

Catch up Funding – 2020/21

1. Summary information					
School	St. Augustine's Catholic School, Weymouth			Report written by:	Mrs Emma Berry
Academic Year	2020/21	Total number of pupils on roll	204	Total estimated budget	£16,480
Known impact of Covid-19 school closure	<ul style="list-style-type: none"> • Learning gaps in core subjects occurred during National Lockdown in March 2020 • Emotional/mental health support for specific children because of lockdown or change of family circumstances during lockdown. • Support with social re-integration back into whole-class teaching and learning. 				
Key priorities	<ul style="list-style-type: none"> • Identify where gaps in learning had occurred. These children to become 'target' children. Address gaps for target children by providing bespoke targeted support from teachers. • Adapt curriculum overview to allow more time to teach/re-teach objectives not fully understood/retained. • Particular focus with KS2 writing and Y1 & Y5 cohorts • Review impact of support regularly. 				

Teaching					
Action	Intended outcome	Success will be measured by	Implementation	Staff lead/Cost	Review
1) September baseline of reading and maths using PIRA and PUMA tests from previous year group.	Teachers able to identify gaps in reading and maths to implement targeted support for catch up.	Children on track to achieve end of Key Stage targets.	Gaps identified used to plan small group intervention and support teachers whole class planning.	LG/EB	Dec 2020 All children made progress from Sep baseline. New targeted children identified from PPR meetings.

<p>2) September INSET Wellbeing training for all staff. TA trained as designated mental wellbeing support.</p>	<p>Children supported with their mental wellbeing.</p>	<p>Children have increased confidence with strategies to support mental wellbeing.</p>	<p>TA trained as designated mental wellbeing support.</p>	<p>LW/JE/KB</p>	<p>Parental COVID-19 Survey indicated that 98% of children felt positive about their return to school.</p>
<p>3) Long-term curriculum map reviewed to consolidate prior year group objectives in English and Maths.</p>	<p>Children confident with prior learning and applying knowledge.</p>	<p>Children on track to achieve end of Key Stage targets.</p>	<p>Rosenshine's principles used to redesign curriculum map to develop recall, scaffolding, modelling and effective questioning in all year groups.</p>	<p>EB/LG/FB/K B</p>	<p>March 2021</p>
<p>4) Foundation subject planning template redesigned to incorporate previous year group knowledge and skills.</p>	<p>Children confident with prior learning and applying knowledge.</p>	<p>Children on track to achieve end of Key Stage targets.</p>	<p>Rosenshine's principles used to redesign curriculum delivery to support recall through scaffolding, modelling and effective questioning in all year groups in all lessons.</p>	<p>Subject leads</p>	<p>Ongoing</p>

Catch-up after Lockdown 3

5) March baseline assessment using Google Classrooms forms and reading comprehension assessments to identify any gaps in reading and maths that occurred from lockdown 3. Previous year and Spring Term objectives tested.	Teachers able to identify gaps in reading and maths to implement targeted support for catch up.	Children on track to achieve end of Key Stage targets.	Gaps identified used to plan small group intervention and support teachers' whole class planning.	LG/EB	Summer 2 2021 exit data – 93% progress in reading - 92% progress in maths.
6) TAs redeployed where needed to support with catch-up for SEND children and prior attainment groups.	Children to be on track for end of Key Stage target.	Children on track to achieve end of Key Stage targets.	TAs to support vulnerable groups in morning lessons and in afternoons to support gaps in reading and maths.	EB/LG	Summer 2 2021 exit data – 93% progress in reading - 92% progress in maths.

7) Additional teacher used to support reading and maths catch-up in focus year groups.	Gaps in reading and maths addressed through specific targeted teaching and children to be on track for end of year target	Children on track for end of year target in reading and maths.	Gaps identified used to plan small group intervention and support teachers' whole class planning.	EB/LG/CT	Summer 2 2021 exit data – 93% progress in reading - 92% progress in maths.
8) March independent writing assessments undertaken by all children to identify gaps in writing and identify children for targeted 1:1 writing conferencing with class teachers.	Gaps in writing addressed through specific 1:1 writing conferencing and children to be on track for end of year target	Children on track for end of year writing target.	Gaps identified used to plan 1:1 targeted support and to inform teachers' whole class planning.	EB/LG/Classes teachers	Summer 2 data drop shows that across the school 73% of children are on track for ARE in writing, up from 67% in December and 18% of children are on track for GDS compared to 15% in December.

