

# St Joseph's Camberwell Catholic Schools' Federation Catch Up Plan 2020-2021

## Additional Government funding of £80 per pupil from Reception to Year 6

- Our focus will be on identifying Gaps in learning in cohorts and individuals. Baseline assessments completed in September.
- Initially gap teaching will be through the release of the class teacher to give 1:1 and small group support.
- Pupils will be identified by class teachers through data analysis, pupil progress meetings and individual diagnostic assessments.
- The initial focus will be on Phonics, English and Maths. Science gaps will be addressed through manipulating the curriculum so that duplicated topics are taught once to create time for catch up.
  - Phonics groups and catch up sessions 1:1
  - Smaller English and Maths groups in Y2 and 6
  - Kate McGuinness and Zack Benserghin Writing interventions in Y 6
  - Whole class reading focus on comprehension skills and group support
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Year Group	Evidence & Rationale	Chosen approach/approaches	Desired outcome
EYFS	<ul style="list-style-type: none"> <li>• EYFS Baseline 2020 at 11%</li> <li>• Parent interviews showed that 43 of 44 children had not been to nursery since 20<sup>th</sup> March 2020</li> </ul> <p>High proportion of children on SALT caseload on entry in to Reception (18%)</p>	<ul style="list-style-type: none"> <li>• New reading book scheme trialled in EYFS as recommended by EYFS LA advisor.</li> <li>• Additional adult employed for one hour per day to release class TAs to run SALT groups for Autumn Term 2, to be reviewed at Christmas. (9-10am x £9.50 per hour per day= £47.50 per week)</li> <li>• English Lead monitored phonics planning to ensure continuity and progress across EYFS and KS1</li> </ul> <p>Children read with at least once per week in addition to daily whole class reading and story time</p>	<ul style="list-style-type: none"> <li>• Early reading skills developed</li> <li>• Children will be able to apply phase 2 and phase 3 phonics when reading</li> <li>• Children in need of SALT will make progress</li> <li>• Children will be working at ARE</li> <li>• Children will be ready for transition in to Year One in July.</li> </ul> <p>Prime areas of PSED, CL and PD are developed and gaps caused by lockdown and lack of nursery access are addressed through whole class teaching, small group work, and the resources and activities provided in the classroom environment.</p>
1	<ul style="list-style-type: none"> <li>• Cohort baseline in EYFS was 12%. Children have missed out on 5 months of EYFS, including transition work Pupils have not received directed phonics teaching since March 2020.</li> </ul>	<ul style="list-style-type: none"> <li>• English Lead monitored phonics planning to ensure continuity and progress across EYFS and KS1</li> <li>• Additional phonics session every afternoon to focus on blending and segmenting skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Early reading skills developed.</li> <li>• Enjoyment in reading and stories.</li> <li>• Phonics attainment and confidence raised.</li> <li>• Phonics screening results are more in line with the National Average</li> </ul>

	<ul style="list-style-type: none"> <li>Some pupils have not had the opportunity to read to others, access stories and enjoy books.</li> <li>Reading diary monitoring in Spring 2020 showed some children not being read with frequently- parents and teachers made aware of children to monitor.</li> </ul> <p>Baseline data on return to School demonstrates that reading and writing results are below national expectation, and children working 2 steps below ARE will need to pass to ensure School results are in line with National average.</p>	<ul style="list-style-type: none"> <li>Additional adult employed for 2 hours per day to release specialist interventions teachers to run SALT, Reading and Phonics interventions (10-12.00noon x £9.5- per hour per day = £95 per week)</li> <li>Children read with at least once per week with adult 1:1 in addition to guided reading sessions.</li> </ul>	<ul style="list-style-type: none"> <li>On – track for passing the Phonics Screening Check.</li> <li>Pupils have a smooth transition to Y1 Y1 staff have a clear understanding of those pupils achieving GLD and which pupils need to develop areas further.</li> </ul>
2	<ul style="list-style-type: none"> <li>Some pupils have not had the opportunity to read with others during School closures</li> <li>Pupils have not had access to direct phonics teaching since March 2020</li> <li>Pupils have missed out on direct Phase 5 phonics teaching due to School closures</li> <li>Phonics screening test 23<sup>rd</sup> November 2020 results are below the National average and significantly below the National average in one class</li> <li>Reading diary monitoring in Spring 2020 showed some children not being read with frequently- parents and teachers made aware of children to monitor</li> </ul> <p>Baseline data on return to School demonstrated that reading and writing results are below National expectation, and children working 2 steps below ARE will need to pass to ensure School results are in line with National average</p>	<ul style="list-style-type: none"> <li>English Lead monitoring phonics planning to ensure continuity and progress across EYFS and KS1</li> <li>Additional phonics session every afternoon to focus on blending and segmenting skills.</li> <li>Children read with at least once per week 1:1 in addition to guided reading sessions.</li> <li>Interventions with trained intervention team focussing on SALT, phonics and reading skills</li> <li>Adult employed 3 days per week to release HLTAs in Year 2 to run intervention groups with children identified from phonics assessment and second data results as needing additional support. Adult employed 3 days per week at £125 per day = £375 per week. Employed for the remainder of the term to be reviewed by new Executive Headteacher in January (£1125 from Catch up fund)</li> </ul>	<ul style="list-style-type: none"> <li>Early reading skills developed.</li> <li>Enjoyment in reading and stories.</li> <li>Phonics attainment and confidence raised.</li> <li>On – track for passing the Phonics Screening Check for those that did not pass in November.</li> <li>Pupils become fluent, confident readers who enjoy reading.</li> <li>Reading results at end of KS1 are more in line with National Average</li> <li>Those children working two steps below on return to School in September will meet ARE.</li> </ul>

