

Brindle St Joseph's Covid-19 Catch Up Plan 2020-21

Catch-up plan

School name:	St Joseph's						
Academic year:	2020-21						
Total number of pupils on roll:	95						
Total catch-up budget:	£7600 approx	First installment:	£4,440	Second installment:	£3,160	Third installment:	?
Date of review:	June 2021						

Teaching and whole-school strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
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<p>Review the curriculum in terms of the content and skills which were scheduled to be taught from when the school closed in March 2020 until it reopened widely in September 2020 and then again when we closed for Lockdown 3 in January 2021.</p>	<p>The children will have no gaps in their year group Programme of Study from the academic year 2019-20.</p>	<ul style="list-style-type: none"> The children will have met the standards of attainment that they would have met had we not had the school closure. All areas of the curriculum have been considered and prioritised 	<p>£120 White Rose Premium resources subscription</p>	<p>DD</p>	<p>Subject Leaders and HT worked with staff to identify missed curriculum content for the core and foundation subjects. These were then given time during the week for all year groups – to be reviewed at the Autumn end of term assessment window.</p>
<p>To assess the children using both in class diagnostic assessments for learning as well as more evidence based standardised measures.</p>	<p>We have data to inform our judgements so that we make informed decisions with regard to the catch up curriculum.</p>	<ul style="list-style-type: none"> Staff have good knowledge of the children's attainment and progress against year group objectives. Staff plan and deliver targeted and effective interventions to close gaps based on robust assessment data. 	<p>£1712 NFER Maths, Reading, Spelling tests for all year groups for Autumn, Spring and Summer</p> <p>Reading Plus to support and improve all learners in Y4,5 and 6 at all levels.</p>	<p>DD</p> <p>DD, NR, JA</p>	<p>NFER tests administered during Autumn 2020 and the data used to monitor pupil progress and attainment and to plan accordingly. Reading Plus data in 4,5,6 used to track pupil's 'growth' in reading ages.</p>
<p>Subscribe to online learning platforms to aid remote learning</p>	<p>During lockdown and for homework, children have access to online learning platforms that are linked to NC programmes of study; can be monitored by the teacher; can be pre populated by the teacher with games and quizzes; are fun and interactive.</p>	<ul style="list-style-type: none"> Learning can continue remotely using of online learning platforms to enhance the remote learning offer Remote learning is varied and fun Remote learning and the practice and application of new skills and content can be done quickly and easily on mobile devices Teachers can monitor the time spent on the platforms; the success rate of the child 	<p>Edshed – £182</p> <p>Reading Plus –1st Installment £1890</p> <p>SPaG.com - £154</p> <p>Seesaw full license £300</p>	<p>DD</p>	

		and can give feedback as necessary.			
Total spend:			£4358		

Targeted support

[To complete this section, outline which actions you wish to implement to support individuals or small groups, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Subscribe to NESSY for those children whose developing phonics knowledge is delayed.	<p>We can continue to support these children, exploring their barriers to learning and providing them with appropriate activities, that can be monitored and assessed.</p> <p>We can continue to explore children who we feel may have some aspects of dyslexia.</p>	<ul style="list-style-type: none"> Staff will have better understanding of the barriers these children face in their learning The children will have access to fun learning activities, tailored to meet their needs Their phonics progress will not be slowed during lockdown 	<p>£30 per year for 2 dyslexia screening licenses</p> <p>£40 per year for the NESSY Reading and Spelling programme for 2 licenses</p>	DD NR	
Purchase 'Phonics' programme	To help children in Years 2, 3 and 4 who may have missed, or not fully understood, some of the crucial stages of systematic synthetic phonics teaching in the early years of school.	<p>To help children who are having difficulties with:</p> <ul style="list-style-type: none"> blending phonemes for reading and segmenting for spelling; selecting the correct spelling for long vowel phonemes; 	£60 + £25 booster pack	DD	

