

Sacred Heart Primary School – Catch-up Premium Strategy 2020 - 2021



Jesus at the heart of all that we do

School Overview

Number of pupils in school YR – Y6	402 when funding was allocated
Proportion of disadvantaged	16%
Catch-up Premium allocation (No. of pupils x £80)	£32,160 allocated
Date	October 2020
Review Dates	Dec 2020 April 2021 July 2021
Statement created by	Mrs J Cullen
Governor Lead / IEB Lead	Mrs Lynne O’Driscoll

		Barrier	Desired outcome
Teaching priorities	A	Home learning is limited due to the current platform used and can be developed further to improve access to learning at home for all pupils.	A strong remote learning offer is in place. A new and improved platform is in place and all staff are trained in its use. Weekly homework activities are uploaded and feedback to pupils given accordingly.
	B	Timetabling of corrective teaching and catch up programmes in small groups or 1:1	Additional non contact time for SENCO and reorganisation of TAs to facilitate delivery of sessions.
	C	School has a number of NQT staff in school who are unable to network with face to face events or attend face to face training sessions.	NQT's feel supported by virtual training offer and support.
Targeted academic support	D	Some pupils had limited access to reading materials during the summer term and therefore, their reading ages are lower than expected.	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.
	E	Due to lockdown pupils did not cover all of Maths curriculum. This has resulted in some pupils working well below ARE.	Pupils make accelerated progress in maths from their starting points at the beginning of the autumn term.
	F	Writing attainment has dipped across the school. Writing stamina has dipped. Correct use of punctuation also needs to be addressed.	Pupils make accelerated progress in writing from their starting points at the beginning of the autumn term.
	G	Foundation Stage pupils have not had their usual transition and some have not had access to quality EY provision from Nursery settings from March .	Pupils are supported to ensure a smooth transition into school. Pupils make accelerated progress in speaking and listening and this has a positive impact on their reading attainment.
Wider Strategies	H	Children's confidence and resilience has dipped due to lockdown.	Children's mental health needs are a focus of daily/ weekly teaching in the autumn term. Regular well being activities are timetabled to build pupil confidence and independence.

	I	Due to children being indoors and less active during Covid isolation children's health and well being have decreased making it even more essential that children are engaging in high levels of physical activity and establishing good active behaviours for later life.	Children's fitness levels improve to pre-COVID levels and their health and well-being are improved

Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
A	<p>CPD provided for staff on the effective use of the new online learning platform. Children are trained in its use.</p> <p>Parents / carers are made aware of the platform and how it can support home learning.</p>	<p>The new platform is in place and staff, pupils and parents are able to use it effectively.</p> <p>Home learning (homework) and communication with parents is enhanced (parent / pupil surveys)</p>	<p>TEAMS as learning platform.</p> <p>Effective parental engagement supports learning. EEF Teaching and Learning toolkit</p> <p>Digital technology + 4</p> <p>Parental engagement + 3 work uploaded to ClassDojo or TEAMS.</p>	£1.500 – will be covered by DFE grant		DHT	<p>Staff training on TEAMS completed. Staff meetings are held via TEAMS. Majority of parents have connected to ClassDojo.</p> <p>TEAMS up and running as the school's online learning platform. Although there have been some teething issues around access at home, staff are able to provide online lessons using a mixture of live teaching, pre-recorded sessions and tasks to go with it. Engagement Register are submitted to SLT weekly- Family Workers contact parents if children are not engaging. <u>Approximately 84% of children accessed work set / live teaching sessions.</u></p> <p>TEAMS used effectively during Spring lockdown by all classes. Remote education policy reviewed and published on website. Parental survey completed. Parent consultations completed via</p>

							<p>TEAMS. ClassDojo used to communicate with parents/carers – children upload work to ClassDojo.</p> <p>All pupils are on Education 365 and have their own user names. Microsoft TEAMS used for a number of parent meetings. Used effectively by two classes who had to isolate. No other classes have had to isolate.</p>
B	2 additional TAs employed. One extra SENCO day 0.2	One to one tuition given to individuals to provide intensive support-corrective teaching and pre teaching.	EEF Teaching and Learning toolkit – One to one tuition +5 Small group tuition + 4 Individualised instruction + 3	Salary-approx. £30,000	Baseline Data Maths, Reading and Writing.	DHT	<p>Additional TAs appointed and SENCO has 3 days non teaching days. This support will be targeted at Year 2 and Year 6 to help their transition to KS2/high school. All classes now have full time TAs. corrective teaching sessions and pre teaching have had a positive impact on pupil attainment .</p> <p>Staffing has impacted on support provided by teachers. We have subscribed to RWI video library and these have been used to provide targeted support for pupils.</p> <p>Staffing continues to be an issue due to staff isolation and movement. Remote interventions have been delivered by a teacher who is isolating. We have also had 5 teaching students- enabling staff to deliver interventions.</p>
C	Additional opportunities to develop NQT /RQT practice.	NQT's / RQT's feel supported and developed their teaching ability. They have weekly training sessions with	NQT reports and mentoring logs.	DHT time costs Cover costs for NQT's		DHT NQT mentors	<p>All NQT's registered with LA NQT programme and accessing the modules. Increased level of training within school with DHT providing bespoke training/support</p> <p>Ongoing support in place with bespoke training/support offered by DHT.</p>

