



ST. FRANCIS' CATHOLIC PRIMARY SCHOOL

Coronavirus (COVID-19): catch-up funding plan

We believe in quality first teaching and a curriculum that is motivating and inspirational. Time spent away from school has been a barrier to learning for some children and families and the catch-up funding will be used for specific targeted support and for additional resources for children in school.

All members of our team have excellent relationships with children and we will utilise staff skills to deliver tailored support for individuals and groups of children, reducing the attainment gap between groups of learners. Diagnostic assessment is used to rapidly identify further areas for support. SEMH is high priority at all times and our curriculum is designed to provide a positive impact on health and wellbeing.

Our EEF toolkit consultation outcome can be found on the school website.

Catch-up plan

School name:	St Francis' Catholic Primary School, Goosnargh					
Academic year:	2020-2021					
Total number of pupils on roll:	91					
Total catch-up budget:	£7280	First installment:		Second installment:		Third installment:
Date of review:	5th January 2021-ongoing					
Disadvantaged Children:	0%					
Pupils with EHC plans:	1.0%					
Pupils with SEND support/monitoring:	16%					

How we intend to use the catch-up premium

Teaching and whole-school strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Provide children with an awe inspiring curriculum that ensures delight in learning, happiness and outstanding teaching and learning experiences.	Curriculum half termly cycles begin with an inspirational 'hook' to inspire all children. Follow new sections with an	Work in books, displays around school, the outside learning environments and pupil voice reflect excellent sequences of teaching	£800 for History days and virtual school visits/aquarium day and coral reef installation for half term.	Teachers and SLT	

<p>Lesson content is carefully considered in light of what children have missed during lockdown- ensure skills are recapped and taught explicitly to remember more</p> <p>Golden threads across all subjects are visible and systems of success criteria are features of most lessons for children to have ownership of their learning.</p>	<p>extraordinary ending.</p> <p>The curriculum is fit for purpose and planning reflects missed learning.</p> <p>WAGOLLS and embedded systems allow children to make greater progress and support children in recapping on prior learning.</p>	<p>and learning in all subjects.</p> <p>Children are making expected progress and at age related expectation by the end of the year.</p> <p>Children are happy and engaged in rich learning opportunities and they report lessons are fun and interesting.</p>			
<p>Monitor, support and aid a smooth transition back to school. Swiftly identify gaps in learning through targeted work using the tracker and support children to get back on track.</p>	<p>Children have confidence and self-esteem. They make use of AFL systems for peer and self-assessment to keep moving forwards and monitoring their own learning</p>	<p>All children make excellent progress in line with 2019-20 progress and attainment outcomes.</p> <p>From starting points, all children are being challenged to reach their fullest potential.</p>	<p>£0</p>	<p>Teachers, support staff and SLT</p>	

<p>Develop curriculum plans further with backwards teaching, hooks and 'stickability' to inspire all children to remember more.</p>	<p>At the end of every half term a project or purpose is explicitly clear. 'Backwards teaching' is evident. Children remember more and thoroughly enjoy the curriculum.</p>	<p>The quality of education is excellent and books reflect this quality. Discussion with children, staff and internal data indicates they are making good progress. This will continue to be monitored to ensure good progress is consistent for all groups of children.</p>	<p>£0</p>	<p>Teachers and SLT</p>	
<p>Subject leaders lead subject with drive, passions and excellent leadership.</p>	<p>CPD supports subject leaders in monitoring and leading subjects well. Subject leaders have time to support one another and monitor their subjects.</p>	<p>Excellent use of APPS and ICT-new APPS, including Mosaic (to support topic learning) and other APPS to enhance teaching and learning experiences-VR to be organised through History leader and Sibelius for music lessons in KS2-purchase new laptops.</p>	<p>£1000 for CPD</p>	<p>Teachers and SLT</p>	
<p>Total spend:</p>			<p>£1800</p>		

Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
<p>Validate Assessment for Learning judgements throughout the school in maths, reading & writing.</p> <p>Follow the monitoring schedules and work together to gather next step planning</p>	<p>Children likely to have the biggest gaps swiftly identified</p> <p>Internal and external moderations support teacher assessment</p> <p>Pupil progress meetings highlight areas of focus for all children-internal tracker</p>	<p>Children make good progress from starting points and reach age related expectations by Summer Term</p> <p>Children working towards age related expectations reach age related expectation.</p>	£0	Teachers, support staff and SLT	
<p>Bug Club online subscription</p> <p>Epic! Online e-books</p>	<p>To support ongoing progress due to online books to be read at home</p> <p>Additional pleasure for reading and greater variety of phonetically</p>	<p>More progress will be made according to reading ages as children will access a wider variety of books.</p> <p>Children, who read less whilst at home, will</p>	£1000	SLT	

	plausible SSP books to support learning.	<p>Children in Year 1 and 2 will have access to the earlier book bands at home, providing extra reading opportunities and greater variety.</p> <p>Children will be well prepared for KS2 (transition from Reception to year 1 and from Year 2-3)</p> <p>Internal Year 1 phonics screening will have an above average pass rate, in line with previous years.</p>			
Purchase of high interest and topic KS2 books.	Diversity and inclusion books support wellbeing and curriculum knowledge.	<p>Class novels and library books will inspire children and further develop love of reading.</p> <p>Children will continue to be confident readers and children with less confidence will be engaged to read more.</p>	£2000	SLT	
Focused interventions: Identify underachievement, due to lost learning, and provide appropriate support packages to rapidly improve	Additional hours paid for a member of staff to deliver specific support for individual children and groups of learners.	Continued and accelerated progress	£2,480 for intervention staffing	Teachers, support staff and SLT	

pupil progress and attainment.					
Provide exciting opportunities to further practice skills in the wider context with a focus on enjoyment and wellbeing.	See curriculum maps for enrichment.	Positive impact on confidence and extra opportunities for wellbeing-gardening, PSHE, SMEH	£0	Teachers, support staff and SLT	
Total spend:			£5480		

Wider strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Child-led clubs (in bubbles) to nurture independence and to give children a sense of responsibility	Children lead lunch time clubs to support mental wellbeing and a sense of responsibility.	Children have a joy of learning and enjoy spending time with their friends.	£	Class teachers to supervise	

<p>Develop indoor outdoor spaces to facilitate relaxation and mindfulness for staff and children</p> <p>Create animal area with guinea pigs and chickens- enhancement to nurture gardening groups.</p>	<p>High social interactions and enjoyment at break times and lunch times for staff and children.</p> <p>Calming focuses for the children.</p>	<p>Children have outdoor break out zones to relax and socialize.</p> <p>The outdoor areas will have more purposeful zones to raise social and emotional learning.</p>	£	SLT	
Total spend:			£0		

Summary report

What is the overall impact of spending?	
Date	Impact
Autumn 2	<p>All children across school have been discussed through Pupil Progress meetings. Intervention groups have been identified and adult support has been put in place (new TA appointment). All pupils who were identified as WT or WB have made some progress, with a focus on gaps in learning through Covid.</p> <p>Organised clubs have been put on hold due to Covid-19 restrictions.</p>
Spring 2	<p>Coming out of a second lockdown. 100% of children have completed work across school using Seesaw as the main online learning tool. Quality of teacher videos have targeted normal classroom teaching with high expectations. 40% of children in school. Epic! Reading has developed further reading online, due to being unable to give out reading books.</p> <p>The online tracker has allowed for teachers to identify gaps in learning, this has become a priority for learning in English and maths.</p> <p>Organised clubs have been put on hold due to Covid-19 restrictions.</p>
Summer 2	<p>All children across school have been discussed within pupil progress meetings. Gaps continued to be identified and supported through quality teaching first and targeted TA support during lesson time. Small intervention groups continue where needed.</p> <p>Bug Club programme is being used in school, with a potential full subscription to access all areas of Bug Club.</p> <p>Lunch time clubs (animal welfare, gardening club) have been up and running with great success and enjoyment.</p>

How will changes be communicated to parents and stakeholders?

All Covid-19 updates are communicated through the school website, emails and via Seesaw.

Teachers have termly parent meetings via Zoom with a focus on pupil progress and support that is in place.

Final comments

Throughout the two lockdowns, 100% of children engaged with online learning, with great support from parents. This meant that coming back into school, the gaps in learning were not as widespread as expected, although prevalent across the school. Quality first teaching, ensuring standards of teaching is high across school has been a huge factor in children sustaining a love of learning and making progress.

Final spend:

£

7840