

Holy Cross Catholic Primary School
Catch up Funding – 2020/21

Summary information					
School	Holy Cross Catholic Primary School			Report written by:	Finola Gill
Academic Year	2020/21	Total number of pupils on roll	296	Total estimated budget	£23,680
Known impact of Covid-19 school closure	<ul style="list-style-type: none"> • Covid-19 has impacted on pupils' emotional well-being and on their readiness to learn. We are also mindful that as the pandemic continues, we need to be prepared to meet the emerging needs of the community which will change over time. • Despite the positive engagement in home learning, with in excess of 80% of pupils completing tasks during lockdown, we recognise that this would not equate to the consistent and high quality teaching they would have received if they had been in school. • 60% to 70% of our pupils had not attended regularly during lockdown 1. • Reading in Year 1 is 18% ARE due to poor phonic knowledge. • Attainment in reading, writing and maths across the school is lower than expected for this time of year with particular weaknesses in Year 1 (Rd+Wt), Y2 (writing) and Y3 writing. • Children in Y4 are not confident with times tables and there are gaps in place value and basic number concept. • Many children in Year 5 and 6 have gaps in reading, arithmetic and spelling. The more able writers are not using ambitious vocabulary and their use of more sophisticated punctuation is limited. Sentence structures lack variety. • Children are struggling to manage their 'big feelings' and there has been an escalation in behaviour incidents at playtimes when children fall out. 				

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Catch up Planning 2020/21					
Key priorities		<ul style="list-style-type: none">• To support children’s emotional well-being and ensure they are ready to learn.• To develop secure phonics knowledge in EYFS and KS1 so that children can make progress in reading• To provide Quality First Teaching particularly in phonics, writing and maths• To fill gaps in arithmetic and number so that children can make progress in mathematics			
Teaching					
Action	Intended outcome	Success will be measured by	Implementation	Staff lead/Cost	Review
Daily Phonics Sessions (2 x daily + Pinny Time)	Children will have good phonic knowledge and be able to blend effectively	Half termly RWI assessments Half termly Phonic Screening practice checks	Baseline for Reception will be completed promptly in Sept so that phonics teaching starts by week 3 Twice daily phonics sessions timetabled across KS1 Teachers/TAs use pinny time at opportune moments across the day Provide time for teachers to assess children.	SH £600 (0.5 days x6)	Phonics has been assessed regularly and teaching adapted accordingly. RWI assessments and practice screening has ensured accurate assessments. In Year 1 and 2, the teachers focused on phonics, comprehension skills, letter formation and handwriting and developing basic writing skills. 49% of Year 1 made more than expected progress in reading;

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Blended Phonics Training	Children will make strong progress and reach the expected threshold.	Half termly RWI assessments Half termly Phonic Screening practice checks	Phonics CPD delivered by SH 4th Jan 2021; 14th Jan, 28th Jan and 12th Feb SLT and SH to monitor impact and provide timely feedback and next steps for staff .	SH SLT £1725 + £300 (release of TAs for CPD)	Teaching is consistently good across KS1.
Talk4Writing CPD	Children will make more than expected progress in writing	Teacher assessment of writing will show children are making EXP+ progress in writing Children will reach their EOY targets	CPD provided by FG 4th Jan, 2nd Feb, 11th May and 7th June. SLT to monitor impact and provide timely feedback and next steps for staff . SLT to provide support with planning	FG £300 (training materials and key texts)	Children demonstrate good knowledge of their model texts and EYFS are able to tell their innovated stories using story maps.This continued throughout lockdown. 14% of Y1 made EXP+ progress in writing with 100% making EXP progress.
Power Maths CPD	Children will make more than expected progress in writing	Teacher assessment of maths will show children are making EXP+ progress in maths Children will reach their EOY targets	CPD provided by SB 4th Jan, 27th April with focus on mixed age teaching SLT to monitor impact and provide timely feedback and next steps for staff . SLT to provide support with planning FG to attend Power Maths CPD provided by CAST	SB	Whole school CPD on Talk4writing and Power Maths has had a positive impact on the quality of teaching across the school. We will continue to develop these approaches in the Summer term and into next year.