		their NQT mentor.					Two NQTs successfully completed NQT year, one decided to pause her NQT year due to ill health. Support to continue next year – eg observation of other teachers and visits to other schools. Next year we have two ECTs we have signed up to the Xavier Early Career Framework.
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Upto here

Targeted academic support i.e. Structured interventions, small group tuition, 1:1 support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
D	English Coordinator to attend CLPE course and disseminate. All staff to receive training on Reading Fluency Monitoring if Accelerated Reader to identify pupils. Staff to use resources such as Cracking Comprehension to develop pupil reading skills. Half termly RWI assessments. RWI development days (x4) to monitor pupil progress and teaching. Subscribe to RWI videos- Reading leader to identify	All staff are aware of the children who need to be targeted for reading intervention. Staff to use Accelerated Reader	EEF teaching and Learning toolkit. Digital technology + 4 Early years interventions + 5 Phonics + 4 Reading comprehension strategies + 6	£2000.00 Resources – part funding for iPads £1311 to use in class for RWI videos and Accelerated Reader.	Assessments from AR baseline show that 24% of children in KS2 are currently at risk of being off track with a further 6% being significantly below expected levels.		Staff training on Reading Fluency completed. Target readers identified Year 5 and Year 6 pupils assessed and identified for Fresh Start programme – sessions delivered by class TA. All Key Stage 2 teachers and TA’s given training. Children identified in each year group to access Reading Plus which will start in Spring term. Due to lockdown reading results at the end of the spring term were improved for some KS2 pupils but the majority of pupils did not take any Accelerated Reader tests during the lockdown. Parents were sent information on how to access online books and ARbookfinder to help them select appropriate books. Progress of pupils on RWI was good and assessments Spring 2 show the majority are on track to pass the phonic screening. Target readers to be reviewed and ERIC to be timetabled daily.

	<p>videos for individual pupils and communicate with parents. FS staff to complete NELI training.</p>						<p>We have purchased extra IPADS so that RWI videos and Accelerated Reader tests can be completed .We have also subscribed to RWI online library that KS1 will be able too access over the summer holiday. Pupils will be encouraged to take Accelerated Reader quizzes over summer break. We have delayed training for NELI de to staff changes in FS – we are now registered to complete training in 2021 to 2022.</p>
E	<p>Maths assessments completed to identify children in need of support.</p> <p>Daily Maths meetings alongside Maths lesson. NCTEM tools used to identify curriculum prioritisation.</p> <p>Embedding of Mastery</p>		<p>EEF teaching and Learning toolkit NCTEM resources.</p> <p>Mastery learning + 5</p>	<p>Cover for 2 maths leads total of £1000. £500 of cost covered by Enigma Maths. Costs covered by school = £500</p> <p>Power Maths Resources and Maths No Problem Resources £500 – rest from Maths Budget</p>	<p>Baseline assessments show that children show significant gaps in learning.</p>	<p>Maths Lead</p>	<p>Maths coordinator attending Enigma Maths Hub Embedding Teaching for Mastery. Resources shared with staff. Pupils covered priority areas from previous year in first half term. Power Maths resources purchased and introduced in FS.</p> <p>Pupils used Maths No Problem, The National Academy and White Rose videos during lockdown. Children also used 10ticks.com in particular for multiplication and quick timestables recall. Assessments completed following return to school show pupils are still below ARE and attainment has dipped since end of autumn term. Assessment tests used on return to school to identify gaps for individual pupils and inform interventions. NCTEM tools used to prioritise areas.</p> <p>Maths assessment data has improved. Teachers have completed maths survey and these are being analysed. We will continue to work with Enigma</p>

