



Post COVID Pupil 'Catch Up' Strategy Statement 2020-2021

The catch-up premium is funded on a per pupil basis at £80 per pupil, meaning we are predicting that St. Alban & St. Stephen Catholic Primary School & Nursery will be in receipt of $407 \times £80 = £32,560$. The spending of this money will be down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students.

At St Alban & St Stephen Catholic Primary School & Nursery, this money will be used in order to provide:

- Curriculum resources and materials that support “catch up” and mental health of pupils.
- Additional support staff to develop the outcomes of children who have been identified as needing “catch up” in their learning.

There are two broad aims for “catch up” at St Alban and St Stephen:

- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the end of 2019-20.
- The mental health needs of pupils are met and supported by the school.

£4,976.75 has not been allocated at this time but will be used to address areas that Covid 19 has impacted upon throughout the year. We anticipate that new issues will arise throughout the year and we want to make sure that there are funds available when needed.

School Name	St Alban & St Stephen Catholic Primary School & Nursery
Total Number of Pupils	441
Proportion of Pupil Premium	7%
Proportion of pupils with SEND	7%
Proportion of pupils who have EAL	29%
Catch up allocation amount	£80 per a child from FS2 to Y6 = £32,560
Date written	October 2020
Review date	December 2020 / April 2021 / July 2021
Written by	Clare Moore-Head of School
Chair of Governors	Gerry Dolan
Known impact of COVID-19 school closure	<ul style="list-style-type: none"> • Increased gaps in reading, writing and maths for those pupils who were unable to engage fully with home learning during lockdown • Social, emotional and mental health needs of children exacerbated by the circumstances of Lockdown, particularly those who were unable to return throughout Lockdown and when the wider opening of the school commenced. • Decrease in physical speed, strength and agility due to lockdown circumstances and increase in the number of children who are overweight and lack fitness
Key Priorities	<ol style="list-style-type: none"> 1. Ensure all children are attending school regularly 2. Ensure smooth transitions and that all children are emotionally ready for returning to formal learning 3. Ensure baseline assessments take place in order to plan for gaps and interventions across the school. 4. Ensure all children have an increase in physical exercise 5. Ensure all children's home learning is not inhibited due to the lack of technology available to them at home

Priority 1: Ensure all children are attending school regularly.				
Actions	By whom	By when	Costs	Outcome
Monitor attendance daily and liaise with parents/carers	Office EWO SLT	Daily	None	School attendance is currently very high at We currently have 0 chn who have not returned for Covid related reasons.
Log COVID-19 related absences separately and close track return to school dates				
Work closely with the EWO to ensure all children return to school after lockdown		As needed		

Priority 2: Ensure smooth transitions and that all children are emotionally ready for returning to formal learning				
Actions	By whom	By when	Costs	Outcome
<p>Ensure as smooth a transition as possible for children returning to school. In particular, those who did not return for the wider opening of the school on 1st June 2020.</p> <p>In July, the school held face-to-face transitions sessions for the children. All children and staff were able to meet each other, in the school hall, in a socially distanced way. Parents who had not permitted their child to return to school, brought him/her in for that session only. This was a very successful day. Each teacher had also written their class a letter telling them a bit about themselves which the children took away with them.</p> <p>We are aware that due to parents not being permitted onto the premises, it has been difficult to speak to staff at the gates. To try and alleviate this, a Home/School communication book has been given to each child in the school. This is to allow parents to communicate important messages to their child's teacher.</p>	HoS SENCo Class Teachers	<p>Transition sessions – July</p> <p>Home/School Communication book – September</p>	None	<p>All children have met their new teacher which should go some way in alleviating anxieties around this.</p> <p>Transition booklets and COVID-19 social stories were used over the summer holidays to help prepare our most vulnerable children for his/her new surroundings and adults. As well as helping them to understand some of our new COVID-19 related rules.</p> <p>Home/School communication books allow issues or concerns to be dealt with more efficiently and without going through the school office. Parents feel like they have some immediate connection to</p>