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			Key Concepts identified so that gaps are filled and key learning prioritised.		Planning was adapted to ensure coverage of key concepts.
IXL	Children will practise arithmetic skills and build confidence and competence.	Children will make good progress in maths. Year 4 will be on track to reach threshold in MTC in June 2021	Children to use IXL in school in Autumn to ensure they are familiar with the platform for future remote learning.	Funded by Ply CAST	Children are familiar with the platform and are engaged and motivated to practise their maths skills.
No More Marking	Children will make more than expected progress in writing	Teachers will use the tool to accurately assess writing and set clear targets for children.	Classes will carry out the terly national assessments,; teachers will participate in judging and SLT will analyse results and adapt provision to address gaps.	Funded by Ply CAST	Teachers are gaining in confidence with most teachers demonstrating consistent judgements.

Impact Evaluation:

In Sept 2020 only 25% of the cohort scored over 20/40 on a phonics screening assessment. By October this had risen to 58% and by December, to 72% and in May to 85%. Teachers and Teaching Assistants received training in RWI which developed their skills, improved pace and ensured consistency of approach across the key stage. The phonics videos also supported our home learners during lockdown. Teachers held live phonics sessions and there was 80%+ engagement daily from our Year 1 children. On the return to school in March, teachers reassessed the children and ensured targeted support was in place to pick up those who had fallen behind. Reading was prioritised as teachers worked with the children to develop both fluency and comprehension. Our target for the Year 1 phonics screening is 93%.

49% of Year 1 made more than expected progress in reading; 40% in writing and 27% in maths. 84% made expected progress in reading, 100% in writing and 87% in maths.

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Reading – September baseline reflects *Predicted* outcomes; Summer 2 reflects *Actual* outcomes.

Year	1	2	3	4	5	6
Autumn 2020	18%	52%	50%	62%	68%	64%
Summer 2021	64%	72%	66%	68%	79%	84%

Writing – Meeting ARE

Year	1	2	3	4	5	6
Autumn 2020	18%	48%	41%	62%	64%	57%
Summer 2021	58%	63%	43%	62%	79%	77%

Maths – Meeting ARE

Year	1	2	3	4	5	6
Autumn 2020	45%	66%	57%	69%	73%	62%
Summer 2021	73%	74%	68%	70%	79%	74%

No More Marking

Year	2	3	5	6
Month Assessed	March 2021	Oct	No	M

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Catch up Planning 2020/21

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HX	ARE+	G D E +	A R E +	G D E +	A R E +	G D E +	A R E +	G D										
	81%	33%	80%	15%	88%	23%	86%	9%										
National	70%	15%	76%	24%	79%	20%	78%	21%										

Targeted academic support

Action	Intended outcome	Success will be measured by	Implementation	Staff lead/Cost	Review
Phonics Interventions for those requiring further support	Children will have good phonic knowledge and be able to blend effectively	Half termly RWI assessments Half termly Phonic Screening practice checks Termly PPMs coinciding with data drops with interim progress checks with SLT.	Twice daily phonics sessions timetabled across KS1 Teachers/TAs use pinny time at opportune moments across the day. TAs working with small groups daily to close gaps	SH	By Spring data drop, 49% of Year 1 made more than expected progress in reading; By May 85% are on track to reach threshold. Phonics