							Maths Hub next year Sustaining Maths for Mastery and continued use of STEM sentences. Bernie Westacott delivered virtual online training for new staff on principles of Singapore Maths. Refresher training for all staff is booked for autumn 2021. Power Maths programme has prepared pupils well to move onto Maths No Problem used Year 1 to Year 6.
F	Writing – no more marking assessments and whole school moderation completed to identify areas for development. Training for staff on use of picture books to develop writing			No More Marking subscription cost. CPD budget – cost of training			Whole staff completed no more writing tasks and staff meeting analysis sessions on these. Staff training on use of picture books delivered by Kylie T. Due to the national lockdown, the no more marking tasks could not take place. Writing tasks were set during lockdown and some pupils uploaded work to ClassDojo. Whole staff completed no more marking writing tasks and staff meeting analysis sessions on these. Writing tasks were planned to engage pupils. Series of planned lessons on picture books were delivered across the school – we will repeat this in autumn term 2021. Children all completed a writing with a purpose task – eg letters to Boris Johnson regarding government action to reduce climate change. Year 6 letters to Year 5 on Year 6 expectations and highlights.
G	Termly Pupil Progress Meetings	All staff are aware of the children who need to be	Target tracker	Cost of Target tracker subscription	Teacher assessment using target tracker	DHTs	Data collection and analysis by DHs. PPM completed with each year group to discuss/highlight particular

		targeted for intervention. Staff to use Target tracker regularly to update statement assessments.			statement analysis – use of all evidence such as observations, discussions, work and formal tests.		chn/groups of chn. Reports shared. Due to national lockdown, Spring term PPMs did not happen. DHs completed analysis of chn using remote learning engagement and attendance to identify target chn. Data collection and analysis by DHs. PPM completed with each year group to discuss progress as well as highlighting particular chn/groups to support the transition process. Reports shared.
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Wider strategies i.e. Behaviour approaches, recommendations made in “Safe, Happy, Settled”.

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
G	Specific staff to be trained in pupil well being and development of essential skills.	Staff are equipped to identify gaps in children’s emotional development. Essential skills are taught in a structured sequence understood by pupils, staff and parents.	(EEF Teaching and Learning Toolkit – interventions which target social and emotional learning - SEL +4) Outdoor Adventure Learning+ 4 Arts participation+ 2 Metacognition and self regulation + 7	£500 – cost of two Skills Builder Challenge Days	Skills Builder Assessment Tool.	SENCO & DH	Training for staff on Skills Builder – second session. Staff assess class on Positivity and use resources to enhance this terms skill Staying Positive. Weekly assemblies include section on developing skill and growth mindset . Skill steps shared with parents. Well being activities built into timetable and resources shared with parents. Enrichment activities-Operation Moonbase Challenge Day for all pupils. Virtual Pantomime – Class Christmas Party-Virtual Santa. Year 1 teachers have worked to develop their outdoor areas to enhance and develop continuous provision. Training for staff on Skills Builder – second session. Staff assess class on Positivity and use resources to enhance this terms skill Aiming High. Weekly assemblies include

							<p>section on developing skill. Skill steps shared with parents.</p> <p>DHs trained Mental Health First Aid- 10 other members of staff have previously completed training .</p> <p>New children who are causing concern due to Covid lockdown identified and parents informed by Family workers/class teachers. Well being activities included in remote learning and non screen afternoons introduced. Refresher Training for Anti Bullying Ambassadors completed.</p> <p>One to one well being sessions led by DH. Regular School Council Meetings, Faith Ambassador and Anti Bullying Meetings to use pupil voice to inform decisions. Level Up Challenge Day – Outdoor Activity Day for all pupils. Whole school project Take One Picture – National Gallery.</p>
H	<p>Ensure that children's levels of physical attainment are increased- due to children being indoors and less active it is even more essential that children are engaging in high levels of physical activity and establishing good active behaviours for later life</p>	<p>Each child in school undertakes at least 2 hours of physical activity</p>	<p>EEF Teaching and Learning toolkit – Sports participation + 2</p>	<p>Think Sport Coaches – cost shared with pupil premium.</p>	<p>Autumn Term 2020 bleep test</p>	<p>PE lead</p>	<p>On top of normal PE sessions – each class has an additional one hour PE once a half term. Children wear PE kits to school so time is not lost changing. After school sport clubs reopen in line with bubble restrictions. School participation in Sport Challenges.</p> <p>Ongoing – during lockdown Think Sport sessions. Virtual lessons and challenges were set as part of home learning during lock down. Coaches continued to deliver lessons to key worker and vulnerable children in school during lockdown.</p> <p>Ongoing pupils also participated in bubble sports mornings/afternoons and scores collected across school.</p>

