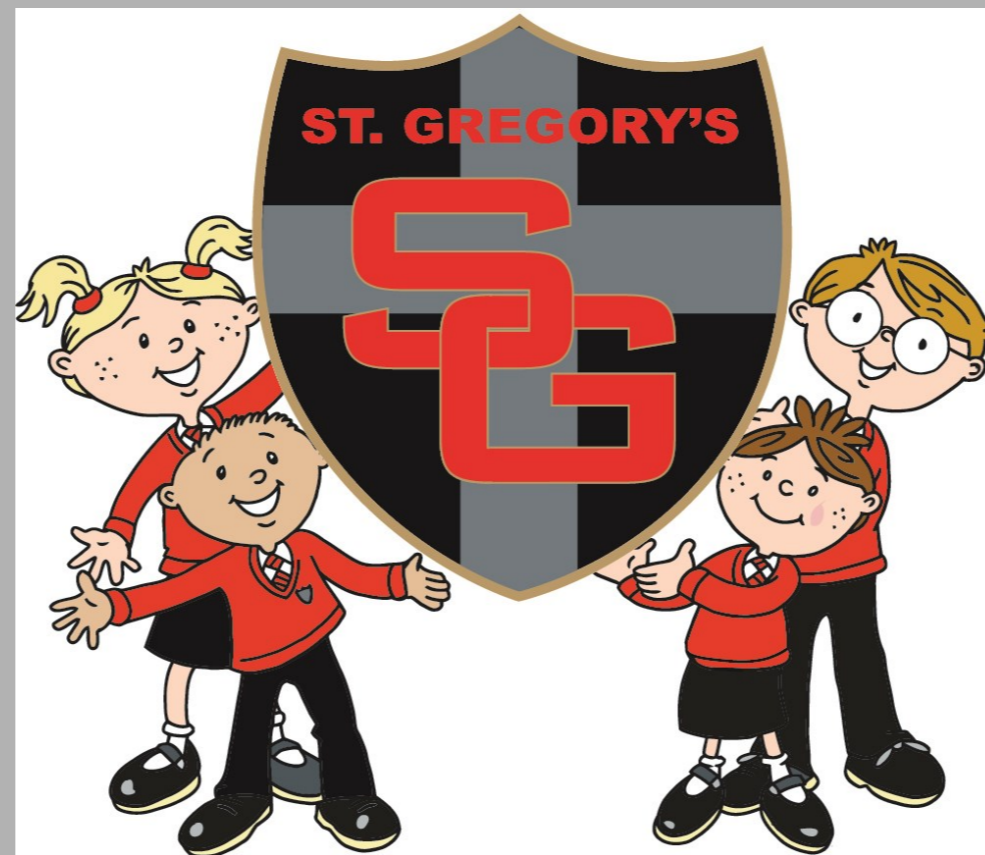


St Gregory's Catholic Primary School

Catch Up Funding Report



2020-21

St Gtegory's Catholic Primary: COVID-19 Catch Up Funding Report

2020-21

| Pupils On Roll | Catch Up Funding Per Pupil | Total Catch Up Funding so far.. |
|----------------|----------------------------|---------------------------------|
| 217 | £ 47 | £10,130.00 |

Context

- School closed on Friday 20th March, 2020.
- St Gregory's opened for Vulnerable & Key Worker Children on Monday 23rd March, 2020.
- St Gregory's remained open for these children throughout the holidays and half terms with the exception of one week in June. This week was used in preparation for the wider reopening for additional year groups.
- Home learning activities were provided for all age groups from the start of lockdown. Four rest weeks were used to ensure the children and their families did not become overwhelmed by home schooling. These four weeks represented the four weeks of holidays the children would have taken between the start of lockdown and the end of the Summer Term.
- School employed a phased reopening for Reception, Year 1 and Year 6 pupils.
- Lockdown represented a long period of time without face to face directed teaching.
- The school employed a bridging curriculum at the start of the Autumn term, 2020 in order to ensure that all pupils were physically, emotionally and academically prepared for a return to the full curriculum.
- The Autumn Term has seen pupils settle back into full time education.
- The Autumn Term has been used to assess the physical, emotional and academic needs of our pupils.
- Specific areas for development have been identified and this document outlines the plans we have in place to address these needs.

