**Catch-up plan**

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| **School name:** | **St Mary Magdalen’s CE Primary School** | | | | | | |
| **Academic years:** | **2020.21 21.22 - see below for continuing catch up** | | | | | | |
| **Total number of pupils on roll:** | **194** | | | | | | |
| **Total catch-up budget:** |  | **First installment:** | **4000** | **Second installment:** | **5,340** | **Third installment:** | **6,665** |
| **Date of review:** | **18.8.21** | | | | | | |

**Teaching and whole-school strategies**

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| **Action** | **Intended outcome** | **Estimated impact** | **Cost** | **Staff lead** | **Comments** |
| **Teacher assessment w/c 23 .2.21** | **To identify during first week after lockdown 2 where gaps are** | **To be able to target catch up** | **£0** | **Class teachers** | **Completed but to be reviewed after 6 weeks of catch up – w/c 3.5.21**  **End of year data was promising and indicated that gaps are closing** |
| **w/c**  **1/3/21**  **13/09/21** | **Catch up sessions to start before and after school and lunchtimes from school TA** | **After 6 weeks we can see some impact of catch up evidenced in books**  **w/c 17.5.21 18/10/21** | **TA 3 RATE**  **£331 PW** | **Class teachers** | **Use of school power maths**  **Skills catch up**  **Head start resources** |
| **Two experienced teachers employed for 10 hours** | **To ensure all year groups have 2 people completing catch up sessions/** |  | **£642 PW** |  |  |
| **Total spend:** | | | **£14607 ( THIS MAY ONLY CONTINUE FOR MORE TERM – DEPENDENT ON GOVERNMENT FUNDING, TO BE REVIOEWED AT CHRISTMAS 2021 )** | | |

**Further resources**

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| **Action** | **Intended outcome** | **Estimated impact** | **Cost** | **Staff lead** | **Comments** |
| **To purchase ireading online library – SORA**  **To purchase Power English**  **To purchase rapid maths** | **Further support at home to back up catch up in school** | **Independence** | **1,800** |  | **Continue to ensure the usage in new academic year** |
| **To purchase ireading online reading scheme Bug Club** | **Further support at home to back up catch up in school** | **Involvement of parents in a reading scheme to support parents** | **£1000** |  | **Continue to ensure the usage in new academic year** |
| **To use IDL at home**  **Purchase rapid maths** | **Further support at home to back up catch up in school** | **Involvement of parents in a maths scheme to support parents** | **£400** |  | **Continue to ensure the usage in new academic year** |
| **Total spend:** | | | **£3200** | | |

**Wider strategies**

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| **Action** | **Intended outcome** | **Estimated impact** | **Cost** | **Staff lead** | **Comments** |
| **Debate and drama club**  **Holiday clubs ( Joel )** | **Clubs up and running smoothly** | **Children’s interest in school re- kindled** | **£100per week**  **£100 per club per half term** | **KH /HVB** | **Will continue in new academic year** |
| **Young leaders** | **Achieve award** | **Children develop skills and confidence in themselves** | **£400** | **KH** | **Continue to ensure the usage in new academic year KH to contact Diocese** |
| **FSW**  **To spilt Y5 ( Aut1 ) into 2 classes** | **To allow for booster further catch up** | **Y5 are closer to National in readiness for Y6** | **£25,000** |  | **Dining room has now been converted and will be ready to use in September 21** |
| **Total spend:** | | | **£29,000**  **Total expenditure for 20.21 = £46,807** | | |

**Summary report**

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| **What is the overall impact of spending?** | |
| The use of external supply teachers has proved to work well. They are dependable and the children clearly respond well to them. Class teachers are happy the planning and marking and assessment.  Books show clear improvement where TAs have running catch up sessions and in the main children have attended well. Occasionally parents have refused to allow their children to attend.  The data from the end of year assessments indicated that despite cohorts being disrupted results were favourable in the majority of classes. | |
| **How will changes be communicated to parents and stakeholders?** | |
| Through this document on the website . | |
| **Final comments** | |
| **We are fully committed to ensuring that our children ‘catch up’ as far as is possible which is why we committed extra funding to this aim. However there has to be a cap on all expenditure so we will continue to review every half term.** | |
| **Final spend:** | **Total expenditure for 20.21 = £46,807** |