<p>9) Continue using redesigned foundation subject planning template to incorporate previous year group and term's knowledge and skills.</p>	<p>Children confident with prior learning and applying knowledge.</p>	<p>Children on track to achieve end of Key Stage targets.</p>	<p>Rosenshine's principles used to redesign curriculum delivery to support recall through scaffolding, modelling and effective questioning in all year groups in all lessons.</p>	<p>Subject leads</p>	<p>Ongoing</p>
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Teaching Impact Evaluation:

- 1) Across the school, the catch-up children made an average of +0.5 Hodder score progress on the PIRA paper over the autumn term. We would expect +0.2 progress across a term indicating that the catch-up programme was successful in plugging the gaps that had been previously identified. In maths, the catch-up children made an average of +0.6 Hodder score progress on the PUMA papers. Again, a +0.2 score would be expected across a term. Thus indicating that in both reading and writing, the children had made significantly above average progress.
- 2) Parental COVID-19 Survey indicated that 98% of children felt positive about their return to school. The results of this survey were passed on to class teachers who then made contact with parents and ensured that any child identified as needing additional wellbeing support received this from the class team.
- 3) Adjusted long-term consolidation map followed by all teachers to ensure spaced repetition of key knowledge was strategically planned out over the course of this academic year.
- 4) Rosenshine's Principles of Instruction have now been incorporated into medium term plans across the school.
- 5) Summer 2 2021 exit data – 93% of the catch-up children identified made progress in reading and 92% in maths. Those children that did not make the expected progress are being supported by external SEND agencies.
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- 7) Summer 2 2021 exit data – 93% of the catch-up children identified made progress in reading and 92% in maths. Those children that did not make the expected progress are being supported by external SEND agencies.
- 8) Children identified for 1:1 writing conferencing have made good progress against specific individualised targets. PPR writing data shows that across the school 73% of children are on track for ARE in writing, up from 67% in December and 18% of children are on track for GDS compared to 15% in December.
- 9) Teachers have continued to apply Rosenshine's Principles of Instruction into their medium term plans for all foundation subjects. In addition to this, an overview sheet for each subject has been devised to transition any gaps in knowledge, which have occurred due to the most recent lockdown, to the next class teacher to ensure coverage next academic year.

Teaching Next Steps:

- 1) To support the progress that an identified KS2 class have made, the cohort will be split next academic for mornings to enable smaller group quality first teaching for core subjects. This is to support the 33% of children that are classified as vulnerable.
- 2) Small group catch-up work to continue in all year groups based on Summer 2 PPR meetings and data drop. This will either be taught by the class teacher or TA depending on the need.
- 3) New planning templates for foundations subjects to include specific gaps in knowledge to be transitioned and addressed next academic year.

Targeted academic support

Action	Intended outcome	Success will be measured by	Implementation	Staff lead/Cost	Review
1) Y1 cohort split from October to enable small group teaching of core subjects to address significant gaps in learning addressed through September baseline.	Children to make better than expected progress and be on track for end of Key Stage targets.	Children on track to achieve end of Key Stage targets.	Class split in half for core subjects every morning. Targeted 1:1/small group support provided in afternoons. 0.5 teacher employed to support. Autumn term continuous provision used to support transition into Y1.	EB/KB/IM	Termly PPRs

<p>2) Redeploy HLTA to support catch-up learning for those identified through September baseline and to support engagement with vulnerable children.</p>	<p>Children to be on track for end of Key Stage target. Vulnerable children engaged with live lessons (Lockdown 3).</p>	<p>Children on track to achieve end of Key Stage targets.</p>	<p>HLTA to support vulnerable groups in morning lessons and in afternoons to enable teacher to meet children 1:1/small groups for targeted writing conferencing.</p>	<p>BT/AS</p>	<p>Termly PPR meetings Dec – target children made better than expected progress. New target children identified. PP engagement reviewed weekly – HLTA supporting vulnerable children to engage in live lessons.</p>
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<p>3) Small group catch-up targeted support in all year groups.</p>	<p>Children strategically supported with gaps identified from September baselines tests.</p>	<p>Children on track to achieve end of Key Stage targets.</p>	<p>Teacher employed 4x afternoons to provide targeted catch-up on a rotational basis.</p>	<p>EB/LG/CT</p>	<p>Termly PPR December 2020 – all target group children made progress from starting point. New target children identified for focus groups. In the Autumn term 100% of the children identified for maths and 91% of the children identified for English catch-up made expected or better than expected progress.</p>
<p>4) September baseline of writing skills through independent writing tasks.</p>	<p>Teachers able to identify gaps in writing skills and us to provide targeted support through individual writing conferencing.</p>	<p>Children on track to achieve end of Key Stage targets</p>	<p>Gaps identified used to plan individual 1:1 writing conferencing, small group intervention and support teachers' whole class planning.</p>	<p>EB</p>	<p>Ongoing – termly reviews of impact in PPR meetings.</p>