St Gregory's CATHOLIC Primary School

COVID-19 Catch Up Funding Report: 2020-21

Rationale

In order to utilise the Catch Up Funding effectively, we have considered the research undertaken by the Education Endowment Foundation alongside our own knowledge, experience and professional judgements. Consequently, we will ensure that our Primary Areas of Focus will be developed and strengthened through the use of three key strategies: high quality education for all pupils, targeted academic support for specific pupils and additional provision for our school family.

Our Curriculum WILL...

- *Cover the needs of all children as empathetically and as professionally as possible*
- *Ensure sustained, long term progress is made by all*
- *Be exciting, rewarding and enjoyable*
- *Ensure that all children feel valued, respected and confident*
- *Prepare our children for the next stage in their educational journey*

Primary Areas of Focus

- *Emotional wellbeing*
- *Social skills & peer interaction*
- *Effective learning skills & habits*
- *Core academic skills, processes & knowledge*
- *Physical education & wellbeing*
- *Transition & preparation*

Our Curriculum WILL NOT...

- *Look for short term, quick fixes*
- *Result in additional pressures for our children, our families or our staff*
- *Be driven by ticking off objectives from a list*
- *Negatively highlight what has been missed as a result of lockdown*

Quality Education for All Pupils

- *Effective and appropriate professional development*
- *High quality, well structured teaching for all pupils*
- *Effective use of diagnostic assessment*
- *Effective use of formative assessment*
- *High quality support and feedback*
- *Access to remote learning which mirrors our in-school provision as closely as possible*

Specific Targeted Support

- *High quality one-to-one tuition*
- *High quality group tuition*
- *Scaffolded programme of support activities being delivered by teachers*
- *Effective use of Teaching Assistants*
- *Effective planning for pupils with Special Educational Needs & Disabilities*
- *Effective planning for vulnerable pupils*

Additional Provision

- *Identification and support for specific social, emotional, physical and behavioural needs*
- *Effective use of PSHE curriculum*
- *Effective use of PE curriculum*
- *Effective use of outdoor curriculum*
- *Regular and valuable communication with parents and carers*
- *Planned and reactive support for our families*

St Gregory's CATHOLIC Primary School

COVID-19 Catch Up Funding Report: 2020-2021

Primary Areas of Focus

| Outcome | Key Roles | Time Scale | Action | Resources | Progress & Impact |
|---|--|------------------------------------|---|--|-------------------|
| <p>Emotional wellbeing:</p> <p>Ensure that all pupils receive the support necessary in order to strengthen their emotional health.</p> | All Classroom Staff | Sept, 2020 Oct, 2020-July, 2021 | <ul style="list-style-type: none"> All staff to receive appropriate CPD in order to facilitate or access any emotional support required. Effective use of professional services, as and when required. Greater emphasis on pupil wellbeing in all curriculum areas. Greater emphasis on physical, curriculum, including the use of some yoga activities. Greater emphasis on PSHE curriculum. Strong communication between all stakeholders regarding emotional wellbeing. Continued use of praise, acknowledgement and reward. | <p>CPD evenings.</p> <p>Online CPD resources.</p> <p>Professional services</p> | |
| <p>Social skills & peer interaction:</p> <p>Ensure that all children have the opportunities to interact appropriately with their peers in a variety of different contexts.</p> | Class Teachers Teaching Assistants Welfare Staff Wrap Around Care Staff | Sept, 2020 Oct, 2020-July, 2021 | <ul style="list-style-type: none"> Bridging curriculum employed at the start of new academic year. Teacher released for 1 day a week. Flexibility in curriculum delivery in order to promote peer interaction. Highly staffed break times and lunchtimes in order to help facilitate peer interactions and mediate any disputes. Small group activities requiring cooperative interaction and discussion. Problem solving, STEM and construction challenges. Free play and learning opportunities. Strong communication between parents, classroom staff, welfare staff, wrap around care staff and SLT. Intervention strategies employed for any children requiring support. | <p>Staffing Timetable</p> <p>Online Resources</p> <p>Bubble Timetables</p> | |

