

St. Joan of Arc Primary: Summary of Catch-Up Strategy



This **optional pro-forma** is provided to support schools in summarising their catch-up strategy, including the use of national catch-up funding. It is aligned to the DFE catch-up programme and is intended to help schools to be explicit about how national funding will be used to support catch-up. Schools may wish to amend this pro-forma to suit themselves or adopt a completely different one of their own. In all cases, regardless of the format, schools should still ensure they are reporting their strategy with clear reference to the 3 strands (9 elements) of the framework and that the **use of the national funding is specifically accounted for against the strands in a way that is consistent with national guidance**.

School information			
School	St. Joan of Arc School		
Academic Year	2020/2021	Catch-Up Funding Received 2020-21	£46.67 x 412 = £19,228 this financial year £33.33 x 412 = £13,732 next financial year £32,960 - total
Total number of pupils	449	% Disadvantaged Pupils	15.5 – based on PP
Contextual Information (if any)			
Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)			
A.	EYFS – communication and social skills		
B.	KS1 – Reading and writing		
C.	KS2 – Reading and writing		
Summary of Expected Outcomes			
A.	EYFS – Improved social interaction and expressive language skills, including the use of vocabulary and grammar		
B.	KS1 – Specific pupils achieve at expected levels for reading and writing as well as develop an enjoyment in reading and stories.		
C.	KS2 – Specific pupils achieve at expected levels for reading and writing and are confident in to access the curriculum and all aspects of learning.		

Summary of Catch-up Strategy

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES							
Element of Strand <i>(eg, Supporting Great Teaching)</i>	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Supporting Great Teaching	Deliberately reducing workload – marking is minimal and hours on site reduced	All	Aid in positive staff wellbeing and increase high quality teaching	BF	Informal lesson observations (once a term) Conversations with staff and children (sporadically)	0	
Supporting Great Teaching	Train staff in the usage of Google Classroom	All	Children will be to remotely access the curriculum should they need to be at home. Staff can still feedback for progress and administer high quality lessons	CN HH	Over 80% of each class accessing GC TAs and teachers able to manage and upload efficiently	Chrome books 30 x £300 = £9000	
Supporting Great Teaching	Implement a recovery curriculum	All	Mental wellbeing of staff and children is prioritised in initial weeks refamiliarising selves with learning, curriculum, social situations etc. The recovery curriculum focuses on relationships, community, metacognition, curriculum and space	HH	Excellent behaviour standards maintained, the curriculum is administered and accessed by over 80%	0	

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Pupil Assessment and Feedback	Implement a minimal marking strategy focusing on peer and self-assessment in addition to heightened verbal feedback from staff	All	Further children's progression through the curriculum and empower children to take ownership for improving their work.	HH	Daily observations and separate colour for self/peer feedback on work.	0	
Pupil Assessment and Feedback	Whole school focus on effective formative assessment – summative assessment implemented in day to day activities	All	Lessen the pressure on children whose priority will be resocialisation and acclimatising to school operations.	BF HH	Pastoral care action is minimal. Conversations with staff and children (sporadically). Children who require catchup intervention are identified and catered for.	0	
Transition Support	Weekly briefing for full staff providing a forum for information sharing and problem solving	Staff	All staff are aware for changes and guidance updates re school operations.	BF HH CC AV	Risk assessment updated to reflect changes and procedures as the need arises. Staff implement procedures confidently.	0	
Transition Support	Provide training re mental wellbeing via The Bridge	All	Staff armed with strategies to promote and implement positive wellbeing of children.		Daily monitoring by staff of classes. General demeanour of children and approach to learning.	0	
Transition Support	Assessment of children considers previous curriculum learning and consultation with past reports and staff		It promotes greater accuracy when assessing the children post-lockdown.			0	
Cost - Sub-totals						£9000	0
Total budgeted cost for Strand 1						£9000	

STRAND 2: TARGETED SUPPORT							
Element of Strand <i>(eg, Interventions)</i>	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
1:1 and small group tuition Intervention programmes	Nuffield Early Language Intervention Programme skills	EYFS	improved expressive language skills, including the use of vocabulary and grammar; letter-sound knowledge and spelling also improved, and the foundations of phonics were in place.	ST BF	Phase Managers to review impact at the end of term through assessment	TA x 3days 3 x £149 = £447	
1:1 and small group tuition Intervention programmes	Reading intervention groups	Y1 Y2	Phonics attainment and confidence raised. On – track for passing the Phonics Screening Check. Early reading skills developed and enjoyment in reading and stories. Children to achieve expected levels of reading	ST RS BF	Phase Managers to review impact at the end of term through assessment Y2 Phonics screening test 75% pass rate	Teacher x 3days 93 x £288 = £26 784 Oxford Owl £22 500	

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1:1 and small group tuition Intervention programmes	Reading and writing intervention groups	Y3 Y4 Y5 Y6	<p>Pupils become fluent, confident readers who enjoy reading.</p> <p>Pupils are confident in reading and use this to access the curriculum and all aspects of learning.</p> <p>Pupils receive Quality intervention through teaching from a highly knowledgeable and experienced dedicated staff member.</p> <p>Children to achieve expected levels of reading</p>	RS LN BF	Phase Managers to review impact at the end of term through assessment	<p>TA x 5 mornings 155 x £91 = £14 105</p> <p>Teacher x 5 mornings 155 x £263 = £40 765</p> <p>Timestable Rockstars £1000</p> <p>Books £10 000</p>	
Cost - Sub-totals						114, 702	
Total budgeted cost for Strand 2						114, 702	

STRAND 3: WIDER STRATEGIES							
Element of Strand <i>(eg, Access to technology)</i>	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Supporting carers	Concern forms distributed in Sept.	All	Help streamline staff planning when it comes to	AV	Immediate implementation and observe effect	0	

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			welfare and educational shortfalls observed by carers.				
Supporting carers	Parent interviews via phone	All	Collect information regarding the impact of lockdown on family life. Inform carers of pupil's progress.	BF	Observe changes in pupils at the end of Aut term	0	
Access to technology	Provide home learning through an online platform 2 week isolation curriculum timetable on standby and issued to those who self-isolate.	All	Through Google Classroom, all pupils will be able to access their curriculum as well as feedback from staff. Laptops have been ordered through Islington for those who require a device. Physical learning [packs are on standby for those who require it. Pupils' education will be minimally disrupted but still accessible.	HH	Monitor the numbers of active pupils and contact those of whom have not engaged.	0	
Cost - Sub-totals						0	0
Total budgeted cost for Strand 3						0	

Financial Summary

Cumulative Sub-total for all strands	£123,702	0
Total budgeted cost for all strands	£123,702	

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Additional Information (if any)

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