

## St Francis' Catholic Primary School - CATCH UP FUNDING (Covid-19)



The government has allocated approximately £80 per pupil to support catch-up initiatives following the reopening of schools. Below provides information of where this money will be targeted and the intended impact.

Total number of pupils on roll - Autumn Census
Proportion of deprived pupils, Reception to Year 6 (ever 6 FSM) :
Proportion of SEND pupils:
Catch up allocation: 27,600.00 - Based on 345 pupils
Publish Date: November 2020
Review date: February 2021, July 2021

### Catch-up Funding Strategy

**Priorities:**

- Phonics catch up interventions for children in years 1 and 2
- Basic mathematics calculation catch-up interventions for children in years 1-6
- Reading interventions across years 1-6
- Well-being activities established across the school to build resilience/growth mindset
- Increase the way children access newly learned vocabulary in general communication through communication and language interventions in EYFS

Action	Who	Outcome	Monitoring Outcome
Assess phonics knowledge retained from previous year in years 1 and 2 and compile list of children for intervention groups	RWI Leader	<ul style="list-style-type: none"> <li>• Children are targeted for interventions</li> <li>• 80% of targeted children reach the expected standard expectations for the phonics screening</li> </ul>	Y2 Phonics screening Check 92% of children passed - Only 3 children out of 52 didn't pass. Those children received one to 1:1 tuition.
Set up weekly short phonic interventions in Years 1 and 2 delivered by catch up teachers, TAs and specifically trained TA to begin week commencing 14/09	RWI Leader Delivered by class teachers, teaching assistants and GG	<ul style="list-style-type: none"> <li>• Children make accelerated progress in learning and retaining phonic knowledge and are able to apply effectively</li> <li>• 85% of year 2 children will reach the expected standard in the phonics screening check in December 2020</li> <li>• 80% of children will reach the expected standard in reading in key stage 1 SATs</li> <li>• 74% of children will reach</li> </ul>	PSC mock October 2020 71% passed  PSC mock November 2020 85% passed  Actual PSC December 2020 92% passed  Year 1 PSC mock May 2021 58% passed  Year 1 PSC Mock June 2021 62% passed  The second mock shows that

		the expected standard in writing in key stage 1 SATs	<p>although not all children who didn't pass in May managed to pass this time, they have all (bar 1) made progress towards achieving the pass mark. We will continue town 1:1 support and extra phonics lessons in the afternoons to maximise their potential before the final PSC</p> <p><b>Cost of the 1:1 time £4,491.00.</b></p>
Assess the previous year's calculation KPIs and compile list of children and objectives for intervention groups	Class teachers	<ul style="list-style-type: none"> <li>• Children are targeted for interventions</li> <li>• 70% of targeted Children meet or master the KPIs</li> </ul>	<p>Previous Year's KPIs and findings from the gap analysis assessments were the focus for intervention groups in the autumn term.</p> <p>Percentage of pupils who have met or mastered the previous year's KPIs</p> <ul style="list-style-type: none"> <li>• Reception (Nursery non-negotiables) - 91%</li> <li>• Year 1 -85%</li> <li>• Year 2 - 68%</li> <li>• Year 3 - 64%</li> <li>• Year 4 - 81%</li> <li>• Year 5 -78%</li> <li>• Year 6 - 73%</li> </ul> <p>When pupils returned to school after the second lockdown in spring term 2, the focus for the interventions were the current year's KPIs and closing the gaps</p>

