



St Clare's Primary School

Covid Catch-Up Plan and use of DfE Funding

Last updated: 21st November 2020



Tier 1 – Teaching

Objective One	Assessment Identify gaps in learning for all pupils in English and maths Establish a baseline assessment for English and maths for all pupils				
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Impact Evidence – Ongoing
Children in Year 2 and Year 6 to complete a set of past SATs papers	By 11/9/20	Class teachers	Photocopying	JB	Baseline assessment for children due to take statutory tests this year established
All children in KS2 to complete NFER standardised tests from the Pentecost Term of the year group below	By 4/9/20	Class teachers	Unused tests from Pentecost Term	JB	Accurate attainment data for pupils established, from which teachers can analyse gaps
All children to complete a writing assessment	By 4/9/20	Class teachers	None	JB	Accurate attainment data for pupils established, from which teachers can analyse gaps
All children to complete the Vernon spelling test	By 4/9/20	Class teachers	None	JB/JL	Accurate attainment data for pupils established, from which teachers can analyse gaps
Year 4 children to complete a baseline times table test	By 4/9/20	Class teachers	None	JB	Accurate attainment data for pupils established, from which teachers can analyse gaps
All children in Yr1 & 2 to complete a phonics assessment	By 4/9/20	Class teachers	None	JB/ML	Accurate attainment data for pupils established, from which teachers can analyse gaps
Children in Year 2 to complete a phonics screen	By 4/9/20 (assessment) By 05/12/20 (actual screen)	Class Teachers JB/ML	None	JB/ML	Accurate attainment data for pupils established
Children in year 3 who failed the phonics screen in year 1 to complete an assessment	By 4/9/20	GK	None	JB/ML	Accurate attainment data for pupils established, from which teachers can analyse gaps

All children on the SEND register to complete small steps assessment, common exception words and other assessments as deemed relevant by the SENDCo	By 30/9/20	Class teachers	None	JL	Accurate attainment data for pupils established, from which teachers can analyse gaps
GAPs analysis on all papers. Identify any common areas.	Collated data to JB by 14/9/20	JB	Time	JB	Seating plan can be , catch up sessions and key learning which needs re-teaching is identified
Continuous assessment through lessons. Use of questioning to establish if the gaps are due to extended absence or material not fully understood.	Ongoing	Class teachers	None	SLT	Work will match the needs of the cohort Lesson observations show that questioning can challenge all
Additional data drop in Advent 1 in reading, writing, maths and RE	14/10/20	Class teachers	Staff meeting time	JB	Those requiring additional support from TA or Academic Tutor can be easily identified

Objective Two	Reading Maximise progress through accurate assessment and accurate matching of reading books to ability Promote a love of reading				
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Impact Evidence – Ongoing
Purchase PM Benchmarking Assessment Kits Introduce these to staff	By 30/9/20 Advent 2	JB	£600 Time	JB/ML	Ongoing accurate identification of gaps in reading Books children are reading match their attainment to drive progress
Class teachers read to their class every day	Ongoing	Class teachers	None	JB/ML spot checks	Children have good reading modelled to them on a daily basis Children will access wider vocabulary Children will develop a love of reading
Ensure that books in EYFS and KS1 match the child's phonics ability	Ongoing	Class teachers	Use Scholastic Rewards to obtain new books at zero cost	JB/ML	Progress is maximised as reading books match ability
Whole class reading is timetabled for at least 20 minutes per day Gaps can be addressed during the additional 2 hours timetabled for English and maths catch up sessions	Ongoing	Class teachers	Time	JB	Teaching of reading is robust, enabling gaps in children's learning to be filled and progress maximised
Provide opportunities for children to read across the curriculum	Ongoing	Class teachers	None	JB/ML	Children have additional opportunities to practise reading under adult supervision Children will access wider vocabulary
Purchase phonic decodable books for older children	By 30/9/20	JB	£180	JB/ML	KS2 children who have yet to pass the phonics screen have age appropriate books to support rapid progress
Phonics training for all staff	By 30/11/20	JB	£250	ML	Phonics teaching and learning is improved
Improve phonics resources	By 30/11/20	JB	£171	JB	All staff have appropriate resources

Objective Three	Writing Maximise progress through accurate assessment and re-teaching of gaps identified Provide opportunities for children to write across the curriculum				
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Impact Evidence – Ongoing
At least one extended piece of writing completed each week (any subject)	Ongoing	Class teachers	None	JB/ML	Children have the opportunity to demonstrate their writing ability Gaps in learning can be identified and re-taught as necessary
Discrete handwriting lessons timetabled every week	Ongoing	Class teachers	None	JB/ML	Children’s handwriting is neat, joined (where applicable) and demonstrates children’s pride in their work
Discrete spelling lessons timetabled every week	Ongoing	Class teachers	None	JB/ML	Gaps in spelling rules and high frequency words are identified and filled
Short grammar quizzes undertaken every week beginning with the year group two below (Year 4 begin with Year 2 quizzes etc.)	Ongoing	Class teachers	Photocopying	JB/ML	Gaps are easily identified to be re-taught during catch up sessions so that progress is maximised

