



# St Vincent's Catch Up Premium Strategy 2020-21



## 1. Summary information

|                               |  |                               |         |             |              |
|-------------------------------|--|-------------------------------|---------|-------------|--------------|
| <b>School</b>                 | St. Vincent's Catholic Primary School. Knutsford |                               |         |             |              |
| <b>Total number of pupils</b> | 201  | <b>Total Catch Up Funding</b> | £16,240 | <b>Date</b> | October 2020 |

## 2. Summary of approach taken by school to develop this strategy

Alongside an initial focus on pupil wellbeing, class teachers have focused on recommencing the teaching of the curriculum. In core subjects the early focus has been on assessing the impact of school closures on children's attainment. Pupil Progress Meetings were held during the third week in September 2020. Those children who had been on track pre closure, but who currently appear not to be on track were identified and discussed. Appropriate Quality First Teaching (QFT) strategies and interventions were identified and recorded. These will be reviewed during December PPMs.

## 3. Current attainment

|   | National 2019 |                    | School 2019   |                    |
|---|---------------|--------------------|---------------|--------------------|
|   | % at Expected | % at Greater depth | % at Expected | % at Greater depth |
| <b>% achieving expected standard or above in reading, writing &amp; maths, Year 6</b> | 65%           | 11%                | 72%           | 25%                |
| <b>Reading</b>  | 73%           | 27%                | 91%           | 34%                |
| <b>Writing</b>  | 78%           | 20%                | 84%           | 38%                |
| <b>GPS</b>  | 78%           | 36%                | 88%           | 44%                |
| <b>Mathematics</b>  | 79%           | 27%                | 88%           | 38%                |
| <b>% achieving expected standard or above in reading, Year 2</b>                      | 75%           | 25%                | 84%           | 25%                |
| <b>% achieving expected standard or above in writing, Year 2</b>                      | 69%           | 15%                | 76%           | 13%                |
| <b>% achieving expected standard or above in maths, Year 2</b>                        | 76%           | 22%                | 73%           | 30%                |
| <b>% achieving expected standard in Phonics Screening Check, Year 1</b>               | 82%           |                    | 89%           |                    |
| <b>% achieving Good Level of Development, Reception</b>                               | 72%           |                    | 71%           |                    |

### Progress Measure *Progress over Key Stage 2 (Years 3-6) measured by comparing children's Key Stage 1 teacher assessment figures with their Key Stage 2 SATs scores*

|                        | School over 3 years |      |      | National      |
|------------------------|---------------------|------|------|---------------|
|                        | 2017                | 2018 | 2019 | National 2019 |
| Reading progress score | 0.6                 | 1.1  | 0.9  | 0.1           |
| Writing progress score | -4.0                | -1.8 | 0.7  | 0.1           |
| Maths progress score   | 1.2                 | -0.8 | -0.2 | 0.1           |

Please click on the attached link to view and compare the performance of St Vincent's and other schools in the area: <https://www.gov.uk/school-performance-tables>

| <b>4. Academic priorities to be addressed</b>  |  |
|--|--|
| <b>A</b>   | Writing – basic skills and stamina. Children have had less opportunity to write than they would have had they been in school. Basic skills lack accuracy and stamina is less than is typical for this time of year.  |
| <b>B</b>   | Maths – basic skills for some children, for other basic skills have been practised but there has been less opportunity for developing depth of understanding through application of skills   |
| <b>C</b>   | Reading – phonics overall is below March data; there are a small group of children where catch up is necessary. Some children need to rebuild reading as they have done limited reading with parents at home. For other comprehensions skills, especially around inference need some refreshing. |
| <b>Pastoral priorities to be addressed (including issues which also require action outside school, such as low attendance rates)</b> |  |
| <b>D</b>   | Wellbeing of pupils following varied experiences of life without school – school being safe and consistent   |
| <b>E</b>   | Support children in their experiences of returning to school – recognising this is long term, rebuilding stamina, managing their anxieties from news outside of school   |
| <b>F</b>   | Independence – parents are doing more for younger children than they were, being more protective   |

| <b>5. Intended outcomes (specific outcomes and how they will be measured)</b> |   | <b>Success criteria</b>   |
|---|---|---|
| <b>A</b>  | Writing – basic skills – punctuation, spelling and grammar - evident in writing. Stamina back to pre-lockdown levels or better. Quality of written work age appropriate   | Proportion of children on track to meet age related outcomes in writing in each year group in line with national for their Key Stage  |
| <b>B</b>  | Maths – basic skills sharp for vast majority of children. Increased application of skills and resilience to use their basic skills to solve problems  | Proportion of children on track to meet age related outcomes in Maths in each year group in line with national for their Key Stage  |
| <b>C</b>  | Vast majority – at least in line with national – meet phonics expectations by time of screeners.<br>Reading made up, increasing proportion of fluent readers.<br>Further development of comprehension skills for all children | Proportion of children on track to meet age related outcomes in phonics (Y2 December 2020, Year 1 Summer 2021) and reading in each year group in line with national for their Key Stage |
| <b>D</b>  | Mental health and wellbeing informed practice at heart of school’s effective approach to supporting the emotional wellbeing of all pupils   | Children’s wellbeing effectively supported (pupil voice to ascertain)   |
| <b>E</b>  |   | Resilience, regular attendance, stamina improved and retained (teacher voice)   |
| <b>F</b>  |   | Children are more independent, less reliant on parents and adults   |

