

# St Wulstan's Catholic Primary School



## Catch Up Premium Strategy Statement: St Wulstan's Catholic Primary School 2020-21

1. Summary Information					
<b>School</b>	St Wulstan's Catholic Primary School				
<b>Academic Year</b>	2020-21	<b>Total Provisional Catch Up Budget (Sept.2020)</b>	£ 13 760	<b>Date</b>	September 2020
<b>Total Number of Pupils</b>	172 July 2020 178 (Sept 2020)			<b>Review Date</b>	September 2021

Total number of pupils	172 July 2020 (178 Sept 2020)
Proportion of Pupil Premium children	24 %
Proportion of pupils with SEN	11%
Proportion of children who have EAL	11%
Catch up allocation	£13 760
Date written	September 2020
Date Reviewed	January 2021 April 2021
Written by	Mrs Kim Savage (Principal)
Chair of Academy Committee	Mrs Angela Randle



2. Identified Barriers/Impact from COVID 19 on Future Attainment		
No.	Identified Barrier	Strategy Reference
1.	Lost learning during COVID 19 lockdown	A
2.	Poor engagement in Home Learning during lockdown	B
3.	Poor attendance during Autumn term	C
4.	Reduced confidence and self-esteem as a result of isolation, loss and anxiety	D

Planned Expenditure for the 2020-21 Academic Year (£13,760)			
Cost	Expenditure	Notes	Lead
£7000	Designated and temporary intervention teaching assistants in phonics English and maths	Advertising necessary	KES/BT/ LW
£5000	Designated temporary intervention teacher to close gaps Y5 and Y6 pupils preparation for SATs 2x pm weekly	Commence support Sept 2020	KES/BT
£995	Jigsaw PSHE program		KES/WJ
£850	Educational Welfare SLA	Support return to school and regular attendance of vulnerable groups	KES
£0	Phonics support group	Vice Principal to provide daily Y2 intervention phonics group to narrow gap -phonics screening December 2020	BT

<b>Priority 1</b> Ensure all children are attending school regularly-target 96% minimum		
<b>Actions</b>	<b>Success Criteria</b>	<b>Barriers Addressed</b>
<ul style="list-style-type: none"> <li>EWO to contact and support parents reluctant to send children back to school</li> <li>First call by 9.30 daily</li> <li>Persistent absentees contacted daily by Principal</li> <li>Principal to track weekly attendance and liaise with parents/carers</li> <li>Principal to track COVID related absence and monitor return dates</li> </ul>	<ul style="list-style-type: none"> <li>School attendance is 96% not including COVID related absence</li> <li>Children feel safe coming to school</li> <li>Vulnerable families feel and are supported</li> </ul>	<b>C</b>
<b>Priority 2</b> Ensure children are emotionally ready to return to formal teaching and learning		
<ul style="list-style-type: none"> <li>Start Autumn term with focus on PSHE lessons and emotional support</li> <li>Staggered start for new Intake to Reception class with one to one parent meetings replacing home visits</li> <li>Safe Speak Lead designated more time for one to one support</li> <li>Afternoon break times built in for first half term-exercise and well being</li> <li>PE lessons to support Yoga and relaxation techniques</li> </ul>	<ul style="list-style-type: none"> <li>All children are settled and ready for formal teaching</li> </ul>	<b>D</b>
<b>Priority 3</b> Ensure consistent high quality teaching and learning across the school		
<ul style="list-style-type: none"> <li>All children have access to a broad and balanced curriculum which engages children</li> <li>Baseline Assessments undertaken as soon as children are emotionally ready</li> <li>Gap task analysis undertaken by staff to highlight where children need 'catch up' support.</li> <li>Followed by Pupil Progress meetings and creation of Attainment Target sheets to focus teaching and learning</li> <li>Mastery approach embedded across the school using White Rose resources</li> <li>Maths lead to provide INSET/Staff meeting CPD Autumn term to focus on gap closure</li> <li>English Lead to lead phonic catch up programme in Year 1 and 2 to close gap</li> <li>Reading prioritized across the school with designated sessions to build up stamina</li> <li>Reading assessments conducted across school in first few weeks</li> <li>SLT to conduct learning walks , book scrutiny and pupil interviews to monitor and ensure high standards</li> </ul>	<ul style="list-style-type: none"> <li>All staff are aware of their children's needs to enable catch up for pupils identified through ongoing assessments for learning to identify gaps.</li> </ul>	<b>A B</b>
<b>Priority 4</b> Ensure high quality intervention program is in place for rapid early intervention and all children have access to this intervention		
<ul style="list-style-type: none"> <li>English Lead to lead phonic catch up programme in Year 1 and 2 to close gap</li> <li>SENDCo/PP Lead to conduct learning walks , book scrutiny and pupil interviews to monitor and ensure high standards with curriculum accessible by all learners</li> <li>Targeted intervention within the classroom by the class teacher or teaching assistant</li> </ul>	<ul style="list-style-type: none"> <li>Early intervention strategies within the classroom are used effectively to support children's progress from their September 2020 baselines.</li> <li>Targeted additional support is being effectively used in the priority year groups. Progress of individuals is carefully</li> </ul>	<b>A B D</b>

<ul style="list-style-type: none"> <li>• Effective differentiation in all lessons</li> <li>• Use of intervention teachers and teaching assistants time to support the catch up of PP children</li> <li>• SENDCo to provide training and support for the staff who are leading 'catch up' interventions</li> <li>• Recruitment of experienced outstanding teacher for UKS2 catch up lessons</li> <li>• Timetabling adjustments to release effective HLTA to support intervention programmes</li> <li>• Recruitment of RWI trained teaching assistants to support phonics and reading catch up</li> </ul>	<p>monitored.</p> <ul style="list-style-type: none"> <li>• staff are confident at running catch up interventions. Impact of these interventions gives accelerated progress.</li> <li>• Identified gaps in reading writing and maths are identified and closed</li> </ul>	
<b>Priority 5</b> Ensure all children's Remote learning is not restricted due to lack of technological devices at home in event of Bubble closure/Lockdown		
<ul style="list-style-type: none"> <li>• Conduct a parent survey to find out which children do not have access to an electronic device at home for learning purposes</li> <li>• Research, evaluate and purchase of Remote learning platform for Remote Learning</li> <li>• Staff training on new platform and use immediately as homework platform</li> <li>• Create packs of learning for children who are isolating at home but are well enough to be learning. Parents contact the school if they are not able to access the packs on the Remote Learning platform and the school will aim to print and deliver them to families.</li> <li>• Application for DFE laptops to support Remote learning</li> <li>• Work books and log in details sent home as soon as possible so ready in event of a closure</li> </ul>	<ul style="list-style-type: none"> <li>• Learning platform accessible to all families</li> <li>• Parents and children are confident and familiar in the use should Bubbles close</li> <li>• Staff are confident in use of platform and can initiate remote learning immediately</li> <li>• Children who do not have access to technology at home are able to continue their learning when not in school due to a COVID related absence.</li> </ul>	<b>B</b>



