



St Joseph's, Anderton
Covid Catch Up Plan
2020-21

Catch-up plan

School name:	St Joseph's					
Academic year:	2020-21					
Total number of pupils on roll:	188					
Total catch-up budget:	£14880	First installment:	£4020	Second installment:		Third installment:
Date of review:	June 2021					

Teaching and whole-school strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Review the curriculum in terms of the content and skills which were scheduled to be taught from when the school closed in March 2020 until it reopened widely in September 2020 and from when school closed again in January 2021	The children will have no gaps in their year group Programme of Study from the academic year 2019-20.	<ul style="list-style-type: none"> The children will have met the standards of attainment that they would have met had we not had the school closure. All areas of the curriculum have been considered and prioritised 	£180 – bridging units £120 White Rose Premium resources subscription	FB MS CC SI	Subject Leaders and SLT worked with staff to identify missed curriculum content for the core and foundation subjects. These were then given time during the week for all year groups – to be reviewed at the Autumn end of term assessment window.
To assess the children using both in class diagnostic assessments for learning as well as more evidence based standardised measures in the	We have data to inform our judgements so that we make informed decisions with regard to the catch up curriculum.	<ul style="list-style-type: none"> Staff have good knowledge of the children's attainment and progress against year group objectives. Staff plan and deliver targeted and effective interventions to close gaps based on robust assessment data. 	£386 NFER Maths tests Accelerated Reader data used to inform Reading assessments.	FB MS	NFER tests administered during Autumn 2020 and the data used to monitor pupil progress and attainment and to plan accordingly. Accelerated Reader data, which is ongoing, used in KS2 to track pupil's 'growth' in reading ages.

core and foundation subjects.					
Subscribe to online learning platforms to aid remote learning	During lockdown and for homework, children have access to online learning platforms that are linked to NC programmes of study; can be monitored by the teacher; can be pre populated by the teacher with games and quizzes; are fun and interactive.	<ul style="list-style-type: none"> • Learning can continue remotely using of online learning platforms to enhance the remote learning offer • Remote learning is varied and fun • Remote learning and the practice and application of new skills and content can be done quickly and easily on mobile devices • Teachers can monitor the time spent on the platforms; the success rate of the child and can give feedback as necessary. 	Edshed – £260 SPaG.com - £166 TTRS - £84 Numbots - £84	FB MS CC	
Total spend:			£1280		

Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Subscribe to NESSY for those children whose developing phonics knowledge is delayed.	<p>We can continue to support these children, exploring their barriers to learning and providing them with appropriate activities, that can be monitored and assessed.</p> <p>We can continue to explore children who we feel may have some aspects of dyslexia.</p>	<ul style="list-style-type: none"> • Staff will have better understanding of the barriers these children face in their learning • The children will have access to fun learning activities, tailored to meet their needs • Their phonics progress will not be slowed during lockdown 	<p>£30 per year for 3 dyslexia screening licenses</p> <p>£160 per year for the NESSY Reading and Spelling programme for 8 licenses</p>	FB DJ	

Purchase the 'Bounce Back Phonics' programme	To help children in Years 2, 3 and 4 who may have missed, or not fully understood, some of the crucial stages of systematic synthetic phonics teaching in the early years of school.	<p>To help children who are having difficulties with:</p> <ul style="list-style-type: none"> • blending phonemes for reading and segmenting for spelling; • selecting the correct spelling for long vowel phonemes; • reading and spelling longer words containing adjacent consonants. • reading and spelling words with alternative pronunciations. 	£60 + £25 booster pack	FB MS SI	
Engage with Nuffield Early language Intervention NELI	To improve the spoken language ability of children in reception classrooms.	<ul style="list-style-type: none"> • It is targeted at children with relatively poor spoken language skills. • Teaching Assistants are trained in how to develop children's language skills. • Three 30-minute sessions per week are delivered to groups of five children during the Spring and Summer 	TA sessions 3 X per week	FB MS SE DTr	
Employ a second teacher in Y6 for one term	For Y6 to be secondary ready by the end of the year	<ul style="list-style-type: none"> • Y6 children to receive intervention/booster to enable them to meet the assessment requirements at the end of KS2 • Y6 children to receive intensive and targeted support to close the gaps caused by lockdown 2020 • Staff in Y6 	£14 000	FB MS CC KBI	
Utilise additional catch up units of work for Maths	To help children in years 2, 3 and 4 who need additional support with place value and basic number sense	<ul style="list-style-type: none"> • Revision in place value from previous year's PoS will enable these children to be ready for their current year group's PoS in most/all maths units 	Subscription to WR Premium and Edshed resources – see above	FB CC DJ CP LD	

Engage with pie Corbett live lessons	To help children in Y4 Y5 Y6 with figurative language and composition.	<ul style="list-style-type: none"> Improved outcomes in writing skills of both grammar and composition Opportunities for CPD for staff Opportunities for peer support and assessment with other children in other schools, whether learning remotely or at school . 	£400	KBI CC SM LD	
Total spend:			£14675		

Wider strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Provide each child with a school planner	Better communication and access to key information to support learning	<ul style="list-style-type: none"> Children and parents have access to passwords; key vocabulary; spelling lists; 	£380 £2 per planner	FB	
Twice daily Zoom sessions for parents	To better facilitate learning remotely during lockdown	<ul style="list-style-type: none"> Better engagement and access to learning 	No charge	All staff	

Welfare calls	To keep in touch with families who need more support than others	<ul style="list-style-type: none"> Frequent checks on welfare, home learning; food vouchers; technology access 	No charge	All staff AMac FB	
Staff/admin - parent Emails	Parents are able to ask questions directly	<ul style="list-style-type: none"> Improved communication and sharing of information; query resolution; support and guidance 	No charge	All staff	
Staff laptops	Staff have a school laptop to enable them to work from home	<ul style="list-style-type: none"> Improvements to staff wellbeing and access to technologies; improved file sharing between home and school Technology that is fit for purpose for remote learning and home working 	£ 1100	All teaching staff	
Well being	To give the children some wider, funny experiences to promote well being and mental health.	<ul style="list-style-type: none"> Naughty elves Christmas visit Magic Show – Spring term 'Down week' spring term – daily outdoor learning planned for a week as an alternative to the afternoon Zoom live lesson 	£120 £50	All staff, parents and children	
Total spend:			£1650		

Summary report

What is the overall impact of spending?

Our remote learning offer is robust and effective. Parents and children have every opportunity to engage with the learning set by staff and barriers to learning have been identified and efforts made to overcome them. Staff 'see' the children twice each day online and are able to interact with them during live lessons. Where the lesson is not live, staff have identified recorded lessons and other activities to support the learning. There are various online platforms to supplement the lessons, giving practice and reinforcement as necessary via fun and lively software. Welfare calls are ongoing whenever a child is not present online – where technology is an issue, laptops have been loaned to families and in one case, a router. Families pick up work packs from school also and regularly change reading books. Most children who are more vulnerable attend school. Where they don't, staff make contact every day on the telephone.

The curriculum has been adjusted to take into account the lost learning from last year and this year. Additional Maths units have been timetabled along with additional Geography content from the summer term. Bridging units for English have included objectives from the previous year group. Standardised tests and tests analysis have enabled us to carry out question level analysis to identify further learning that needs to take place. Pupil Progress meetings have taken place to discuss further strategies to embed year group objectives successfully. These will be reviewed periodically later on in the year. Attainment and pupil progress data will be reported to governors in the spring term.

How will changes be communicated to parents and stakeholders?

Via the school website, letters home, twitter and emails for parents and via governor meetings

Final comments

Final spend: £18125