5) Parental survey used to identify children and families in need of emotional support.	Children to be supported through ELSA/wellbeing.	Children have increased strategies to support mental wellbeing and to learn independently.	Teachers and TAs to contact parents regarding results of survey where needed. Children supported in school by class TAs.	EB	March 2021
Catch-up after Lockdown 3					
6) Continue Y1 cohort split from January to enable small group teaching of core subjects to address significant gaps in learning.	Children to make better than expected progress and be on track for end of Key Stage targets.	Children on track to achieve end of Key Stage targets.	Class split in half for core subjects every morning. Targeted 1:1/small group support provided in afternoons. 0.5 teacher employed to support. Intense support for phonics through carefully differentiated small group daily lessons.	EB/KB/IM	June PPR progress

7) TAs redeployed where needed to support with catch-up for SEND children and prior attainment groups.	Children to be on track for end of Key Stage target.	Children on track to achieve end of Key Stage targets.	TAs to support vulnerable groups in morning lessons and in afternoons to support gaps in reading and maths.	EB/LG	Summer 2 2021 exit data – 93% progress in reading - 92% progress in maths.
8) Small group catch-up targeted support in all year groups.	Children strategically supported with gaps identified from March baselines tests.	Children on track to achieve end of Key Stage targets.	Teacher employed 3x afternoons to provide targeted catch-up on a rotational basis.	EB/LG/CT	Summer 2 2021 exit data – 93% progress in reading - 92% progress in maths
9) March baseline of writing skills through independent writing tasks.	Teachers able to identify gaps in writing skills and us to provide targeted support through individual writing conferencing.	Children on track to achieve end of Key Stage targets	Gaps identified used to plan small group intervention and support teachers whole class planning.	EB/FB	Summer 2 data drop Whole school ARE increased by 6% to 73% Whole school GDS increased by 3% to 18%.

10) Parent Mail survey sent to ascertain parental views on remote learning package.	Teacher able to adapt practise to suit the needs of each cohort.	Children on track to achieve end of Key Stage targets	Analysed results passed on to class teachers to inform planning and delivery of remote learning.	EB	Responses analysed and fed back to staff.
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Targeted Academic Support Impact Evaluation:

- 1) Y1 cohort split into two groups to allow specific targeted catch-up support. Of the children that had been identified as having gaps in reading and maths, 100% made progress towards their end of year targets. In reading the average Hodder score progress was +0.9 and in maths +0.4. Again a +0.2 increase in Hodder score is expected over one term thus indicating at least two terms progress in one term. In addition to this, 97% of the children made progress with their phonics during the Autumn term.
- 2) HLTA redeployed to act as an additional support to enable the class teacher to be released to support catch-up groups in reading, writing and maths. In reading, the average Hodder score progress was +0.7 and in maths, the average Hodder score progress was +0.9 (again significantly above the expected +0.2 average in a term). In November's No More Marking assessment, 75% of the children achieved 75% ARE and 11% achieved GDS – end of year teacher assessment indicates that 80% are on track for ARE by the end of KS2 and 26% are on track for GDS.
- 3) Across the school, the catch-up children made an average of +0.5 Hodder score progress on the PIRA paper over the autumn term. We would expect +0.2 progress across a term indicating that the catch-up programme was successful in plugging the gaps that had been previously identified. In maths, the catch-up children made an average of +0.6 Hodder score progress on the PUMA papers. Again, a +0.2 score would be expected across a term. Thus indicating that in both reading and writing, the children had made significantly above average progress.
- 4) Children were identified for intense writing conferencing catch-up. From writing progress cards, progress against specific individualised targets has been evidenced and addressed.
- 5) Parental COVID-19 Survey indicated that 98% of children felt positive about their return to school. The results of this survey were passed on to class teachers who then made contact with parents and ensured that any child identified as needing additional wellbeing support received this from the class team.
- 6) Y1 cohort split continued to enable small group quality first teaching. June PPR data indicates that 78% of children are ARE in reading with 22% GDS, 74% are ARE in writing with 11% GDS and 78% are ARE in maths with 22% GDS. In addition to this, the cohort sat the 2018 Phonics check and 89% of them passed.
- 7) TAs were used to support small group/1:1 reading and maths catch-up based on the needs of each cohort. Across the school, 93% of children identified making progress in reading and 92% progress in maths.
- 8) Catch-up in all years groups was successful with 93% of children identified making progress in reading and 92% progress in maths.
- 9) Summer 2 data drop shows that across the school 73% of children are on track for ARE in writing, up from 67% in December and 18% of children are on track for GDS compared to 15% in December.
- 10) Of the 50% of children who accessed our remote learning package, 41% of their parents responded to the remote learning parent questionnaire. Parents reported that 90% of the children enjoyed their live lessons, 89% enjoyed their pre-recorded afternoon foundation subject lessons, 84% enjoyed the lessons provided by the Oak National Academy, 92% enjoyed their 1:1/small group sessions with the class teacher or TA, 96% felt their child was fully supported with their home learning, 99% understood the importance of submitting work via Google Classrooms and 96% felt supported their child's learning.