## 6. Planned expenditure

### i. Quality of teaching for all

| Action   | Intended outcome  | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well? | Staff lead          | When will you review implementation?   | Cost  |
|--|---|--|---|---------------------|--|---|
| Interventions – teacher led, TA oversee learning (as advised by EEF) | Closing learning gaps as they arise/ keeping children on track with new learning      | Support children in closing gaps in learning as they arise, linked to current learning<br>EEF high impact strategy | SLT monitoring                              | Class teachers & BG | Ongoing and more specifically end of September, December 2020, March and July 2021 at PPMs | Adult support in classroom to facilitate provision*     |
| Focus on comprehension practice                                      | Children develop strong skills in comprehension against ARE                           | Missed learning due to school closure. QFT evidenced as highest impact approach by EEF                             | Monitoring by SLT                           | Class teachers & BG | Ongoing and more specifically end of September, December 2020, March and July 2021 at PPMs | £500 – extra subject leader monitoring time and support |
| Pre teaching of words – Word Aware- in Reception                     | Children have strong grasp of new vocabulary and concepts as a grounding for learning | Word Aware – EEF recommended approach  | Monitoring by SLT                           | Class teachers & BG | Ongoing and more specifically end of September, December 2020, March and July 2021 at PPMs | £500 – extra subject leader monitoring time and support |
| Further embed self-regulation strategies in to teaching              | Children have skills and strategies to help them better remember new learning         | EEF recommended high impact approach   | Monitoring by SLT                           | Class teachers & BG | Ongoing and more specifically end of September, December 2020, March and July 2021 at PPMs | £500 – extra subject leader monitoring time and support |

|  |  |   |                   |                             |  |   |
|--|--|---|-------------------|-----------------------------|--|---|
| Further embed arithmetic, reasoning and problem solving in to teaching.  | Children have skills and strategies to help them better remember mathematical concepts       | Missed learning due to school closure. QFT evidenced as highest impact approach by EEF                                  | Monitoring by SLT | Class teachers & BG         | Ongoing and more specifically end of September, December 2020, March and July 2021 at PPMs | £500 – extra subject leader monitoring time and support |
| Specific online programmes purchased to support all children in extra opportunities to practise basic skills and to support potential need for increased learning from home if a child isolates/ bubble closes <ul style="list-style-type: none"> <li>• Bug club</li> <li>• My Maths</li> <li>• Spelling Shed – Ed Shed</li> <li>• Education city</li> <li>• IDL, Dynamo Maths &amp; Nessy – specific SEN interventions</li> </ul> | Children to have increased opportunities to revisit and practise basic skills – closing gaps | Missed practising opportunities due to school closure. Scope to target extra practise out of hours and be more bespoke. | Monitoring by SLT | Class teachers & BG         | Ongoing and more specifically end of September, December 2020, March and July 2021 at PPMs | £2,500  |
|  |  |   |                   | <b>Total Budgeted Cost:</b> | £4500 + *TA hours – see note at end  |   |

| ii. Targeted support   |   |  |   |                     |  |  |
|--|---|--|---|---------------------|--|--|
| Action   | Intended outcome  | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well? | Staff lead          | When will you review implementation?   | Cost   |
| Additional phonics for target groups – teachers to work with target groups                 | Achieving expected standard in phonics  | EEF strategy teachers to lead targeted intervention  | Monitoring by SLT                           | Class teachers & BG | Ongoing and more specifically end of September, December 2020, March and July 2021 at PPMs | Support in classroom to facilitate small phonic group*       |
| Improve fine and gross motor control   | Key children with weakness in this area to be supported   | Preparing for Literacy Guidance report   | Monitoring by SLT                           | Class teachers & BG | Ongoing and more specifically end of September, December 2020, March and July 2021 at PPMs | Support in classroom to facilitate regular small group work* |
| Handwriting  | Improve quality of handwriting and impact on stamina potentially for key children                                 | Preparing for Literacy Guidance report   | Monitoring by SLT                           | Class teachers & BG | Ongoing and more specifically end of September, December 2020, March and July 2021 at PPMs | Support in classroom to facilitate regular small group work* |
| Target group Y1 continuous provision post Oct half term                                    | Catch up from lost learning in EYFS – some children show signs of needing this for longer than others to catch up | Missed development opportunities due to school closure. Scope to more closely target support to small group– more bespoke. | SLT monitoring PPM                          | Class teachers & BG | end of September and December 2020   | Support in classroom to facilitate provision*                |
| Speech and language Screening on Language link and Speech link – all children in Reception | Improve speech, language and communication for key children   | Increased gaps due to closure. Identification. Work underway now needs to be caught up                                     | RQ<br>SLT monitoring PPM                    | RQ ,<br>SENCOs & BG | Spring term 21   | Cost - £515 for online resource<br>Support in classroom to   |

