

Catch up Funding – 2020/21/22

1. Summary information					
School	St Joseph's Catholic Primary School, Poole.			Report written by:	Neil McDermott
Academic Year	2020/2021	Total number of pupils on roll	376	Total estimated budget	£30,560 (<i>allocated £30,200</i>)
Known impact of Covid-19 school closure	<ul style="list-style-type: none"> • Pupils who have been out of school show less resilience on task, particularly with written recording activities. This is particularly evident with pupils with SEN. On average writing ARE across the school at 70% (below RD and MA). • Resilience and perseverance are poorer with the younger pupils in school (Y4 and below) • YR pupils starting in September have poorer social skills and learning behaviours. Typically, pupils are unable to sit together on the carpet for a short time; move between learning activities swiftly; tend to play alongside peers rather than interact with each other. On entry 41% pupils are at typical attainment with speaking low at 28% typical. 				
Key priorities	<ul style="list-style-type: none"> • Phonics and early reading provision and progress in KS1. This is particularly a focus for Y2 cohort who have not been in school since March 2020. (Current Y1 were in school during summer 2020). • Support for Y4 cohort which has, in relation to other year groups, a higher proportion of pupils with SEN and vulnerable pupils, a significant number of which did not access school provision during Lockdown. • Language development in Reception and Y1. YR have begun school with lower language skills than typical. Y1 attendance during summer term 2020 at 60%, resulting in lost learning and language acquisition for those children not at school. 				

Teaching

Action	Intended outcome	Success will be measured by	Implementation	Staff lead/cos	Review
Recruit a p/t morning only TA to support Early Reading and Phonics provision in Y1 and Y2	<p>Twice daily small grouped targeted phonics sessions result in accelerated progress.</p> <p>Daily reading linked to phonics acquisition leads to greater fluency and engagement in reading.</p>	<p>Phonic attainment at the end of Y2 to be at 85%. Y1 at 85%.</p> <p>School fluency assessment indicates 70% of cohort reading fluently</p>	<p>TA deployed across Y2 cohort to give smaller groupings. Grouping's ability matched. Two phonics sessions daily.</p> <p>Early reading provision developed to ensure link between phonics taught and early reading sessions. TA gives smaller groupings and increased opportunities to read for lower groupings.</p> <p>Home reading and expectations in place (3 read rule)</p>	£8,800 (20 hours) to July 2021	<p>Y1 phonics attainment: Dec 2020 65%; Jun 2021 81%</p> <p>Y2 phonics attainment: Oct 2020 62%</p> <p>Y2 April reading fluency 30%; July reading fluency 58%.</p> <p>Impact in Y1 good. Impact in Y2 not as successful due to staffing illness (2 x TAs on long term sick)</p>

Targeted academic support

Action	Intended outcome	Success will be measured by	Implementation	Staff lead/cos	Review
Recruit a p/t TA to provide support for LA pupils in Y4 lessons	SEN and LA pupils in Y4 routinely engage in lessons. Work in books shows sustained learning and appropriate level of challenge and support.	<p>90% of pupils with SEN meet their curricular targets.</p> <p>85% of pupils in Y4 make expected progress in MA, RD, WR.</p>	<p>Appropriate differentiation in place. Explore lesson structure which can give teacher overview of learning for all.</p> <p>New TA work alongside Inclusion Lead to develop best practice when supporting pupils – promoting independence.</p>	£8,800 (20 hours) to July 2021	<p>Due significant disruption by one child, TA used to support individual out of class. This enabled teachers to focus on learning of class group. As a result, proportion of Y4 making expected progress: RD 71%: WR 71%: MA 73%</p>

Deliver language intervention (NELI) to identified pupils in YR and Y1.	Targeted pupils make good progress with language development using 'NELLI' scheme	Pupils make good progress as indicated within the intervention criteria	Identify adults to deliver intervention. 2 TA for 4 hours a week for 20 weeks. Staff training in the delivery of the intervention 12 hours training TAs, 5 hours training for teacher – staff release time required for this. Base line assessments taken place. Intervention reviewed at suitable points.	£1,600 £400	Plan to deliver 10 hours in YR; 10 weeks delivered in Y1. Two groups. So far 7 weeks completed in YR. Initial indicates good progress. Evaluation after completion of initial 10 weeks: March 0% on track; July 56% on track for GLD
To provide p/t TA support for underachieving Y3 cohort for the Autumn term 2021.	Additional TA creates smaller groups to focus on RD and WR skills.	Phonic attainment at 85% in Y3. Increase in reading fluency scores from 58% to 75%. 90% of pupils achieve biweekly writing targets.	TA deployed across Y3 cohort to give smaller groupings. Grouping's ability matched.	£3,800	Teacher assessment indicate that attainment in phonics rose from 62% to 90% in Aut 21. Writing attainment rose from 50% to 58% ARE during Aut term. Autumn fluency at 64% (Y3) 90% children meeting writing targets.
Wider approaches					
Action	Intended outcome	Success will be measured by	Implementation	Staff lead/cos	Review

<p>To provide a 'Forest School' curriculum</p>	<p>Social skills: children will gain increased awareness of the consequences of their actions on peers through team activities. Communication: language development will be prompted by the children's sensory experiences. Motivation: the woodland will generate keenness to participate and the ability to concentrate over longer periods of time. Physical skills: increased physical stamina and gross and fine motor skills.</p>	<p>For pupils in EYFS improved outcomes in: - self-regulation - managing self - speaking - self-regulation - fine and gross physical development</p> <p>Improved PSE scores for pupils throughout school</p>	<p>A member of staff to attend Dorset Forest School Training. (9 days of training plus specialist first aid course) Development of forest school curriculum: EYFS – Yr6. Improvement of environmental garden for forest school area</p>	<p>£5000</p>	<p>During autumn term 2021; 18 Y1 pupils attended Forest School. 60% of pupils who were working below ELG made good progress and 100% of pupils who attained ELG made good progress.</p> <p>Focus on concentration span and engaging in teacher instruction for growing amount of time for Spring 2022.</p> <p>Personalised targets given.</p>
<p>Purchase online resources to assist in both school and remote learning</p>	<p>Online resources used in a blended model of learning resulting in increased engagement of pupils and consolidation of key skills.</p>	<p>Increased engagement in remote learning to 70% 'good' engagement by Easter 2021</p>	<p>Purchase resources: Timetables Rockstars; Ninja vocabulary; Reading Planet Online.</p> <p>Resources demonstrated in school. Resources clearly signposted by teachers. Expectations set and teachers monitor engagement levels.</p>	<p>£800</p>	<p>In Y5, 100% of pupils have engaged in homework activities (in and out of school). Aim to widen engagement across Upper School from Sept 2021.</p>

<p>To purchase a suite of standardised tests for Y3,4,5</p>	<p>Ensure accurate assessment of pupil outcomes and provide formative information.</p>	<p>Informed teacher assessment and clear analysis of pupil misconceptions</p>	<p>Purchase resource (Test Base Reading and Maths Tests). Analysis of pupil performance. Address misconceptions following tests.</p>	<p>£1000</p>	<p>Planning has shown a focus on key gaps in understanding.</p>
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