



## St. Joseph's RC 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.

<b>Total number of pupils on roll (YR-Y6)</b>	316
<b>Proportion of DP Pupils, Reception to Y6 (ever 6 FSM)</b>	26%
<b>Proportion of SEND children</b>	9%
<b>Catch Up allocation</b>	£25,280
<b>Delivering the interventions</b>	A trained teacher will be employed in terms 1-3 between 1-2 days per week to deliver quality interventions across the school. Additional TA
<b>Publish date</b>	November 2020
<b>Review date</b>	February 2021
<b>Lead</b>	Mrs A Byrne (Headteacher)

## Priority Areas for Catch-Up Funding

### Priority 1

Mental Health & Well Being Support

### Priority 2

Phonics catch up interventions for children in Years 1, 2 & 3

### Priority 3

Key skills catch up intervention: speaking & listening, number and arithmetic, reading and writing, for children in Years 1-6; social and emotional development, communication and language and physical development for children in the EYFS

### Priority 4

Subject leaders monitoring the implementation of a broad, balanced curriculum content delivered through high quality instruction(linked to SDP)

## TARGETED SUPPORT: WELL-BEING/EMOTIONAL SUPPORT/BEHAVIOUR

<u>Issues</u>	<u>Actions</u>	<u>Success Criteria</u>
<p><b><u>Mental Health</u></b> Mental health and well-being curriculum developed to be the vehicle through which our academic curriculum is delivered in order to address the effects of Coronavirus on families and individual children</p>	<ol style="list-style-type: none"> <li>1. Adjusting the curriculum for PSHE and RHE for Autumn 1 will ensure there are opportunities across the whole school to address relevant issues for individuals and groups of children in an age appropriate way.</li> <li>2. Expectations will be outlined in a Mental Health policy.</li> </ol>	<ul style="list-style-type: none"> <li>• Smooth transition into a new year group via a curriculum that focuses on integrating children back into school life.</li> <li>• Opportunities for individual children to share their experiences are given and RHE lessons are planned according to this.</li> <li>• Children have opportunities to self-reflect on their experiences via mindfulness activities.</li> </ul>
<p><b><u>Transition</u></b> New teacher receive class without any knowledge of academic or personal circumstances.</p>	<ol style="list-style-type: none"> <li>1. Meetings between teaching staff – pupil transitions to new classes.</li> <li>2. Relevant assessment information including data and analysis will be passed to the new class teacher.</li> <li>3. Curriculum coverage documents will be passed to the new teacher to support them in identifying potential gaps in the children's</li> </ol>	<ul style="list-style-type: none"> <li>• Staff knowledge and understanding of their new class increases and they are able to use this information from the first day in September to understand and plan to meet the different and unique needs of all the pupils in their new class.</li> </ul>