St Gregory's CATHOLIC Primary School

COVID-19 Catch Up Funding Report: 2020-2021

Primary Areas of Focus

| Outcome | Key Roles | Time Scale | Action | Resources | Progress & Impact |
|---|---------------------------|--|---|---|-------------------|
| <p>Effective learning skills & habits:</p> <p>Ensure that all children have the time and opportunity to redevelop and strengthen the learning skills and habits they had before lockdown.</p> | All Classroom Staff | Sept, 2020 Oct, 2020- July, 2021 | <ul style="list-style-type: none"> Bridging curriculum employed at the start of new academic year. Positive modelling, praise, recognition and reinforcement of good learning styles, skills and habits by all classroom staff. Flexibility in curriculum delivery in order to provide greater opportunities to develop effective learning skills and habits. Use of metacognitive strategies to support independent learning skills and resilience. | <p>CPD evenings.</p> <p>Praise & Reward systems.</p> <p>Celebration Worship</p> | |
| <p>Core academic skills, processes & knowledge:</p> <p>Ensure that any areas of reading, writing and number work which require support, are developed, strengthened and practiced regularly.</p> | HT All Classroom Staff | Oct, 2020- July, 2021 | <ul style="list-style-type: none"> Effective professional development. Effective use of diagnostic & formative assessment, once all children have settled back into school life. Effective use of feedback for in-school academic and home learning activities. High quality, well structured teaching for all pupils. Effective use of teaching assistants. High quality, teacher led intervention for any pupils requiring additional support. Strategic deployment of additional teaching hours to support those children requiring the most support. Positive reinforcement of pupils' strengths throughout all teaching and intervention activities. Regular opportunities to practise and develop core academic skills, processes and knowledge. Access to remote learning provision, during any period of COVID related absence, which mirrors our in-school provision as much as possible. Effective planning for all SEND and vulnerable pupils | <p>CPD evenings.</p> <p>Online CPD resources.</p> <p>Professional services</p> <p>Moderation meetings.</p> <p>Pupil Progress meetings.</p> <p>Remote Learning Platforms</p> | |

St Gregory's CATHOLIC Primary School

COVID-19 Catch Up Funding Report: 2020-2021

Primary Areas of Focus

| Outcome | Key Roles | Time Scale | Action | Resources | Progress & Impact |
|---|--|-----------------------------------|--|--|-------------------|
| <p>Physical Education & wellbeing:</p> <p>Ensure that all children are physically healthy and have access to regular, high quality Physical Education.</p> | <p>Class Teachers</p> <p>Teaching Assistants</p> <p>Welfare Staff</p> <p>Wrap Around Care Staff</p> <p>CSSP Staff</p> | <p>Sept, 2020- July, 2021</p> | <ul style="list-style-type: none"> Greater emphasis on physical wellbeing in all curriculum areas. Greater emphasis on PE curriculum. Use of C4L staff to deliver additional PE sessions. Use of CSSP staff to deliver extra curricular sessions for all age groups when local and national restrictions allow. Greater emphasis on outdoor learning. Regular outdoor provision during wraparound care sessions. Use of virtual PE activities during any period of COVID related absence. | <p>CSSP Staff</p> <p>C4L Staff</p> <p>Virtual Resources</p> <p>Remote Learning Platforms</p> | |
| <p>Transition & preparation:</p> <p>Ensure that all pupils are prepared for the next stage in their academic journey, especially those children changing classes, Key Stages or schools.</p> | <p>HT</p> <p>Class Teachers</p> <p>Teaching Assistants</p> <p>Parents</p> <p>High School Staff</p> <p>Nursery/Pre-School Staff</p> | <p>Summer Term, 2021</p> | <ul style="list-style-type: none"> Strong communication and information sharing between all stakeholders, including Nurseries and High Schools. Effective use of pupil voice in order to identify areas of concern or areas requiring support. Series of 'Moving Up' days. Effective use of well structured academic activities. Effective use of well structured pastoral activities. Pupil wellbeing intervention, when required. Pupil academic intervention, when required. | <p>Transition Meetings</p> <p>Transition Days</p> <p>Teacher Release</p> | |