			<p>identified in termly assessments.</p> <p>Percentage of pupils who have met or mastered the current year's KPIs</p> <ul style="list-style-type: none"> <li>• Year 1 - 50%</li> <li>• Year 2 - 26%</li> <li>• Year 3 - 40%</li> <li>• Year 4 - 33%</li> <li>• Year 5 - 19%</li> <li>• Year 6 - 46%</li> </ul> <p>Percentage of pupils who are working towards, have met or mastered the current year's KPIs</p> <ul style="list-style-type: none"> <li>• Year 1 - 93%</li> <li>• Year 2 - 62%</li> <li>• Year 3 - 80%</li> <li>• Year 4 - 86%</li> <li>• Year 5 - 68%</li> <li>• Year 6 - 85%</li> </ul> <p>Steps progress from autumn term 1 to summer term 1</p> <ul style="list-style-type: none"> <li>• Reception - 4 steps</li> <li>• Year 1 - 3 steps</li> <li>• Year 2 - 3 steps</li> <li>• Year 3 - 4 steps</li> <li>• Year 4 - 3 steps</li> <li>• Year 5 - 3 steps</li> <li>• Year 6 4 steps</li> </ul>
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			<p>All year groups are making the expected progress with Reception, Years 3 and 6 making 4 steps progress.</p> <p><b>Costs - £13,312.78</b></p>
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<p>Identify calculation objectives to be covered in class to close the gaps for identified targeted pupils</p>	<p>Delivered by teaching assistants</p>	<ul style="list-style-type: none"> <li>• Children have secure or deeper knowledge and understanding of calculation skills and are able to apply effectively</li> <li>• Children meet or exceed the end of year Maths attainment targets</li> <li>• 81% of children reach at expected or greater depth in Maths key stage 1 SATs</li> <li>• 88% of children reach at expected or greater depth in Maths in key stage 2 SATs</li> </ul>	
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<p>Well-being Time (previously Circle Time) time tabled in each class</p>	<p>Class Teachers Teaching Assistants</p>	<ul style="list-style-type: none"> <li>• Well-being time creates the time and space to re-establish and further develop relationships</li> <li>• Well-being time creates opportunities to maintain healthy lifestyle (Staff and pupils will walk the Golden mile weekly)</li> <li>• Time to Talk provides opportunities for children to feel safe and secure to share their worries and concerns</li> <li>• Rainbow and Sunbeam Groups to support children who have experienced bereavement or loss</li> <li>• Themed fortnights to support children's emotional well-being eg. Gratitude Fortnight</li> </ul>	<p>Well-being time has provided an opportunity for children to spend quality time talking with their teacher about areas of concern. One teacher commented that this time has been of great value and helps to reassure him as a teacher in having those 20 minutes to talk with and to the pupils. He may not be able to meet every child's needs, but is aware of these and can seek additional help if needed.</p> <p>During lockdown, to ensure that pupils' well-being continued to be paramount, there were live well-being sessions delivered on Google classroom each week, where children had the chance to move away from the academics and reconnect with their teachers and classmates in order to maintain relationships, discuss different topics on well-being as well as to share what they were experiencing.</p> <p>Three members of staff, including the Learning Mentor, have been trained in the Rainbow and Sunbeam programme. These staff members now have a better understanding that bereavement is not only linked to death. Although no formal groups have been set up, the skills attained</p>
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			<p>from the training have been very useful in supporting children experiencing difficulties such as anxiety etc. There has also been a virtual workshop held to support parents in dealing with children's anxiety.</p> <p>Themed fortnight continued where children were able to celebrate Uniqueness week; Kindness weeks. Throughout lockdown, virtual sessions were delivered to ensure that children continued to celebrate life. These were also linked to the weekly liturgy which children shared with their parents as well as classmates.</p> <p>Well-being week was celebrated with both pupils and staff connecting with nature as a way to embrace well-being. Lessons were reorganised to link to nature; there was Art; Poetry; Maths and Writing linked cross-curricular to connect to nature.</p> <p><b>Rainbow and Sunbeam Resources - £520.21</b></p> <p><b>Additional PE Resources - £561.43</b></p>
Re-establish a Growth Mindset culture throughout the school	Class Teachers Teaching Assistants	<ul style="list-style-type: none"> <li>Structured Growth mindset lessons used as a guide to deepen children resilience</li> </ul>	Although teachers have not been able to complete all the structured Growth Mind-set lessons, the ones

		<p>and linked cross-curricular</p> <ul style="list-style-type: none"> <li>• Teachers and Teaching Assistants give effective feedback to nurture and challenge children's learning</li> <li>• Children develop a desire for challenge</li> <li>• Interactive displays enable children to be more aware of the way they approach learning and to celebrate their failures and success</li> <li>• Children embrace the concept of resilience beyond the classroom</li> </ul>	<p>covered have proven to be quite successful. Children have explored different areas of growth mindset and developing resilience For example: Being able to openly express how they feel when learning new things and how they feel when they have failed; Finding out about famous people who have failed; Developing children's realization that they too can be 'teachers'; Understanding that compliments should be given at appropriate times or they can become meaningless, just to name a few.</p> <p>Children are able to use the language of 'Growth Mindset' beyond the classroom as they apply it to their day to day experience</p>												
<p>EYFS - Communication and Language Small group interventions to close the gap for children with low starting points or making slow progress. These will include: 2 X week Box Clever 2 X week LEG 1 2 X week Attention autism</p>	<p>Class teachers Teaching assistants</p>	<ul style="list-style-type: none"> <li>• Children make accelerated progress in learning and retaining new vocabulary and communication skills.</li> <li>• 75% or above of children achieving at expected levels for CAL</li> </ul>	<p><b>Whole of Reception CAL</b></p> <table border="1" data-bbox="1451 991 1854 1193"> <thead> <tr> <th></th> <th>L&amp;A</th> <th>U</th> <th>Sp</th> </tr> </thead> <tbody> <tr> <td>Autumn 30-50s</td> <td>17%</td> <td>7%</td> <td>5%</td> </tr> <tr> <td>Sum 1 40-60w</td> <td>72%</td> <td>72%</td> <td>72%</td> </tr> </tbody> </table> <p><b>Reception interventions</b> On average children in Reception interventions have made the</p>		L&A	U	Sp	Autumn 30-50s	17%	7%	5%	Sum 1 40-60w	72%	72%	72%
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			<p>following progress:  Listening and attention : <b>6 steps</b>  Understanding:<b>6 steps</b>  speaking:<b>6 steps</b></p> <p>6 steps is the requirement for a whole year and this means they have made accelerated progress.</p> <p><b>Whole of nursery achieving at expected level (30-50w)</b>  Listening and attention: 35%  Understanding: 12%  Speaking:0%</p> <p>Please note that Nursery children have been joining in as they turn three and so many of these children have not been in Nursery since September.</p> <p>Nursery interventions:  On average children in Nursery interventions have made the following progress:  Listening and attention : <b>7 steps</b>  Understanding:<b>7.5 steps</b>  speaking:<b>3 steps</b>  <b>Salt buy-in - £7,200</b>  <b>Delivery of Programme- 1,310.19</b></p>
			<p><b>Total spent 2020-21:£27,395.61</b>  <b>Carry Forward:£204.79</b></p>

