<b>Known impact of Covid-19 school closure</b>	<ul style="list-style-type: none"> <li>• Social and communication skills lower than expected for pupils starting EYFS in Sept 2020</li> <li>• Gaps in number, place value and calculation from age related expectations in 2019-20 present barriers to learning in 2020-21</li> <li>• Progress in reading and writing has been adversely impacted by school closures in 2019-20 disproportionately for some pupils (particularly disadvantaged and EAL).</li> <li>• Emotional health and wellbeing has been adversely impacted by school closures and for some pupils is a barrier to learning</li> </ul>				
<b>Key priorities</b>	<ul style="list-style-type: none"> <li>• Improving communication skills in EYFS for identified children</li> <li>• Consolidating basic skills in number, place value and calculation where it has been identified as a barrier to learning</li> <li>• Improving reading comprehension, particularly inference across KS2 to pupils who had been identified as falling behind</li> <li>• Provide opportunities for identified pupils in KS1 to develop early reading skills</li> <li>• Improve writing skills in Year 2 and 3 through targeted small group sessions focusing on basic punctuation and sentence construction where this is a barrier to progress.</li> <li>• Ensuring pupils have opportunities to 'catch-up' on wider educational experiences outside the classroom</li> </ul>				

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<b>Teaching</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>Success will be measured by</b>	<b>Implementation</b>	<b>Staff lead/Cost</b>	<b>Review</b>
Teachers focus on identifying and addressing gaps in key learning on return in Sept	Pupils are taught the necessary prior knowledge to enable them to make progress with new learning	Baseline, diagnostic and end point assessments Informal teacher assessment Pupils self assessment	Teachers revisit key learning in maths and English that was missed in previous year. Teachers make sure pupils are secure before introducing new learning	<b>SLT all teachers and TAs</b>	Progress meetings Autumn 1 and 2. Teacher assessment and pupils work shows gaps are being addressed. Targeted groups/individuals reviewed and provision adapted accordingly.
			TAs support teachers by working with individuals and small groups		as above and including intervention tracking, exit and entry assessments
			Reviewing previous learning/checking for understanding is key priority in teaching and learning		Ongoing staff development to embed Rosenshine principles
<b>Targeted academic support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>Success will be measured by</b>	<b>Implementation</b>	<b>Staff lead/Cost</b>	<b>Review</b>
Intervention timetable reviewed to focus on individual and small group reading	Pupils who have fallen behind in reading catch up with peers	Entry and exit assessments, teacher and teaching assistant feedback	Early morning and afternoon interventions run by TAs are restructured to focus on reading catch-up for PP & SEN	TAs £500	Reading assessment at end of Autumn term. Monitor progress of targeted pupils and ensure making expected progress from starting points.

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TAs who are also teachers run targeted English and maths catch up sessions	Targeted pupils catch-up in reading and maths and gap is reduced	Entry and exit assessments, teacher and teaching assistant feedback	2 TAs run extra English & maths sessions in school and after school for targeted groups	extra teaching time £7000	Pupils show progress in reaching age-related expectations in reading and maths at half-termly reviews
Teacher employed to deliver catch up sessions in English and maths	as above	as above	Ex-teachers employed to run after school and afternoon catch up sessions in English and maths to targeted groups	external teaching costs £5000	as above.

#### Wider approaches

Action	Intended outcome	Success will be measured by	Implementation	Staff lead/Cost	Review
Children whose emotional health is a barrier to progress are supported by ELSA staff within school	Pupils are ready to learn	Identified pupils feel safe and are able to make good progress academically	SLT and ELSA staff identify children who need support with emotional health and well-being as a result of Covid-19 and school closures and provide ELSA/other pastoral support	SLT ELSA staff  £500	ELSA staff feedback and half-termly pupil progress meetings. Home-school communication is ongoing and regular. Pupils are supported during lockdown
Staff plan to provide opportunities for learning outside the classroom as soon as restrictions allow	Pupils are engaged in learning and have a chance to catch-up in terms of building cultural capital	Pupil engagement, pupil surveys, learning outcomes, teacher feedback	Extra curricular and educational visits/trips/ opportunities provide children with a range of experiences that contribute to personal development, health and well-being. Funding used to subsidise cost of trips and visits, including transport.	all staff  £2500	Learning outside the classroom is part of curriculum design and monitored by SLT. Pupil engagement is also monitored through interviews, discussion and surveys.

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