

### Catch up Funding – 2020/21

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

Teaching					
Action	Intended outcome	Success will be measured by	Implementation	Staff lead/Cost	Review
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.

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

Targeted academic support					
Action	Intended outcome	Success will be measured by	Implementation	Staff lead/Cost	Review
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
Redeploy HLTA to support catch-up learning for those identified through September baseline and to support engagement with vulnerable children.	Children to be on track for end of Key Stage target. Vulnerable children engaged with live lessons (Lockdown 3).	Children on track to achieve end of Key Stage targets.	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.	BT/AS	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.

Small group catch-up targeted support in all year groups.	Children strategically supported with gaps identified from September baselines tests.	Children on track to achieve end of Key Stage targets.	Teacher employed 4x afternoons to provide targeted catch-up on a rotational basis.	EB/LG/CT	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.
September 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	Ongoing – termly reviews of impact in PPR meetings.

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
<b>Wider approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>Success will be measured by</b>	<b>Implementation</b>	<b>Staff lead/Cost</b>	<b>Review</b>
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
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