		<ul style="list-style-type: none"> • reading and spelling longer words containing adjacent consonants. • reading and spelling words with alternative pronunciations. 			
Employ extra TA support in R/1 and 2/3	To improve reading, writing and spoken English	<ul style="list-style-type: none"> • Children to receive intervention/booster to enable them to meet the year group requirements • Children to receive intensive and targeted support to close the gaps caused by lockdown 2020 	£60 per session for SportsCool classroom support & budgeted TA1 and 1:1 hours to August 2021 £2687	Sportscool, DH, 1:1 teacher support for Intervention	
Utilise additional catch up units of work for Maths	To help all children who need additional support with place value and basic number sense	<ul style="list-style-type: none"> • Revision in place value from previous year's PoS will enable these children to be ready for their current year group's PoS in most/all maths units 	Subscription to WR Premium and Edshed resources – see above	DD JA	
Engage with Pie Corbett live lessons	To help children in Y4 Y5 Y6 with figurative language and composition.	<ul style="list-style-type: none"> • Improved outcomes in writing skills of both grammar and composition • Opportunities for CPD for staff • Opportunities for peer support and assessment with other children in other schools, whether learning remotely or at school. 	£400	DD JA NR	
Total spend:			£3242		

Wider strategies

[To complete this section, outline which actions you wish to implement wider support, for example to parents, or accessing improved technologies, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Twice weekly Zoom sessions	To better facilitate learning remotely during lockdown	<ul style="list-style-type: none"> Better engagement and access to learning 	£	All staff	Awaiting confirmation from the DfE with regards to new Covid funds.
Welfare calls	To keep in touch with families who need more support than others	<ul style="list-style-type: none"> Frequent checks on welfare, home learning; food vouchers; technology access 	£	All staff	Awaiting confirmation from the DfE with regards to new Covid funds.
Staff/admin - parent Emails	Parents are able to ask questions directly	<ul style="list-style-type: none"> Improved communication and sharing of information; query resolution; support and guidance 		All staff	Awaiting confirmation from the DfE with regards to new Covid funds.
Staff laptops	Staff now all have a school laptop to enable them to work from home	<ul style="list-style-type: none"> Improvements to staff wellbeing and access to technologies; improved file sharing between home and school Technology that is fit for purpose for remote learning and home working 	£	All teaching staff	Money to be reclaimed through DFC

Well being	To give the children some enjoyable experiences to promote well-being and mental health.	<ul style="list-style-type: none"> • Reindeer Christmas visit • Magic Show – Spring term • Spring term – daily outdoor learning 	£120 £50	All staff, parents and children	Awaiting confirmation from the DfE with regards to new Covid funds.
Total spend:			£?		

Summary report

What is the overall impact of spending?

Our Remote Learning offer is robust and effective. Parents and children have every opportunity to engage with the learning set by staff and barriers to learning have been identified and efforts made to overcome them. Staff ‘see’ the children twice each week online and are able to interact with them during Zoom and daily through Seesaw. Staff have pre-recorded lessons and other activities to support the learning and also provided 1;1 support videos for any children who need extra support. Staff have also made phone calls to pupils to speak to them directly about their learning. There are various online platforms to supplement the lessons, giving practice and reinforcement as necessary via fun and lively software. Welfare calls are ongoing whenever a child is not present online – where technology is an issue, laptops have been offered to families. Families pick up work packs from school also and regularly change reading books. Most children who are more vulnerable attend school. Where they don’t, staff make contact weekly, if not more, on the telephone.

The curriculum has been adjusted to take into account the lost learning from last year. Additional Maths units have been timetabled along with additional English content from the summer term. Bridging units for English have included objectives from the previous year group. Standardised tests and tests analysis have enabled us to carry out question level analysis to identify further learning that needs to take place. Pupil Progress meetings have taken place to discuss further strategies to embed year

group objectives successfully. These will be reviewed periodically later on in the year. Attainment and pupil progress data will be reported to governors in the spring term.

How will changes be communicated to parents and stakeholders?

Via the school website, Parentmail, letters home and emails for parents and via governor meetings.

Final comments

Final spend: