

St Catherine's Catholic Primary School, Wimborne



Catch up Funding – 2020/21

1. Summary information				
School	St Catherine's Catholic Primary School		Report written by:	Sharon Betts
Academic Year	2020/21	Total number of pupils on roll	49	Total estimated budget £3,840
Known impact of Covid-19 school closure	<ul style="list-style-type: none"> • Lower stamina for writing at length • Fine motor skills/pencil control – impacting on handwriting • Fluency in number has decreased, thus affecting problem solving in maths • Resilience and less confidence due to feeling that learning has regressed • Anxiety around Covid-19 and possible school closures 			
Key priorities	<ul style="list-style-type: none"> • Reading is a priority - promoting reading, including phonics recovery plan catchup for pupils who need it, particularly in Years 1 to 3. In addition, exposure to high quality texts to develop both comprehension skills and extend vocabulary, which can be used in writing across the curriculum and throughout the school • Writing – focus on Sentence structure, vocabulary, punctuation and spelling • Maths key focus is on number: Place Value, four operations developing both fluency and reasoning • Wellbeing (PSHE) to help pupils feel settled, supported. 			



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Teaching					
Action	Intended outcome	Success will be measured by	Implementation	Staff lead/cost	Review
Training for all staff on identifying mental health issues	Staff are able to identify well being needs and address these quickly with individuals	100% of pupils are engaging with learning in and out of school Pupils feel safe Attendance at least in line with national Needs are identified and supported	Training for all staff completed Nominated lead for Government 'Well-being for education return programme' Focus on mental health through well-being week (Sept 2020) and PSHE	DT INSET DAY £100 (£14 per hour per TA x 7)	
Curriculum reviewed to consider necessary changes following lockdown one 'lost learning' and CPD for all staff to identify opportunities in planning to address gaps in prior knowledge	Units of work will incorporate planned opportunities to revisit prior learning	Progress from September will be evident and pupils will make at least expected progress from starting points prior to lockdown one	Rosenshine principles evident in all lessons Personalised targets in place for pupils	SB Cover for releasing staff for conferencing £400	



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Targeted academic support					
Action	Intended outcome	Success will be measured by	Implementation	Staff lead/cost	Review
Nominated members of staff to complete NELI training	Improve the spoken language ability for pupils in EYFS	EYFS pupils will access age appropriate vocabulary Increase in % of pupils reaching GLD from Sept baseline Positive progress from individual starting points	Training to be completed by 2 TAs and 1 teacher	SW £138 (£69 per day per TA x 2)	
1:1/small group interventions – reading, writing, maths	Identified gaps in reading, writing and maths will be closed enabling pupils to catch up swiftly and make progress in line with prior attainment	Progress from September will be evident at pupil progress meetings and pupils will make at least expected progress from starting points prior to lockdown one	Gap analysis used to plan 'scooping' activities for identified pupils weekly	JB/SB £2,632 (4 hours a week 35 wks)	



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ELSA support widened to support needs of pupils identified to have been adversely affected by Covid lockdown/pandemic	Pupils identified as needing support will have access to a specific block of work with ELSA in order to be able to engage and access learning effectively	Pupil has increased strategies to support well-being and learning Pupils engage within lessons and make at least expected progress from starting points (March 2020) Attendance will be at least in line with national	ELSA continues to attend supervision and training SENDCO to meet regularly with ELSA to identify need	JB ELSA supervision £200 (1/2 termly) ELSA intervention £1,316 (2 hours a week 35 wks)	
Wider approaches					
Action	Intended outcome	Success will be measured by	Implementation	Staff lead/cost	Review
Complete well-being week on return to school (Sept 2020) following whole school approach including Universal Mindfulness Day	Children will build resilience following an extended period of time out of school	Pupil has increased strategies to support well-being and learning Pupils engage within lessons and make at least expected progress from starting points (March 2020) Attendance will be at least in line with national	Universal Mindfulness Team to work with children in school	SB £250 for ESME workshops	



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Year One pupils to have access to EYFS continuous provision through autumn term	Gaps addressed enabling pupils on track for GLD to achieve by end of autumn term 1	100% of pupils who were identified to achieve GLD are on track by end of autumn term Y1	Year one provision reorganised to allow for continuous provision Opportunities planned in curriculum for pupils to access early years continuous provision	DT/SW	
				Total cost	£4, 536