

St Francis of Assisi Catholic Primary School: Summary of Catch-Up Strategy

School information			
School	St Francis of Assisi		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	£33,200 (Oct 2020 census)
Total number of pupils	417	9% Disadvantaged Pupils	

Contextual Information
<p>St Francis of Assisi Catholic Primary School is situated in central Norwich and forms part of the St John the Baptist Catholic Multi-Academy Trust. The NOR is 419. EAL: 42%. SEN: 15%. St Francis is part of the Norwich Opportunity Area for deprivation. Many of the St Francis parents work in the Health or Care-worker roles and, as such, 35% of pupils were eligible for and given a school place during lockdown – over double the national norm.</p> <p>Year 1 and Year 6 were identified as being most vulnerable to loss of learning during the period 20th March 2020 to 8th March 2021, and as such have been prioritised for catch-up strategies.</p>

Summary of Key Priorities <i>Based on EEF research and DfE expectations for allocation of spending</i>	
A	Targeted support (including small group and 1:1 tuition) for disadvantaged pupils and all pupils who have fallen behind. <ul style="list-style-type: none"> Year 1 and 6 Priority, due to year group at risk
B	Implement a whole school approach to assessment in literacy and maths to identify gaps in learning and identify pupils who are likely benefit from additional catch up support. <ul style="list-style-type: none"> Tutoring
C	Investment in IT based solutions to support priorities 1 and 2, including building a sustainable approach to supporting pupils both in school and out of school. <ul style="list-style-type: none"> All children without access to IT were provided with a laptop
D	Implement a whole school approach to wellbeing (physical and mental), targeting resocialisation through effective strategies and resources/training <ul style="list-style-type: none"> Outdoor gym and targeted lesson time to allow use of equipment

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)
Effective Diagnostic Assessment	All pupils to be assessed at end of Spring Term. KS1: Teacher assessments; KS2 PiXL diagnostic tests.	All pupils assessed. Pupils targeted by outcome.	Gaps in learning will be closed or narrowed through Quality First whole class teaching and small group interventions	Deputy Head (Assessment Lead)	Termly: <ul style="list-style-type: none"> Moderation in core subjects Termly teacher assessment data analysis Forensic analysis of PiXL QLA analysis Pupil Progress meetings Regular: <ul style="list-style-type: none"> Lesson drop ins and observations (COVID allowing) Pupil Voice Book looks 		1000 (training costs include supply)
Supporting Great Teaching	Additional staff training on Adaptive Teaching. Summer Term Rising Stars (PIRA & PUMA). Year 6 2016 SATs paper.	Pupil Premium and LAC pupils prioritised B1 focus pupils (identified as having gaps in learning through assessments)	By end of summer term, the majority of B1 pupils will make progress and be assessed as working at expected standard in core subjects Gaps in language skills will be closed, helping to catch up with their peers. The programme aims to accelerate children's progress in language and communication, after an eight week intervention.	RW (Inclusion & Curriculum Access Lead)			
KS2 Intervention	Targeted support for language development	All pupils assessed. Pupils targeted by outcome.		RB (SEN)			
Resourcing year groups that have been identified as priority.	Year 1; Phonics catch-up and early numeracy booster groups. Year 6: Maths and Reading Booster groups.	Year 1 – extra TA support – recruited volunteer on a temporary contract to assist booster groups in Year 1. Summer Term. Year 6 – year group divided into 3 classes of 21 to allow targeted learning for catch up Funding 3 rd teaching increase of hours 16641 total of increased hours	Pupils to have made progress from baseline (evidenced by formative and summative assessments).	Class Teachers Deputy Head (Assessment Lead) RW (Inclusion & Curriculum Access Lead)	<ul style="list-style-type: none"> Half-termly tracking of pupil progress. Pupil Progress meetings. FFT Aspire data analysis. Pupil Asset tracking data. 		1708 Partial funding of increase in hours 10840

Wellbeing	Support Sports Premium goal to have a full outdoor gym. Gym equipment to be collaborative, not individual.	All KS1 and KS2 children Our EYFS area is very new and has an exceptional outdoor space and equipment for the children	Lesson and equipment observation by trained staff, following guided learning to ensure wellbeing embedded from its use.	Headteacher AM (PE Lead) AW (PSHE Lead)	<ul style="list-style-type: none"> Pupil participation and engagement during lesson recorded by teaching staff and TAs. 		1000
Total budgeted cost for Strand 1						15058	

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)
High quality small group tuition	Complete PiXL assessments, following updated Assessment Schedule. PiXL assessments used to identify children who are at risk of falling behind in Reading, SPAG or Maths. Engage with SP Tutors, internally recruit tutors to support booster sessions. 20 x 60 minute booster sessions per week to take place during first half of the Summer Term with a focus on specific areas identified through forensic data analysis (PiXL).	Pupil Premium/LAC pupils and those identified as falling behind or not making expected progress.	By the end of Summer term, B1 pupils to be assessed as having made progress/Expected. By the end of Summer term, A2 pupils to be assessed as Greater Depth. Pupil Premium/LAC children to have made progress from baseline (evidenced by books, data and summative assessments).	Deputy Head	<ul style="list-style-type: none"> End of booster session evaluations Summative assessments at end of booster sessions. End of term whole school assessments (Rising Stars) 		
National Tutoring Programme	Government subsidised scheme – school to pay 25% 5 QTS tutors 5 non-QTS tutors School top-up for tutors						6277 4500
Total budgeted cost for Strand 2						10777	

STRAND 3: Remote Learning and IT							
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 accessing remote learning	<p>Initial Parent questionnaire to elicit who has access to online remote learning.</p> <p>Ongoing Teacher tracking of Remote Learning engagement to determine who is not accessing learning because of a lack of technology.</p> <p>Produce a Remote Learning Policy and offer.</p> <p>Train all staff on using digital learning platforms.</p> <p>Apply for additional IT support from the DfE.</p> <p>Purchase of IT (12 laptops in total) pre DfE allocation to support Pupil Premium pupils and those identified as being at risk.</p> <p>Identify most vulnerable pupils and support with technology.</p> <p>Provision of additional learning resources to meet remote learning targets. (White Rose – Maths programme for remote learning. Twinkl subscription)</p>	<p>Pupil Premium/LAC</p> <p>SEND pupils</p> <p>Pupils identified as having no or limited technology.</p>	<ul style="list-style-type: none"> All staff proficient in accessing and using digital learning for use in home and in school during school closure period. Impact: pupils have access to high quality teacher-led learning both at home and in school. All pupils will be able to access online learning, Impact: minimal learning gaps emerging. Parity of learning for those at home and those in school. Impact: less lost learning. Pupil engagement: pupils will find it easier to return to school and resume classroom based learning. 	<p>Headteacher</p> <p>RM (Computing Lead)</p>	<p>Pupil participation and engagement during lockdown recorded by Governors, Headteacher, teaching staff and TAs.</p> <p>Parent survey into Remote Learning.</p> <p>Impact measured through return-to-school baseline assessments.</p>		<p>1500 – photocopying</p> <p>1745</p> <p>2130</p> <p>140</p> <p>1850</p>
Total budgeted cost for Strand 3						7365	
Total budgeted cost for all strands						33200	