

Improvement Area - Catch Up Premium 2020/2021					
Key Priority:		Finance:			
To effectively deploy Catch-up Premium resources to: support teachers in their delivery of high quality teaching for all pupils; identify pupils most in need of intervention (year groups with statutory testing, pupil premium children, clinically especially vulnerable, SEND...) and provide appropriate support and consider pupils' non-academic needs and provide appropriate intervention.		£27,360 (£80 x 342 pupils)			
Context					
Government funded - Allocation is calculated on a per pupil basis, each St Joseph's registered student receives a total of £80. School leaders have created this report using EEF guidance.					
Assesment Headlines					
KS1 pupils returned to school with a phonics and reading deficit. Attitudes and behaviour have been excellent.					
KS2 pupils behaviour and attitudes have been excellent since their return. Teachers' assessments have shown that for the majority of pupils, there are gaps which are recoverable through a recovery curriculum. For some, targeted intervention is required.					
Digital surveys have identified a gap in provision. Equipment will be purchased to plug this.					
Teachers' assessments show that pupils' understanding of cultural diversity has been eroded during lockdown.					
Success Criteria					
1	Successfully applied tiered model that focuses upon high quality teaching				
	The implementation of a high quality phonic programme for all pupils in F2 and KS1 results in age appropriate reading success for all pupils, regardless of background, needs or ability.				
	Existing phonic approaches are refined and developed alongside the new phonic programme.				
	Teachers have developed their expertise in delivery of phonics. Their approach is consistent.				
	Additional reading books (closely matched to the school's phonics programme) have been purchased.				
	IT equipment purchased by school plugs digital gaps.				
2	Targeted academic support				
	Early reading for young children is secured through a focused approach in identifying gaps - regular phonic checkpoints (half termly) identify any pupil who is falling behind the programme's pace.				
	Phonic intervention is offered immediately when gaps are identified.				
	Pupils make good progress from their different starting points through effective 1:1/ Group tuition (Assessment, Tracking, Books)				
	Y6 pupils pupils who have fallen behind will make planned progress.				
3	Wider strategies				
	MEAS intervention to support children for whom English is an additional language and missed social interaction an dlanguage aquisition opportunities during lockdown				
	Enhance parental engagement through use of an online conferencing system.				
	Accountable Bodies have a clear understanding of our use of catch up premium (CO reports/HT reports)				
Tiered Model Approach number	Actions	Lead person	Time Scale (Start and End dates)	Training / CPD needs	Resources/Costs/Time
1	Commision English Hub to undertake initial needs audit to identify next steps and Action Plan.	HT SB	October		Release day for SB (£200)
1	Purchase online training for Read, Write, Inc.	HT SB	October		£3825 for online
1	Reading lead, HT and DHT attend full day training.	HT DHT SB	October		Release day for SB (£200)
1	Purchase reading scheme.	HT SB	October		£7984 for books
1	Set up online Oxford Owl reading library for home access	SB	November		£189 online
1	Whole school INSET day on RWI delivered by Reading Lead and HT.	SB HT	October		INSET time
1	Purchase supporting resources (posters, mag boards, flash cards etc).	SB	November		£578 for handbooks £600 for materials
1	Initial assessment of all children in EYFS, Y1 and Y2 to ensure correct groupings	DHT	October and half termly		DHT time
1	Staff to identify KS2 children still working at phonic level and then design appropriate intervention/support.	All staff	October and half termly		
2	Use teacher assessment and gap analysis to identify key groups of children to be targeted through additional tuition outside of school hours	All teachers	Autumn	NA	
1	Purchase additional technology & devices to support home or blended learning	HT DHT, Hi Impact	October	NA	DfE funded & as required following survey (£1000)

2	Deliver highly effective small group tuition across Yrs 1-6	HT , DHT, Class Teachers	Spring	NA	£30 per hour per teacher (allocate £1000)
3	Liase with MEAS to review current SLA and take out additional package of support for 1:1 work with identified pupils	HT SENDCO	November		£600
3	Purchase and set up School Cloud	HT	January		£1,000
	Employ additional staff to support Year 1 children who have been affected by not completing EYFS with a focus on language and communication	HA CT	October		£2,000
1	Employ additional staff on a temporary basis to support core learning in English and Maths in Year 6	SC MN	November		£1,600
					£6584 contingency to allocate in Spring term based on needs assessment
		Autumn review	Spring Review	Summer Review	
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	Teachers have developed their expertise in delivery of phonics. Their approach is consistent.				
	Additional reading books (closely matched to the school's phonics programme) have been purchased.				
	IT equipment purchased by school plugs digital gaps.				
	Early reading for young children is secured through a focused approach in identifying gaps - regular phonic checkpoints (half termly) identify any pupil who is falling behind the programme's pace.				
	Phonic intervention is offered immediately when gaps are identified.				
	Pupils make good progress from their different starting points through effective 1:1/ Group tuition (Assessment, Tracking, Books)				
	Y6 pupils pupils who have fallen behind will make planned progress.				
	MEAS intervention supports pupils' understanding of cultural diversity.				
	Accountable Bodies have a clear understanding of our use of catch up premium (CO reports/HT reports)				