Targeted Academic Support Next Steps:

- 1) Transition meetings to be held with current and new teacher to discuss specific gaps in knowledge and individual progress cards.
- 2) Where possible, a member of staff will transition up with a cohort.
- 3) From PPR meetings, children have been identified to be supported by an enhanced transition package to alleviate anxiety and to support emotion wellbeing.
- 4) Small group catch-up work to continue in all year groups based on Summer 2 PPR meetings and data drop. This will either be taught by the class teacher or TA depending on the need.

Wider approaches					
Action	Intended outcome	Success will be measured by	Implementation	Staff lead/Cost	Review
1) Staff trained in delivering Wellbeing within the curriculum.	Children supported with developing strategies to support mental wellbeing and reducing barriers to learning which may have been caused by the emotional strain of COVID-19.	Children have increased strategies to support mental wellbeing and to learn independently.	Wellbeing integrated into the curriculum across the school.	JE/KB	Ongoing
2) Families with limited access to technology/internet access to be provided with Chromebooks to support access to home learning.	All children to be engaged in live lessons (Lockdown 3) and accessing home learning.	All children to be accessing live lessons (Lockdown 3) and engaging in home learning.	Families identified with limited access to electronic devices sent Chromebooks. Families with limited data usage to be supported in increasing data allowance.	AT/BT	Ongoing
Catch-up after Lockdown 3					

<p>3) Staff continuing to incorporate wellbeing lessons within PSHE and RHE lessons. ELSAs trained and working with children identified as needing bespoke support.</p>	<p>Children supported with developing strategies to support mental wellbeing and reducing barriers to learning which may have been caused by the emotional strain of COVID-19.</p>	<p>Children have increased strategies to support mental wellbeing and to learn independently.</p>	<p>Wellbeing integrated into the curriculum across the school.</p>	<p>JE/KB</p>	<p>ELSA entry data collected May, exit data to be obtained in July.</p>
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Wider Approaches Impact Evaluation:

- 1) Staff delivering wellbeing within PSHE & RHE lessons as well as within daily teaching where necessary. All classes completing daily meditation exercises. In addition to this, a parental COVID-19 Survey indicated that 98% of children felt positive about their return to school. The results of this survey were passed on to class teachers who then made contact with parents and ensured that any child identified as needing additional wellbeing support received this from the class team.
- 2) Families with limited access to technology were provided with Chromebooks to access remote learning (17 Chromebooks). This resulted in a larger proportion of children accessing home learning during lockdown 3. 50% of our children were at home accessing live lessons remotely each day. 98% of these children accessed our remote learning package.
- 3) Staff continuing to deliver wellbeing lessons and daily meditation in all classes. Children identified through staff and parental concerns are being specifically targeted to receive weekly bespoke ELSA support.

Wider Approaches Next Steps:

- 1) Wellbeing to be monitored and continue to be triaged on an individual basis.
- 2) A pastoral HLTA role will provide additional emotional support across the school.