<p>Virtual Meet the Teacher meetings via the app Zoom were conducted to inform parents of year group expectations and curriculum.</p> <p>The SENDCo compiled a series of transition booklets and Covid social stories for all children on the SEND register and were either given in person or sent in the post to those children who did not attend school over the lockdown period.</p>		<p>Meet the Teacher Zooms - September</p>		<p>the school and their child's teacher.</p> <p>'Meet the Teacher' zooms allow parents to meet their child's teacher and hear about school routines and expectations. It allowed for parents to ask questions and clear up any concerns or issues.</p>
<p>The school will offer parent 'drop-in' sessions.</p>	<p>SENDCo Wednesday mornings and Friday mornings</p>	<p>From start of year.</p>	<p>None</p>	<p>These will provide parents with the opportunity to discuss any worries or concerns they may have regarding their child's mental health and emotional wellbeing.</p>
<p>Foundation Stage to Year 3 children have an individual Care Bear which is kept in their lockers.</p>	<p>Class teachers</p>	<p>From start of year.</p>	<p>None</p>	<p>If a child is experiencing any concerns or worries they can leave the Care Bear with the teacher. This acts as a signal to the class teacher to ensure that they speak to the child to ease their concerns.</p>
<p>Year 4 to Year 6 classes have their own individual 'Care Box' where they can write down any worries and put it in the box.</p>	<p>Class Teachers</p>	<p>From start of year</p>	<p>None</p>	<p>The teachers will ensure that all individual concerns are addressed through either private conversations or PSHE Circle Time activities.</p>
<p>All children will have enhanced PHSE lessons (sometimes more often depending on the needs of the class). These will centre around a range of issues from Friendship to COVID-19 anxieties.</p>	<p>Class Teachers PSHE Lead</p>	<p>From start of year</p>	<p>None</p>	<p>An opportunity for adults to address challenging issues in a sensitive way to the whole class. Allows for a safe space for children to share and talk openly.</p>

<p>School PE Coach will begin an intervention to develop social and emotional skills to build confidence with identified pupils from Years 1 to Year 6.</p> <p>A Health and Wellbeing faculty has been established and they have drawn up an action plan for the year.</p>	Mrs Bowen	After the half term break.	None	This is a Mental Health and Wellbeing. It is a program designed to improve self-esteem and confidence through physical activity. Children will develop strategies to deal with challenging situations, coping mechanisms for anxiety as well as in increase in confidence.
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Priority 3: Ensure baseline assessments take place in order to plan for gaps and interventions across the school.				
Actions	By whom	By when	Costs	Outcome
<p>Phonics Children will have missed 6 months of Phonics teaching and not all phases of Letters and Sounds will have been taught, practiced and learnt. Gaps in knowledge will impact on future learning, on reading ability and writing standards as well as with accessing the wider curriculum.</p> <p>Year 1 pupils – Phonics lesson in the morning streamed, supporting children whilst they recap Phase 2/3 and in some extreme cases Phase 1. Additional afternoon phonics lessons for whole year group which are streamed. Extra phonic intervention (separate to lesson) for targeted children. Led by Tas.</p> <p>Year 2 pupils – Phonics lesson in the morning streamed, supporting children whilst they recap Phase 3/4 and in some extreme cases Phase 2. Additional afternoon phonics lessons for whole year group which are streamed.</p>	<p>Year 1 Class Teachers/TA</p> <p>Year 2 Class Teachers/TA</p> <p>KS1 Phase Lead</p>	<p>Streaming and intervention groups to start immediately</p>	<p>5 day TA £14,143</p> <p>1 Day TA £2829</p>	<p>Pupils in Year 1 will have recapped and completed Phase 2/ 3 in early Autumn and progressed to Phase 4 in a timely manner.</p> <p>Pupils in Y2 will be ready and prepared for Phonics Screening test in the Autumn term that was missed in June 2020.</p> <p>Phonics knowledge will develop further and be used and applied in reading and written work across the curriculum.</p> <p>Baseline Phonics assessments in early September will establish individual pupil’s knowledge and understanding and teaching will be able to plan, prepare and deliver interventions that are meaningful to individuals and small groups of</p>

