



## St Francis of Assisi Catholic School ‘Catch-Up’ Implementation and Expenditure Plan

The catch-up premium is funded on a per pupil basis at £80 per pupil. The spending of this money is decided by individual schools to allocate as they deem appropriate. To support schools in making the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch-up for all pupils.

The broad aims for ‘Catch-up’ at St Francis of Assisi Catholic School are

- To improve attainment and ‘close gaps’ for all pupils
- To improve pupil well-being including mental and physical needs

<b>Problem</b> <i>What needs to change eg behaviour, attainment?</i>	<b>Intervention Description (linked to EEF research programme)</b> <i>What are the essential ‘active ingredients’ of the intervention? What activities and behaviours will you see when it is working?</i>	<b>Implementation Activities</b> <i>How will it be done? What blend of activities are required?</i>	<b>Intended Implementation Outcomes</b> <i>How will you know that it is working? Is the approach is feasible and useful?</i>	<b>Actual Final Outcomes</b> <i>How will pupils, teachers and the school benefit?</i>	<b>Cost Implications</b> <b>189 x £80 =£15,120</b>
Children have returned to school having had varied experiences throughout lockdown. As a consequence where they are in their learning journey has been affected and gaps need to be addressed.	<b>EEF: Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment (+5mths)</b> <b>EEF: Disadvantaged pupils should have access to additional one-to-one or small group tuition to reduce the impact of school closures</b>	<ul style="list-style-type: none"> <li>• All children first and foremost have access to a broad and balanced curriculum and consistent high quality teaching</li> <li>• Teacher led targeted group teaching based on assessment</li> <li>• Specific intervention</li> </ul>	PPMs Book looks Learning walks Observations Nuffield Early Language Intervention (NELI) NTP Academic Mentor (Teach First)  Action outcomes from any	Children are fully engaged in their learning.  Staff are confident at implementing catch-up interventions.  Embed phonics to implement a consistent approach across school	YARC (reading assessment) £300  Bounce Back phonics – CPD and resource £180  Collins resources £600 CGP £44  RWI £245

	<p><b>(+5mths)</b>  <b>EEF: Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills seem to be equally effective. (+3-5mths)</b>  <b>EEF: Phonics, Reading, and Reading comprehension strategies focus on the learners' understanding of written text. (+6mths)</b></p>	<p>inc Precision Teaching programmes led by both Teachers and Teaching Assistants</p> <ul style="list-style-type: none"> <li>• Early, same-day in-class interventions and support</li> <li>• Guided reading interventions</li> <li>• One-to-one reading across school</li> <li>• Maths interventions</li> <li>• How can we help children to articulate and express their ideas and experiences verbally?</li> <li>• What training will adults involved need to receive to ensure they are able to model and develop children's spoken language skills?</li> <li>• How can you link children's spoken language to the development of their writing and reading skills?</li> <li>• Inclusion Manager, as well as outside agencies, to provide training and support for staff leading 'Catch-Up'.</li> <li>• Quality resources purchased.</li> </ul>	<p>reviews</p>	<p>ensuring that the vast majority of children make the expected sustained progress across each phase and the % of children achieving the phonics screening is at least in line with NA.</p> <p>Increase the number of children receiving targeted teaching to close the gap rapidly for key year groups with TAs/Academic Mentor (Phonics, Reading, Writing and Maths)</p> <p>All pupils make at least expected progress, ensuring good/high level of challenge that builds on children's prior attainment.</p>	<p>EEF CPD 'Making the Difference for Disadvantaged Learners £50</p> <p>EYFS CPD £90</p> <p>TA hours/Academic Learning mentors oncosts</p>
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<p>Emotional needs of all to rekindle social interaction, build up community, feel safe, happy and belong.</p>	<p><b>EEF: SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school</b>  <b>EEF: Interventions and approaches which focus on social and emotional learning aim to improve pupils' interaction with others and self-management of emotions,</b>  <b>EEF: SEL is sometimes characterised as a process for learning broader life skills, such as how to deal with oneself, others and relationships, and to be able to work in an effective manner.</b></p>	<ul style="list-style-type: none"> <li>• PSHE lessons/intervention taught across school include identifying emotions, regular practice of calming tools such as deep breathing, using stories to examine character's feelings through reflective questioning, and using consistent approaches to solving problems and setting goals.</li> <li>• Purposeful dialogue and interaction</li> <li>• Yoga and Mindfulness lessons</li> <li>• Daily check-ins with Learning Mentor</li> <li>• Calming physical environment including 'safe spaces' and areas to support physical well-being.</li> <li>• Visual cues in the classroom, such as feelings vocabulary and self-regulation strategy posters</li> <li>• Sequenced activities that lead in a coordinated and connected way to skill development. New behaviours and more complicated skills usually need to be broken down into</li> </ul>	<p>Play time and lunch time monitoring  Behaviour logs  Lesson engagement  Opportunities to engage in talk  Pupil Progress Meetings  Risk Assessments  Staff Meetings</p> <p>Action outcomes from any reviews</p>	<p>Pupils have access to a broad, rich and challenging curriculum.</p> <p>Attendance in line with NA for all groups.</p> <p>Improved well-being of all.</p> <p>Improved communication.</p>	<p>PSHE association £125</p> <p>'Not Now Bernard' £150</p> <p>Yoga lessons</p> <p>'A Confident Me' programme £445</p>
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Physical activity for many children over the lockdown period has been minimal	<b>EEF: The overall impact of sports participation on academic achievement tends to be positive (+2mths)</b>	<ul style="list-style-type: none"> <li>• Every class to have at least 2 PE lessons a week</li> <li>• Time table Daily Mile sessions for each class</li> </ul>	Lesson engagement Observations and assessment Play time and lunch time monitoring	All children have improved physical fitness.	PE Association £95