	<p>learning</p> <ol style="list-style-type: none"> <li>The safeguarding lead will meet with teachers to inform of them of individual pupils' personal circumstances where appropriate.</li> <li>Teachers, where possible, will have the opportunity to work with pupils in their new class before the end of this academic year as part of a 'transition morning'.</li> </ol>	
<p><b><u>Separation</u></b> Some children have not returned to school during the summer term and will find leaving family extremely difficult and traumatic as it will be 6 months from last coming to school and separating from those they are closest to.</p>	<ol style="list-style-type: none"> <li>Assemblies and class reflection are an integral part of the school day and staff will plan explicitly for this.</li> <li>At the start of the school year, PSHE lessons, assemblies/class reflections will focus on new routines and changes to support children's wellbeing and mental health.</li> <li>SLT and teachers will work closely with families to support individual pupils who require specific support.</li> </ol>	<ul style="list-style-type: none"> <li>Needs of the individual class are met by planning lessons in accordance to their needs in order to alleviate any separation anxiety.</li> </ul>
<p><b><u>Behaviour</u></b> Children have had up to 6 months away from routine, policies, practices and the structure school brings. With social distancing and class bubbles in place, implementing the known behaviour policy cannot happen in the same way as it did before lockdown. The behaviour policy adjustments need to be understood by all and implemented daily but also sensitively to meet the needs of all children.</p>	<ol style="list-style-type: none"> <li>Explicit teaching in behaviours for learning in the classroom environment such as independence and resilience – as children educated at home will have experienced 1:1 support.</li> <li>New behaviour policy reviewed and agreed by all staff then discussed and understood by all pupils.</li> <li>Risk assessment actions carried out to ensure all members of the school community feel safe.</li> </ol>	<ul style="list-style-type: none"> <li>St. Joseph's Mission Statement and values are integrated back into the children's learning and reflected in their daily behaviour.</li> <li>Behaviour policy with changes implemented and all children feel safe in and around school.</li> <li>The children consistently display positive learning behaviour in school.</li> <li>Changes made to normal routine of the school day are implemented as per risk assessment and action plan to maintain the safety of all members of the school community.</li> </ul>
<p><b><u>Anxiety</u></b></p>	<ol style="list-style-type: none"> <li>'Full School Reopening Guidelines' will be</li> </ol>	<ul style="list-style-type: none"> <li>Pupil and parent voice is encouraged to</li> </ul>

<p>Parents, children and staff are anxious about returning to school after such a long break and about the continuing virus threat to their health.</p>	<p>published for staff and parents (informed by the risk assessment) to outline measures in place to reduce the risk. This document will also outline each group's responsibility when implementing these measures. Allow sufficient time for questions.</p> <ol style="list-style-type: none"> <li>2. Signpost parents to mental health and well-being materials on the website – keep website updated with support available to parents and children.</li> <li>3. Refer children or families to the necessary services, e.g. FEH or CAMHS.</li> </ol>	<p>understand individual lock down experiences and bring the community back together.</p> <ul style="list-style-type: none"> <li>• Parental engagement increases not only with the positive messages but also for access to support in the community for all family members.</li> <li>• Staff feel safe and confident within the school environment</li> </ul>
<p><b><u>Social Skills</u></b> As children have had very limited social interactions with their peers during the pandemic, they may struggle to initiate and sustain positive play and will require support in developing these skills.</p> <p>Children with SEN such as autism may be disproportionately affected.</p>	<ol style="list-style-type: none"> <li>1. Explicit teaching of social skills will be incorporated into the PSHE curriculum to support children in learning how to initiate and sustain positive play.</li> <li>2. Additional adult support in the playground at break and lunch to play games with children and monitor and support children while playing.</li> <li>3. SALT sessions and school based interventions for children with SEND and those who require additional support to develop play skills.</li> </ol>	<ul style="list-style-type: none"> <li>• All children are happy at school, able to enjoy playtimes and engage in positive interactions with adults and their peers.</li> </ul>
<b>TARGETED SUPPORT: PHONICS</b>		
<p><b><u>Phonics</u></b> Children will have missed 6 months of Phonics teaching and all phases of Letters and Sounds will not 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>	<ol style="list-style-type: none"> <li>1. Phonics assessments completed in first few days back at school.</li> <li>2. Year 1 pupils – 3 adults in class supporting children whilst they recap Phase 3.</li> <li>3. Year 1 – afternoon phonics interventions for Phase 3 and 4.</li> <li>4. Year 2 pupils – 3 adults in class supporting children whilst they recap Phase 3 and 4.</li> <li>5. Year 2 pupils – small group interventions for Phase 3 &amp; 4 pupils.</li> </ol>	<ul style="list-style-type: none"> <li>• Baseline Phonics assessments in early September will establish individual pupil's knowledge and understanding and teachers will be able to plan, prepare and deliver interventions that are meaningful to individuals and small groups of children on a rota basis so that they still have access to a broad and balanced curriculum.</li> <li>• Pupils in Year 1 will have recapped and completed Phase 3 in early Autumn 1 and</li> </ul>