Objective Four	Phonics Maximise progress through accurate assessment and re-teaching of gaps identified				
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Impact Evidence – Ongoing
Phonics is to be taught daily in EYFS and KS1	Ongoing	Class teachers and support staff	Refresher training for all staff	JB/ML	Daily phonics lessons will show that the children are making good progress
Staff to be given training and have opportunity to observe phonics being taught by other members of staff. Monitoring of phonic sessions to be conducted by ML. Weekly drop ins and feedback.	Ongoing – half termly	Class teachers and support staff	Time	JB/ML	All staff feel confident teaching phonics and monitoring is effective
Assessments to take place half termly and groups adjusted accordingly to ensure challenge and support for all	Ongoing – half termly	Class teachers and support staff	None	JB/ML	Children requiring additional support identified and support is implemented as soon as possible

Objective Five	Maths Maximise progress through accurate assessment and re-teaching of gaps identified				
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Impact Evidence – Ongoing
Short arithmetic/counting quizzes undertaken every week beginning with the year group two below (Year 4 begin with Year 2 quizzes etc.)	Ongoing	Class teachers	Photocopying	JB/KG	Gaps are easily identified to be re-taught during catch up sessions so that progress is maximised
All children to complete the previous year's end of unit White Rose maths assessment for each unit before they are taught	Ongoing	Class teachers	None	JB/KG	Accurate attainment data for pupils established, from which teachers can analyse gaps
Teaching follows the amended White Rose long term plan which allows additional time for key learning from the previous year group	Ongoing	Class teachers	None	JB/KG	Gaps from previous year are filled
Gaps identified during lessons and quizzes are addressed during additional two hours in the timetable for catch up sessions in English and maths	Ongoing	Class teachers	Time	JB/KG	Progress is maximised through the efficient filling of gaps in learning
Timetables weekly sessions for explicit times tables teaching/practise in Year 4	Ongoing	JP	Time	JB/KG	Children are well prepared for the Multiplication Tables Check

Objective Six	Other subjects Ensure that all pupils are taught all of the National Curriculum objectives, and Diocesan objectives in RE				
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Impact Evidence – Ongoing
Objectives not taught in Pentecost last year are mapped into current year's/subsequent year's curriculum maps	By 30/9/20	Class teachers	Staff meeting time	JB	Curriculum maps are updated to ensure that missed objectives are taught in suitable subsequent units so that all objectives are taught

Tier 2 – Targeted Academic Support

Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Impact Evidence – Ongoing
Increase TA hours by 7 hours a week to provided targeted support to groups/individuals	Advent 2 – Lent 2	DW	£2400	JB/SLT	Targeted support is provided to those children needed it in order to maximise progress
To recruit an academic tutor to support with the catch up curriculum	Ongoing	CMAT JB	£5000	JB/SLT	Targeted support is provided to those children needed it in order to maximise progress
Establish booster groups for Year 6 children identified as needing additional support	3 x 1 hour sessions Advent 2 – SATs	JB/KN	Time	JB/KN	Interventions will be in place for those needing targeted support in order to fill gaps in learning Children will be best prepared for the KS2 statutory tests
Children in Year 2 who do not pass the phonics test in Advent 2 will need targeted support	Lent and Pentecost Terms	Class teachers and support staff	Time	JB/ML	Interventions will be in place for those needing targeted support in order to fill gaps in learning
Children in Year 3 who failed the phonics test in Year 1 need screening. Extra support for these children if they still do not pass the screen.	Ongoing	Class Teachers and support staff	Time	JB/ML	Interventions will be in place for those needing targeted support in order to fill gaps in learning

Tier 3 – Wider Strategies

Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Impact Evidence- Ongoing
All staff to closely monitor children to see if there has been any negative impact on the child's wellbeing and emotional state of mind	Ongoing in Advent 1	All staff	None	SLT	All children will have settled back into school life and will be ready to learn
Class teachers to identify which children in their class last year were in school during lockdown; which engaged fully with home learning and which they consider to be vulnerable – this information to be passed to this year's class teacher	By 28/8/20	Class teachers	None	JB	Class teacher has an overview of those likely to need additional support with settling back into school life and can seat them in their classroom accordingly
SENDCo to work five additional days to clear backlog of support which was halted due to lockdown	September 2020	JL	£1130	JB	All SENDCo support work will be up to date ensuring that all child needing SEN support, receive it
Increase TA hours by 1 hour per week to run 2 x ½ hour social club at lunch to support children struggling to readjust to school life	October to Lent 2	LC	£300	JB	Children who attend the club interact better with their peers and exhibit positive behaviour for learning in the classroom
Children identified as needing additional social, emotional, SEN support to receive in-house support	Ongoing	Class teachers and JL	None	JB/JL	Children interact better with their peers and exhibit positive behaviour for learning in the classroom
Children identified as needing outside support to receive it from the appropriate agency – for example, Joe Dawson (Trust Ed. Psych), Autism Outreach etc.	Ongoing	JL	Variable according to need	JB/JL	Children interact better with their peers and exhibit positive behaviour for learning in the classroom

Through the Catholic Life of the school children are given the opportunity to raise questions, discuss and offer support to each other	Ongoing	All staff	None	JB	Children have the opportunity to express worries which can then be addressed in an appropriate manner
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Summary of Expenditure

	Credit	Debit
Allocated funding (£80 x 186 pupils)	£14880	
PM Benchmark Kit		£600
Phonics books for older children		£180
Phonics training		£250
Phonics Resources		£171
TA hour increase		£2400
Academic Tutor		£5000
SENDCo additional hours		£1130
Lunchtime social club		£300
Total expenditure to date		£10031
Remaining funding	£4849	