		<ul style="list-style-type: none"> <li>• Encourage physical activity during play</li> </ul>			
Variable access to online, home learning devices. Inequality of provision and access for disadvantaged and those deemed vulnerable	<p><b>EEF: While schools are closed, the government should help ensure all children have the resources necessary to access online learning. (4+ months)</b></p> <p><b>Professional development can be supported effectively remotely</b></p> <p><b>EEF: Schools should ensure staff have access to technology required for their CPD and appropriate training in order to access this safely, efficiently and appropriately</b></p>	<ul style="list-style-type: none"> <li>• Staff trained in use of preferred platform</li> <li>• Pupils/Parents trained to access learning online</li> <li>• Focus on key aspects we need to teach well – ensure what is to be achieved and workload is manageable for staff</li> <li>• Develop overview of online and home learning – for both short term and long term absences</li> <li>• Acquire devices (vulnerable/DAPS)</li> </ul>	<p>Microsoft Teams, Zoom and Class Dojo (meetings and feedback)</p> <p>School website, text, email, social media – use for communication</p> <p>CGP books as an additional resource</p> <p>Learning packs</p> <p>Engagement</p>	<p>All children have access to online devices to access support at home, especially if unable to attend school due to isolation, bubble closure or full lockdown.</p> <p>Staff, parents and pupils find workload achievable and manageable, meeting need</p> <p>Provision of learning is timely and consistent.</p> <p>The ability to switch to blended learning as necessary is seamless.</p>	Education City £560
Parents and Carers continue to need supporting	<p><b>EEF: Parents have paid a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families with support and guidance may also be helpful – for example offering advice about effective strategies for reading with children.</b></p>	<ul style="list-style-type: none"> <li>• The purchase of additional sets of books to aid phonics and reading to be taken home</li> <li>• Supporting parents/carers in using online resources and in teaching methods</li> <li>• Parents/Carers directed agencies to support as necessary</li> </ul>	<p>Additional books purchased as resources</p> <p>Online learning resources for homework</p> <p>Parental engagement</p>	<p>Access to books and other resources at home and school.</p> <p>Parents/Carers able to support competently</p>	<p>Bug Club £162</p> <p>Home Reading £233</p>