|   |  |   |  |  |  |  |
|---|--|---|--|--|--|--|
|   |  |   |  |  |  | facilitate provision*  |
| TA interventions linked to children's specific needs and gaps in knowledge in maths.                        | Children have skills and strategies to help them better remember mathematical concepts | Increased gaps due to closure. Previous identification. Work underway now needs to be caught up                 | SLT monitoring PPM                                 | Class teachers & BG                    | December 2020, Easter 2021   | Support in classroom to facilitate provision*                                      |
| EAL –specific group, instructions   | Support children with EAL  | Increased gaps due to closure. Previous identification. Work underway now needs to be caught up                 | SLT monitoring PPM                                 | Class teachers & BG                    | Ongoing and more specifically end of September, December 2020, March and July 2021 at PPMs | Support in classroom to facilitate provision*                                      |
|   |  |   |  | <b>Total Budgeted Cost:</b>            | £515 and additional adult hours* - see note at end   |  |
| <b>iii. Other approaches</b>  |  |   |  |  |  |  |
| <b>Action</b>   | <b>Intended outcome</b>  | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b> | <b>Staff lead</b>                      | <b>When will you review implementation?</b>  | <b>Cost</b>  |
| Developing support for children's mental health   | Children can manage their own feelings and emotions                                    | EEF Improving social and emotional learning in Primary schools.   | Monitoring and ongoing staff discussions           | BG & PHSE lead RN, RSE lead LH and SLT | Ongoing and more specifically end of September, December 2020, March and July 2021 at PPMs | Potentially further resources and training for lead practitioners £500             |
| Train more TAs up on ELSA. ELSA support, leads receiving supervision to quality assure and support practice | Children can express their own feelings and emotion                                    | EEF recommended high impact approach. High impact strategy used in school over time – scope to extend provision | Monitoring and ongoing staff discussions           | BG & PHSE lead RN, RSE lead LH and SLT | January 2021 – training starting May 21  | TA hours to backfill staff leading ELSA £1,100 for 2 xTA training – Summer term 21 |

|   |                                      |   |  |                             |   |   |
|---|--------------------------------------|---|--|-----------------------------|---|---|
| Improve attendance of vulnerable children – Invest in support from the Attendance and Children Out of School Team for individual children.  | Children can access targeted support | High impact strategy used in school over time – target provision to pupils who need to catch up/ families who need support to get back on track | Monitoring and ongoing staff discussions | BG                          | Ongoing end of September and December 2020<br>Spring 2021 | 5 sessions - £830 for support<br>£70 for resources. |
|   |                                      |   |  | <b>Total Budgeted Cost:</b> | £2, 500 + Additional adult hours* - see note at end       |   |
| <p><b>*Rationale for Additional TA hours as focus for spend</b><br/> School have the staff with the right skills to implement these approaches. TAs know the children well and can hit the ground running to give catch up best chance of success. In line with EEF TA report, because they know the children well, they can free up the time for teachers to target support as necessary to close gaps. The barrier to them succeeding is being pulled to cover other roles in school and not being able to remain focused on the tasks and interventions detailed above. The catch up strategy is being used to ensure this cannot happen – to buy additional less skilled TA hours to back fill some of the need that arises and detracts from this core focus. Increased hours of current TAs and increased the number of MDAs to release TAs from MDA role where possible.</p> |                                      |   |  | <b>Total Budgeted Cost:</b> | £8,725  |   |

### Spring Term Review of Progress Against Strategy

- Children were assessed at beginning and end of Autumn term 2020
- Bespoke Class Trackers are used to set children’s individual targets in Reading, Writing and Maths for their current year group. These are set up every September with termly and end of year targets set. These targets, along with the child’s termly attainment, are used to forecast where a child will be at the end of the year in relation to their previous end of Key Stage or Foundation Stage attainment. We plot this on our ‘Sea, Sand and Land grids’.
- We set individual targets for each child and teachers are aspirational in the setting of such targets. This was especially evident this term following the Summer 2020 Lockdown when teachers set targets to try to ensure all children were aiming to be back on track by the end of Summer 2021.
- Analysis of the interventions we put in place evidenced that the children’s additional needs and gaps in learning are positively addressed.
- Learning takes place beyond the classroom with a range of opportunities available to challenge the children. Outdoor learning, Coach Dave sports and remote learning.
- Emotional well-being is a key priority for school with a number of support networks available for the children to access: Cool connections, morning nurture groups, resilient classroom and 1 to 1 TA and teacher time as well as Forest Schools.
- Pupil Progress meeting held with SLT, SENCO, class teachers and Head in December 2020. Provision maps and interventions highlighted for January 21 but due to lockdown not implemented yet.

- January 21 – online remote learning via Teams teaching a broad and balanced curriculum at home. Live lessons/ check in concentrated on writing and maths. Excellent attendance on live lessons/ catch up daily. Follow up by class teachers if child not online.
- Online SEN resources monitored by TAs and feedback given to teachers.

### Summer Term Review of Progress Against Strategy

EEF – Education Endowment Foundation <https://educationendowmentfoundation.org.uk/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/>