<p>Practice sessions with the Teacher and SENCo on past Phonics Screening Checks. Extra phonic intervention (separate to lesson) for targeted children. Led by HLTA.</p>				<p>children so that they still have access to a broad and balanced curriculum.</p>
<p>Reading Independence & Fluency Individual, group and class reading opportunities will have been missed by many throughout lockdown. Confidence and competence to read independently and fluently may have decreased and alongside this, the reading skills that are taught via the reading domains will not have been accessed through home learning.</p> <p>1) Use of NFER Reading Assessment papers & other school assessments during assessment week in early September and end of term to gain an accurate baseline in core subjects. 2) Staff to work with HoS, SENCo and/or Phase Lead to analyse data and identify gaps. Planning will then address these gaps. 3) Individual reading opportunities for all children across the school. Audit of Reading books in KS2. 4) Opportunities to read in every lesson in order to develop fluency and independence in reading. 5) English Faculty Lead to ensure that all staff (where applicable) are aware of VIPERS and are including these when planning reading lessons.</p>	<p>English faculty Lead Class Teachers SLT</p>	<p>Assessment at start of year. Gaps/Planning ongoing.</p>	<p>Purchase of Bug Club books in KS2 £ 2,000. NFER Reading Assessment papers £1372.66</p>	<p>Assessments in reading in early September will give baseline assessment. Interventions can be implemented based on these and children will receive and develop their reading accordingly. Gaps in learning, knowledge and understanding will be narrowed. Fluency and love of reading will develop.</p> <p>Focus on reading in all lessons will develop vocabulary opportunities for all pupils. Children will be confident in their knowledge of the reading skills (VIPERS) and use these to better understand comprehension questions. Vocabulary and meaning of words will develop, fluency of reading will increase and comprehensions skills will deepen allowing understanding of texts in all subjects to improve.</p>
<p>Writing Pupils have fallen behind with their writing over the lockdown period and not been exposed to a range of genres along with the different purposes for writing. Pupils are also currently lacking in</p>	<p>Class teachers TAs</p>	<p>ongoing</p>	<p>£750 for consultant Cost of Literacy Shed</p>	<p>Quality of writing improves across the school with more pupils achieving age related or above expectations in writing.</p>

<p>their stamina for writing and will therefore need opportunities to build upon this.</p> <ol style="list-style-type: none"> 1) Extended writing lessons planned covering a range of genres that include writing for a purpose. 2) Targeted Guided Writing sessions must be included when planning with a particular focus relating to a writing skill such as vocabulary, punctuation, sentence structure. 3) Pupil conferencing, on a 1:1 basis to take place using extended writing pieces. 4: English consultant to work with Year 2 and Year 6 staff to support develop writing skills in these year groups. 	<p>HoS English Consultant</p>		<p>£25</p>	<p>Writing in the broader curriculum improves and aids knowledge and understanding of foundation subjects. Confidence of the pupils increases in writing. Children are able to write at length.</p>
<p>Spelling Children’s spelling of age-related and new words have not been developed. Without access to phonic lessons, interventions, regular teaching of SPaG, gaps in spelling and in particular spelling rules have emerged.</p> <ol style="list-style-type: none"> 1)Read Write Inc. spelling program to be used from Year 3-6 to cover a structured spelling programme that children can also access at home as part of their homework. 2) LexiaCore5 intervention groups set up for specific children from Year 2-6. 3) Use of NFER SPAG Assessment papers & other school assessments during assessment weeks in early September and end of term to gain an accurate baseline in core subjects. 	<p>Class Teachers English Faculty Lead SENDCo</p>	<p>ongoing</p>	<p>NFER Spag assessment papers £1372.66</p>	<p>Spelling ability increases which in turn aids the quality of writing as well as access to the wider curriculum. Spelling scores improve and children achieve age related or above expectations in SPaG and writing assessments.</p>
<p>Times Tables Times tables progressions has been halted due to lockdown and children’s knowledge and understanding of the times tables for their year group is not as secure as it should be for some children.</p> <ol style="list-style-type: none"> 1) Use of Times Tables Rockstars to assist in teaching of tables and practice at home. 	<p>Class teachers Phase Leaders</p>	<p>ongoing</p>	<p>Times Table Rockstars £218.27</p>	<p>Times tables learnt for each year group and used in daily maths lessons to assist in the development of fluency and reasoning in maths. Pupils more confident with times tables.</p>