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| **Covid Addendum** |
| Covid-19 Pandemic Response  Lockdown 1  During the pandemic, St Mary Magdalen’s School staff and Governors went well above what should reasonably be expected from them as part of our on-going commitment to ensure the best academic, social and emotional outcomes for our children. During the first lockdown, our teachers set work and activities through our website, with paper packs for collection for those with SEND and no internet access. Our teachers made regular contact with all children/parents by telephone and our DSL made daily contact with CP and EHCP children/parents. Our CP Policy was updated to encapsulate this (and other actions we deemed necessary to ensure the safeguarding of our children) and was adapted to meet these unprecedented challenges. Free packed lunches were made available to KS1 and FSM children and vouchers introduced when they became available. We not only supported our parents with well-being, but also published advice to parents on our website to provide them with guidance on conditions for effective learning, reasonable expectations and internet safety. Our Risk assessments and Emergency Plan were updated regularly to match the rapidly changing situation and this was closely monitored by the appointed governor.  Return to school.  As a result of the actions we took as a school to support our children’s learning during the lockdown, we returned immediately to a broad curriculum with added focus on priority areas. However, many enrichment activities were not able to go ahead – e.g. trips, clubs etc. Through working with outside agencies and using twilights and staff meetings, our school community was trained to deliver schooling through TEAMs. Staff also looked closely at the offering provided by online providers ( Oak Academy, Purple Mash, Bug Club and Sora to name a few ) and evaluated how these could be used to complement the school’s existing remote provision. All children were given logins and homework set using Teams, in anticipation of another lockdown. Specific gaps in learning were identified, including writing at length, handwriting and priorities for catch up were set for teachers. Throughout all of this, senior leader monitoring and evaluation continued.  Bubbles were observed at all times.  Lockdown 2  Because of the actions we took in preparation for further disruption, when the second lockdown came around, we were able to immediately implement learning delivered through TEAMs (including feedback) using a mixture of live and recorded teaching. Specific packs were created for those with no internet access and we ensured that we provided the same curriculum offering to children learning at home, to those who were in school. We ensured that the majority of vulnerable ( 46%)pupils attended school. During the lockdown, we continued to make improvements to our offering and reading books were offered to younger children and teacher-led sessions were implemented. Staff kept records of what was taught and worked co-operatively to ensure absence was covered. Governors monitored the well-being of staff through Team meets  This was in addition to laptops and ipads which were bought and distributed to families from Government funding. Feedback from our parent focus group evidenced that they were happy with the improved provision during second lockdown and the large majority of parents engaged in home learning. Where we detected a lack of engagement, families were contacted at least on a weekly by teachers either by phone, email or face to face. If contact could not be made home visits were conducted.  All children also had access to on line reading through Bug Club and Sora. Also the school sport partnership provided weekly PE activities and competitions throughout LD2 to encourage and develop physical wellbeing.  Return to School.  COVID Catch-Up support was implemented on return after the second lockdown. Our offering provided a balance of academic and emotional support and this extra support was regularly reviewed and evaluated by senior leaders. Early reading assessments quickly identified those who had fallen behind and we are targeting those children in EYFS and KS1 with extra support to ensure that all children are at the phonics standard by the end of Y2. Phonic support continues into KS2 for those children who need it and modelled reading sessions for all other year groups ensures that there is a clear priority on getting as many children back on track to reach age-related expectations as possible. We recognise that writing stamina has been impacted on across the school and this continues to be a catch-up priority for us. catch up sessions are continuing for any children in school who have fallen behind. see catch up clans for in depth detail, this includes further budgeting for an extra classroom and staff to support our children  Appropriate safeguarding and well being training have been undertaken by staff, particularly around bereavement and supporting mental health etc. Attendance remains good at 95.4%. Senior leadership monitoring and staff handover meetings have identified any gaps for learning and plans have been made accordingly. Consequently, teachers have been made aware of priorities, with key phonics, maths, reading and building stamina and planned accordingly. Throughout this challenging period, governors have continued to monitor staff well-being. We have also put in a program of teachers CPD to ensure that the overall quality of teaching and learning improves rapidly to support catch up across the curriculum.  All children also had the experience of Forest School in the church grounds which was based on PHSE to support our children’s wellbeing.  All staff had ‘trauma based training over 6 twilights, again to support our children’s and ourselves well being. |