**Catch up Funding – 2020/21**

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| 1. **Summary information** | | | | | | |
| **School** | **St John the Baptist RC Primary School** | | | **Report written by:** | **Liz Hamilton** | |
| **Academic Year** | 2020/21 | **Total number of pupils on roll** | 82 | **Total estimated budget** | | £6560 |
| **Known impact of Covid-19 school closure** | * Writing, children not writing as much. This has impacted upon fluency, motivation to write and resilience * Children’s access to reading material and motivation to read during lockdown. Younger children- interruption in phonics teaching. * Maths- specific content missed and recall of basic number skills hampered * Curriculum- gaps in knowledge, not able to access prior knowledge as well * Mental health- There is evidence of heightened anxieties; some difficulties with socialising; mild resistance to previously established routines and a general lack of motivation. | | | | | |
| **Key priorities** | * Pupils make rapid progress and catch up in reading, writing and maths * Bottom 20% make rapid progress in phonics * Pupils feel happy, able to access learning and demonstrate positive learning behaviours | | | | | |

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| **Teaching** | | | | | |
| **Action** | **Intended outcome** | **Success will be measured by** | **Implementation** | **Staff lead/Cost** | **Review** |
| -Wellbeing challenges  -Mental health resources in newsletters and on website  -Mental health given a high priority in the curriculum  -access to school counsellor where needed and other services  -Staff training on mental health- Barry Carpenter podcast | Pupils are able to settle back into school routines successfully and are ready to learn enabling them to make rapid progress and address gaps  Staff have a good understanding of the issues may arise from lockdown and how to support pupils | -positive behaviours in children  -positive learning behaviours  -children making rapid progress and gaps in learning addressed | Mental health section on website.  Parents reminded regularly of mental health resources to use.  More time included in PSHE curriculum and throughout the curriculum during this period of time.  Children engaging in daily PE.  Pupils encouraged to embark on mental health challenges e.g. Saints South West February challenge | LH |  |
| Targeted academic support | | | | | |
| Action | Intended outcome | Success will be measured by | Implementation | Staff lead/Cost | Review |
| 1:1 phonics tutoring | Bottom 20% make accelerated progress with phonics | Read, write, inc tracking | New member of staff employed to release experienced staff to deliver 1:1 Tutoring. | £3400 |  |
| Small group intervention e.g. Fresh start, pre/post teaching, daily reading | Pupils post lockdown make accelerated progress and gaps are addressed in R,W and maths | Pupils exhibiting positive learning behaviours. They are motivated and feel that they have been supported in addressing any gaps. | Small group interventions planned post lockdown during the Summer Term. | £2875 |  |
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| Wider approaches | | | | | |
| Action | Intended outcome | Success will be measured by | Implementation | Staff lead/Cost | Review |
| Purchase of white Rose maths resources to support lockdown learning in and out of school | Teachers have quality resources to support remote and in school learning in maths to address the gaps in maths. | Pupils making rapid progress from their starting points | Implementation through remote learning and in school learning. Whole school using same approach so more consistent. | £120 |  |
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