

Catch up Funding – 2020/21

1. Summary information				
School	Christ the King Catholic Primary School		Report written by:	Clare Tickel
Academic Year	2020-2021	Total number of pupils on roll	357	Total estimated budget £27,520
Known impact of Covid-19 school closure	<ul style="list-style-type: none"> • Poor engagement with some year groups during lockdown 1 and 2 and during slrf-isolation periods in Autumn 2020. • Mental health and well0being of pupils and families. • Interrupted provision due to staff and pupil absence and periods of self-isolation. 			
Key priorities	<ol style="list-style-type: none"> 1. High-quality teaching for pupils whether in school or remote learning 2. High-quality catch up learning <ul style="list-style-type: none"> ✚ High quality one to one and small group tuition ✚ Teaching assistants and targeted support ✚ Academic tutoring ✚ Support for pupils with SEND 3. Support social, emotional and behavioural needs of pupils 			

Teaching					
Action	Intended outcome	Success will be measured by	Implementation	Staff lead/cost	Review
High-quality teaching for all	Pupils learn more and remember more – consistent approach across each phase and school.	Accelerated progress in maths and English (spelling, grammar and punctuation) for all pupils.	QFT is the single most effective strategy for closing learning gaps. Staff peer coaching implemented to ensure consistent pedagogy.	Mr Cooper	
Effective diagnostic assessment	Identify the attainment of all pupils in RWM	Accurate assessment informs teachers of pupil attainment and next steps – identifies pupils for catch up tuition and intervention.	Purchase PIRA tests Use Non-negotiables in Maths NMM writing assessment for Y1-6	Mrs Lord Trust Funded £500	
Support for remote learning	All pupils have access to IXL at home to supplement their remote or in school learning. All pupils have access to a laptop.	Remote learning engagement is a key indicator and correlates with pupil progress.	IXL – close and systematic tracking of pupil progress. Monthly report and analysis.	Mr Cooper Trust funded DfE funding	
Professional Development	Consistent understanding of how pupils learning and consistent pedagogy across phases.	CPD evaluations and CPD report to LGB	A focus on Rosenshine and curriculum, including Power Maths and RWI CPD. Wellbeing CPD by EP and Virtual School services. Teaching Walktrus books.	Mrs Perry £1,000	

Targeted academic support					
Action	Intended outcome	Success will be measured by	Implementation	Staff lead/cost	Review
High-quality one to one and small group tuition	Assessment identifies intervention groups	Entry and exit assessments demonstrate impact of tuition. RWI and RWM assessments.	Additional Teachers provide additional tuition for groups of 3-5 pupils in KS1, LKS2 and UKS2.	Mrs Perry £7,000	
Teaching Assistants and targeted support	The maths and reading catch-up interventions for identified pupils will close the gaps in R&M so that pupils are on track to achieve ARE.	Entry and assessments demonstrate impact of targeted intervention. Impact assessments completed at the end of each 6 week block.	RWI Fresh Start programme – training for TAs and teachers. Termly assessment tracks progress. Trained maths TA leads after school intervention for KS1 and LKS2 pupils. RWInc assisted blending and reading practise – pm catch up.	Miss O'Sullivan RWI £1,138 Mrs Luford TAs £7,500	
Academic tutoring	Accelerated progress of targeted individuals to reach ARE.	Pupils who benefit from the NTP will have their progress tracked each half term.	National tutoring programme applied for 1:1 tuition for Y6 and Y5 pupils.	Mrs Lord £10,000	
Planning for pupils with SEND	SEND pupils achieve targets in individual plans.	Review meeting evaluations with professionals and parents.	Team around the School meet half termly and identify support. PLPs, PEPs and Behaviour plans.	Mrs Perry	

Wider approaches					
Action	Intended outcome	Success will be measured by	Implementation	Staff lead/cost	Review
Support pupils social, emotional and behavioural needs	Improved pupil engagement and improved attendance of vulnerable pupils.	Pupil engagement with remote learning is at least good – engagement tracking indicates good (80%+) engagement. Attendance of vulnerable groups improves 96%+ attend school. School Council evidence strategies implemented to improve wellbeing.	TRICK Box and wellbeing activities implemented– including opportunities for pupils to practice skills away from screens. Incentivise improvements in attendance – including vouchers. BCP signposting for Wellbeing and Mental Health support.	Mrs Perry Mrs Hodge	
Support for parents	Pupils' engagement with remote and home learning is improved therefore accelerated progress in RWM for all pupils.	Parent questionnaire – February 2021	Regular communication with parents: phone calls, virtual meetings. Well-being resource page set up with resources for mental health and signposting to support groups. Loan of resources to support learning, e.g. laptops, reading books, RWI kits, maths kits.	Mrs Hodge Mrs Perry	