	<ol style="list-style-type: none"> <li>6. Year 2 – afternoon phonics interventions for Phase 4 and 5.</li> <li>7. Reception – 3 adults in class during phonics sessions.</li> <li>8. Y3 pupils will engage in whole class teaching of phonics at the beginning of the autumn term to address gaps identified from phase 5 assessment and complete phase 5d and phase 6</li> </ol>	<p>progressed to Phase 4 in a timely manner.</p> <ul style="list-style-type: none"> <li>• Pupils in Y2 will be ready and prepared for Phonics Screening test in the Autumn term that was missed in June 2020.</li> <li>• Phonics knowledge will develop further and be used and applied in reading and written work across the curriculum.</li> <li>• Children will feel confident with familiar staff to help, not only with transition into new year group but also with assessing the children at the start of this unique term.</li> </ul>
<b>TARGETED SUPPORT: KEY SKILLS</b>		
<p><b><u>Speaking &amp; listening</u></b> Some children will have had limited social interaction and increased screen time while not attending school. This will have impacted on their expressive and to a lesser extent, receptive language skills.</p> <p>Children without siblings and those who have EAL will be impacted the most.</p>	<ol style="list-style-type: none"> <li>1. Staff training in conjunction with SALT and EAL lead about how to develop children’s expressive language skills e.g. through broadening vocabulary.</li> <li>2. Planning in all subjects to include specific teaching of vocabulary and varied opportunities for speaking and listening.</li> <li>3. SAL intervention groups will take place in each year to support children’s language development.</li> <li>4. SALT sessions will be provided weekly for the children who need additional support.</li> </ol>	<ul style="list-style-type: none"> <li>• Children will be able to use and understand language effectively, at least at age-related expectations, in order to access their learning, express their views and interact with others.</li> </ul>
<p><b><u>Reading</u></b> Individual, group and class reading opportunities will have been missed by many throughout lockdown. Confidence, motivation 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>	<ol style="list-style-type: none"> <li>1. Staff to work with English subject leader to plan assessment opportunities in guided reading and to then analyse data and identify gaps. Guided reading planning will then address these gaps.</li> <li>2. Individual reading opportunities for all children across the school. Is this in school, home reading or both?</li> <li>3. Opportunities to read across the curriculum in order to develop fluency and independence in reading.</li> </ol>	<ul style="list-style-type: none"> <li>• Assessments in reading in early September will give baseline assessment for reading on which interventions can be based and children will receive and develop their reading accordingly and gaps in learning, knowledge and understanding will be narrowed.</li> <li>• More access to individual reading will take place both in school for all pupils as well as in focused afternoon sessions for pupils who require extra support.</li> </ul>

	<ol style="list-style-type: none"> <li>4. Group reading sessions for selected groups as an afternoon intervention to work on the reading domains.</li> <li>5. Reading material published to support interventions working on reading domains.</li> </ol>	<ul style="list-style-type: none"> <li>• Focus on reading across the curriculum will develop vocabulary opportunities for all pupils.</li> <li>• Vocabulary and understanding of words will develop, fluency of reading will increase and comprehensions skills will deepen allowing understanding of texts in all subjects to improve.</li> </ul>
<p><b><u>Writing</u></b> Pupils have fallen behind with their writing over the lockdown period and have not been exposed to quality teaching of the different purposes for writing. They will need the opportunity to build up their writing stamina. Pupils may have regressed and not be able to retain previously taught writing knowledge and skills.</p>	<ol style="list-style-type: none"> <li>1. Training development allows staff to focus on fiction writing techniques and non-fiction writing techniques to develop quality of writing for all pupils in engaging and purposeful contexts.</li> <li>2. The previous teacher has identified the skills the children did not cover or master before the 'lockdown' and opportunities to learn and practice these have been built into this year's planning.</li> <li>3. Writing small group intervention in the afternoons for Y2 – 6 children to supplement class writing opportunities.</li> </ol>	<ul style="list-style-type: none"> <li>• Quality of writing improves across the school with more pupils achieving age related or above expectations in writing.</li> <li>• Writing in the broader curriculum improves and aids knowledge and understanding of foundation subjects.</li> <li>• Confidence of the pupils increases in writing.</li> <li>• Children are able to write at length as appropriate for their age</li> </ul>
<p><b><u>Maths</u></b> Number and place value understanding is not at age related levels due to missed teaching during lockdown. Children may not have retained core calculation skills at an age appropriate level.</p>	<ol style="list-style-type: none"> <li>1. The maths curriculum will be structured to place emphasis on the foundational concepts which underpin the entire curriculum: number, place value and calculation within the four operations</li> <li>2. Targeted teaching for number, place value and calculation for all year groups both in school and after school (if necessary).</li> <li>3. Academic tutor to support identified children in class.</li> <li>4. Homework to supplement intervention teaching will be set to develop knowledge and understanding further.</li> <li>5. Staff will use the planning and resources created by White Rose Maths to supplement</li> </ol>	<ul style="list-style-type: none"> <li>• Pupils master the foundational concepts of the maths curriculum: number, place value and calculation at an age related level or above</li> <li>• Understanding and ability to apply knowledge and skills of place value, number and calculation lead to age related expectations and above being met in maths.</li> <li>• Reasoning and fluency in maths increases as a result of a better understanding of number and place value.</li> <li>• Pupils can fluently recall and apply their times tables at an age-related level or above</li> </ul>

	<p>training and interventions.</p> <ol style="list-style-type: none"> <li>6. Weekly times tables competitions to be set up by class teachers for the children to complete at home.</li> <li>7. Use Mathletics to support the periodic review of previous learning to allow children to consolidate prior learning and to retain both knowledge and skills in the long term</li> </ol>	
<b>TARGETED SUPPORT: BROAD BALANCED CURRICULUM</b>		
<p><b><u>Children absent from school</u></b> The government has set out that all pupils should return to school in September. For those who may need to shield or self-isolate, there needs to be provision for learning that is being provided at school to be accessed from home.</p>	<ol style="list-style-type: none"> <li>1. Continue to provide video links and updates from class teachers for the website to ensure parents can stay involved in their child's learning experiences.</li> <li>2. Regular newsletters.</li> <li>3. Website kept up to date.</li> <li>4. Ensure that all families are signed up to 'Parent Mail' so the school can keep them up to date.</li> </ol>	<ul style="list-style-type: none"> <li>• Contact with parents other than through 'Parent Mail' is created and is a 2-way process where parents and staff feel comfortable to communicate with one another.</li> </ul>
<p><b><u>Key Skills v Balanced Timetable</u></b> Gaps in some children's key skills - reading, writing, speaking and listening, number, place value and calculation – which require individual provision in order to address.</p> <p>The importance of providing all children access to a broad and balanced curriculum.</p>	<ol style="list-style-type: none"> <li>1. Teachers have time to plan and deliver key interventions in their class through non-contact time, e.g. Music, MFL (KS2 only) and use of TAs</li> <li>2. Interventions will be planned and targeted to meet the needs of individual pupils; these interventions will be detailed on an intervention timetable</li> <li>3. Interventions will be timetabled to as not to detract from all children still being given access to a broad and balanced curriculum</li> <li>4. Where appropriate, teachers will compose a provision map for individual children to identify their learning needs and the support being implemented to support the child's progress and attainment</li> </ol>	<ul style="list-style-type: none"> <li>• Each class implements a timetable of intervention sessions consistently</li> <li>• All children make good progress against the learning objectives identified for them in the key skill domains through high quality intervention sessions</li> <li>• All children are given access to a broad and balanced curriculum</li> <li>• Children are engaged in all aspects of their learning and through careful planning and assessment; gaps in attainment are narrowed so children are reaching their full potential.</li> </ul>