<p>2) Weekly competitions to be set up by class teachers for the children to complete at home.</p> <p>3) My Maths to be used to engage children both in school and at home as part of homework and/or remote home learning where appropriate.</p>	<p>Maths Faculty Lead</p>			<p>Competitions actively played at school and at home to enhance enjoyment and promote quick recall.</p>
<p>Maths An accurate and clear understanding of all pupils' Maths ability across all strands is needed.</p> <p>1) Use of NFER Maths assessment papers & other school assessments in the first week in September and the end of each term to gain an accurate baseline in core subjects.</p> <p>2) Staff to work with AHT and/or Phase Lead to analyse data and identify gaps. Planning will then address these gaps.</p> <p>3) Staff will use the planning and resources created by White Rose Maths Hub to supplement training and interventions which have been designed with 'catch up' in mind due to COVID-19.</p> <p>4) Reception, Year 1 and Year 2 to recap and develop quick recall and understanding of number bonds and addition and subtraction facts. These are critical foundations in maths. The children in Year 1 and 2 missed the opportunity to secure their understanding in this due to the lockdown. Children who are weaker in this must be identified early and be planned for accordingly. These children must receive additional support in this area both during class lessons as well as additional intervention.</p>	<p>Class teachers</p> <p>Maths Faculty Lead</p>	<p>ongoing</p>	<p>Maths consultant £1500</p> <p>NFER Maths assessment papers £1372.66</p>	<p>Work for all pupils will be pitched appropriately with sufficient challenge for all.</p> <p>Gaps will be identified from the assessments and planned for accordingly.</p> <p>Those more able will be stretched and challenged accordingly.</p> <p>Targeted children from Year 6 will be identified and will have extra intervention from the tutor both during and after school.</p> <p>Improved understanding of number bonds and addition and subtraction facts for Reception and Year 1.</p> <p>Gaps in Year 2 will be addressed.</p>

<p>Priority 4: Ensure all children have an increase in physical exercise</p>				
<p>Actions</p>	<p>By whom</p>	<p>By when</p>	<p>Costs</p>	<p>Outcome</p>
<p>Classes to have active times in their day through wake up/shake up, just dance, stretches during hand washing times.</p>	<p>Everyone</p>	<p>Ongoing</p>	<p>None</p>	<p>Children will feel refreshed and ready to focus.</p>

				Children will have greater ability to concentrate. Teachers are ensuring that the children are being physically active in lessons outside of PE.
Every class to have 1 outdoor PE lessons each week.	Class Teachers P.E Coach	Ongoing	None	Children will spend more time outside in the fresh air. Children will focus on specific skills which will improve co-ordination, balance and agility. Children's ability to follow instructions and rules of games will improve. Children will improve in their teamwork and working collaboratively.
Organise for each class to have a basket of resources for outdoor playtimes to encourage games.	Phase leaders	Ongoing	None	Playtimes will be more productive. Children will be actively engaged in physical games and/or exercise. Collaborative and teamwork skills will be enhanced.
Sports Ambassadors and Health Ambassadors appointed and encouraging children across the school to live healthy lifestyles.	Sports Coach	Ongoing	None	Highlight the profile of a healthy, active life

Priority 5: Ensure all children's home learning is not inhibited due to the lack of technology available to them at home.				
Actions	By whom	By when	Costs	Outcome

Create a remote learning policy. See attached.	SLT, Computing Lead for school	End of September	None	Clear guidance for all staff to follow. Parents will have a clear understanding of procedures in the event of a lockdown or closure of bubble. Children will continue with their learning remotely. Children will have login details ready. See attached policy.
Conduct a parent survey to find out which children do not have access to an electronic device at home for learning purposes or access to a printer etc.	HoS	End of October	None	We have an accurate understanding of how a lack of technology impacts learning. We have an understanding of the type of technology that children have access to at home.
Children who are isolating at home but are well enough to be learning will have work up loaded daily by their class teacher. Parents contact the school if they are not able to access the work online and the school will aim to support them online in the first instance. If a solution cannot be found for virtual home learning, the school will aim to arrange hard copies which can be collected from the main office.	Class teachers IT support (if necessary) Office staff (if necessary)	As and when required.	None	Children are able to continue with their learning. Feedback will be provided by the class teacher when the work is uploaded by the child. Children will return to school having kept up with their learning. Less opportunity for gaps to increase/develop.