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					screening in July 2021: 86%; 3 of the children who did not meet the threshold will meet it in Autumn 2021.
Y6 Teacher released to work with small groups/individuals on Spelling, Reading and Arithmetic	Teachers assess gaps accurately and plan teaching to address these. Children make accelerated progress in these areas.	Teachers plan the interventions using agreed template with entry and exit points. Termly PPMs coinciding with data drops with interim progress checks with SLT.	Teacher to be released from class for three weeks prior to taking Mat Leave. Focus on reading, arithmetic and Spelling.	£3000	<i>See data above</i>
KS2 Interventions – Times Tables, Reading, Writing	Teachers assess gaps accurately and plan teaching to address these. Children make accelerated progress in these areas.	Teachers plan the interventions using agreed template with entry and exit points. Termly PPMs coinciding with data drops with interim progress checks with SLT.	Supply teacher to release Year 3/4 teachers in Autumn 2 and Year 5 teachers in Spring 1 to work with groups/individuals.	£7000	Due to Jan lockdown, supply release for Y5/6 moved to wells following 8th March. Further support put in from 7th June by Year 6 teacher returning from Mat Leave (2 days a week)
Y3 RWI Intervention daily	Children who moved to KS2 with less secure phonic knowledge are targeted so that they make accelerated progress in the autumn term.	Teachers plan the interventions using agreed template with entry and exit points. Termly PPMs coinciding with data drops with interim progress checks with SLT.	TW to take daily phonics group in Autumn term.	TA release £700	<i>See data above for impact on year 5 and 6.</i>

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HT and DHT supporting Catch up groups	Children preparing for KS2 SATS have targeted support to close gaps in reading, maths and SPAG.	Teachers plan the interventions using agreed template with entry and exit points. Termly PPMs coinciding with data drops with interim progress checks with SLT.	FG to take weekly group Autumn 2 - Spring 2 SB to cover Year 5s CTs to take other Year 6 groups. Focus on reading and maths.	Release of SLT	Plan amended due to lockdown. KR to support Year 5/6 in Summer term. <i>See data above for impact on year 5 and 6.</i>
Supply releasing teachers to work with small groups/individuals	Teachers to work with small groups and individuals providing high quality feedback and setting clear targets to accelerate progress.	Teachers plan the interventions using agreed template with entry and exit points. Termly PPMs coinciding with data drops with interim progress checks with SLT.	Supply teachers to release class teachers to run 'catch up' groups. Year 3/4 Autumn 2 Year 5/6 Spring 1 Year 1/2 Summer 1 Year 5 Summer 2	See above (£7000)	The schedule was amended following Spring lockdown Year 5/6 From 8th March Year 1/2 Summer 1 Year 5/6 Summer 2 Year 2 Summer 2 <i>See data above</i>
Y6 teacher supporting Year 5 individuals/small groups	Y6 Teacher to work with small groups and individuals in Y5 providing high quality feedback and setting clear targets to accelerate progress.	Teachers plan the interventions using agreed template with entry and exit points. Termly PPMs coinciding with data drops with interim progress checks with SLT.	KR to work with small groups/individuals - writing conferencing for GD children in Y5/6; reading/maths interventions; release for class teachers when appropriate.	£6000	Put in place following Jan lockdown - Y6 teacher returning from Mat Leave (2 days a week) <i>See data above for impact on year 5 and 6.</i>
NELI (Nuffield Early Language Intervention)	Children's language development is supported through quality teaching and additional intervention.	Termly PPMs coinciding with data drops with interim progress checks with SLT.	Staff CPD following roll out of materials Spring 2021. Weekly sessions to be run by OH/NB.	SB with OH/HP (Free DFE pilot)	This was delayed due to Spring lockdown. GLD 73%

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				Release for staff training £300	
<p>Impact Evaluation:</p> <p>Class teachers were released to work with small groups of children identified through ongoing assessment and discussions with SLT at Pupil Progress Meetings. Teachers had 1.5hrs, twice a week to work with these groups whilst a supply teacher taught the class. We felt that with the teacher's indepth knowledge of the children and of each child's needs that this would be a beneficial approach.</p> <p>In the autumn term, the Year 6 teacher who was released to work with Year 5 and 6 for three weeks focussed primarily on reading and arithmetic. She also did some spelling work with those who had the biggest gaps. Of the 25 children who were working below their year group and had support with arithmetic, 68% (17) reached ARE. Of those 25 who were working below their year group in reading, 76% reached ARE.</p> <p>The Year 3/4 teachers focused on times tables and place value in mathematics. They also carried out writing conferencing with individual children, identifying barriers and implementing targeted support to help the children to make progress. Children were supported with their reading through whole class reading, the introduction of Accelerated Reader, daily reading with an adult and focused reading interventions to develop comprehension skills. In maths and reading, 100% of Year 3 children have made expected progress with 25% making more than expected progress. In year 4, 80% have made expected progress+ in maths. 100% of 4 children have made expected Progress+ in reading and in writing; In Year 3, 98% have made expected progress+ in writing.</p> <p>In Year 1 and 2, the teachers focused on phonics, comprehension skills, letter formation and handwriting and developing basic writing skills. 86% reached the threshold in the PSC with 3 children scoring 25+.</p> <p>49% of Year 1 made more than expected progress in reading; 40% in writing and 27% in maths. 84% made expected progress in reading, 100% in writing and 87% in maths.</p>					
Wider approaches					
Action	Intended outcome	Success will be measured by	Implementation	Staff lead/Cost	Review

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Recovery Curriculum	<p>Social, emotional, spiritual and physical needs of our pupils are met ensuring that they are ready to learn and can make progress.</p> <p>Children will make accelerated progress in their learning.</p> <p>Children will be engaged and demonstrate positive attitudes to learning.</p>	<p>Termly PPMs coinciding with data drops with interim progress checks with SLT.</p> <p>PSHE lead will monitor the implementation of the PSHE elements of the recovery curriculum and make amendments to provision as necessary.</p> <p>RSE/RE lead will monitor the implementation of the RE and RSE curriculum to ensure needs are being met effectively.</p>	<p>Recovery curriculum will prioritise PSHE, RSE and RE as well as phonics, reading, writing and maths.</p> <p>The school's remote learning plan will ensure learning and mental well-being are both addressed by remote provision.</p> <p>Whole school events will include opportunities for well being days and community connectedness.</p>	SLT	<p>Pupils responded well to the recovery curriculum and demonstrated positive attitudes to learning. They settled quickly and the school was able to move forward and implement a broad and balanced curriculum from Aut 2. This was impeded by lockdown 2; however our remote offer continued to offer a broad and balanced curriculum continuing in Summer 1 when back at school.</p>
Lunchtime Nurture Group	<p>Children feel safe, happy and ready to learn.</p> <p>Children are supported to manage 'big feelings'</p> <p>Behaviour does not spill into afternoon learning.</p>	<p>Fewer lunchtime behaviour incidents.</p> <p>Less time lost at start of afternoon learning having to resolve playground issues.</p>	<p>Lunchtime nurture group will be timetabled so that all classes have equal opportunities despite restrictions of bubbles.</p> <p>Nurture group will be led by SLT and TAs.</p>	£1000	<p>Amended post Spring lockdown due to space restrictions.</p>

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ELSA support for targeted children-weekly	Children feel safe, happy and ready to learn.	Fewer incidents of anxiety among children (SLT fortnightly safeguarding meetings to monitor CPOMS)	ELSA training for three TAs ELSA groups to be planned and run by each teaching team from Sept to July.	Release for TAs (7 x 2hrs x 3) £420	Positive impact on learning with children accessing the support for short intervals and ready to re-engage with learning.
Transition for Maternity Leave cover	Children feel safe and ready to learn despite staff changes.	Termly PPMs coinciding with data drops with interim progress checks with SLT.	NO to start in MM Class a week early to ensure smooth transition from BB.	£910	This was positive and children were well prepared for BB's departure.

Impact Evaluation:

Our Recovery Curriculum in the autumn term was successful and provided the much needed support following lockdown 1. Children had the time and the opportunity to re-connect, to explore and talk about their emotions and their worries and as a result were better equipped emotionally to manage their learning and develop their resilience. Following lockdown 3, we provided similar opportunities over a shorter period as the children settled quickly and were able to pick up their learning with greater confidence. Behaviour has improved across the school with children better able to manage fall outs and to resolve friendship issues. The emotional support provided by Nurture Group has enabled children to develop the strategies they have needed to interact positively with their friends and to manage 'big feelings'. Children engage positively with their learning, are keen and motivated to learn and make progress and are proud of what they continue to achieve.