3	<ul style="list-style-type: none"> <li>• Pupils who have not passed their KS1 Phonics Screening Check have not received directed phonics teaching since March 2020.</li> <li>• Pupils have not had the opportunity to read to others, access stories and enjoy books.</li> <li>• Pupils who did not pass the Phonics Screening Check in Y1 will take the Phonics Screening Check in Autumn 2 2020 (See RLT Assessment cycle)</li> <li>• Reading comprehension</li> <li>•</li> <li>• Pupils have fallen behind with their writing over the lockdown period and not been exposed to quality teaching of the different purpose for writing. They will need to opportunity to build up their stamina.</li> <li>• Times tables progressions has been halted due to lockdown and children’s knowledge and understanding of the times tables for their year group not known or understood</li> </ul>	<p>--Priority teaching of Early Reading and class / group time to enjoy reading and stories.</p> <ul style="list-style-type: none"> <li>- Catch up 1:1 and small group teaching in place from Autumn 1 and 2</li> <li>- Fluid groupings and teaching to meet exact gaps in phonics.</li> </ul> <p>-Detailed and rigorous analysis and tracking which then swiftly informs teaching. RWI used to inform phonics teaching</p> <ul style="list-style-type: none"> <li>- Whole class Reading</li> <li>- Training in Talk for Writing for all staff. (costs £1250 for up to 50 staff)</li> <li>- Training development allows staff to focus on fiction writing techniques and non-fiction writing techniques to develop quality of writing for all pupils.</li> <li>- The previous teacher has identified the skills the children did not cover or master before the ‘lockdown’ and opportunities to learn and practice these have been built into this year’s planning.</li> <li>- Writing small group intervention in the afternoons for Y3 – 5 children to supplement class writing opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Early reading skills developed.</li> <li>• Enjoyment in reading and stories.</li> <li>• Phonics attainment and confidence raised.</li> <li>• On – track for passing the Phonics Screening Check.</li> <li>• Pupils become fluent, confident readers who enjoy reading.</li> <li>• Pupils are confident in reading and use this to access the curriculum and all aspects of learning.</li> <li>• Pupils pass the Phonics Screening Check and become fluent readers</li> <li>• Quality of writing improves across the school with more pupils achieving age related or above expectations in writing.</li> <li>• Writing in the broader curriculum improves and aids knowledge and understanding of foundation subjects.</li> <li>• Confidence of the pupils increases in writing.</li> <li>• Children are able to write at length.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Pupils have not all had the opportunity to read to others, access stories and enjoy books.</li> <li>• Pupils have fallen behind with their writing over the lockdown period and not been exposed to quality teaching of the different purpose for writing. They will need to opportunity to build up their stamina.</li> </ul>	<p>-Priority teaching of Reading and class / group time to enjoy reading and stories.</p> <p>---Detailed and rigorous analysis and tracking which then swiftly informs teaching.</p> <p>Whole class Reading</p> <ul style="list-style-type: none"> <li>- Training in Talk for Writing for all staff. (costs £1250 for up to 50 staff)</li> <li>- Training development allows staff to focus on fiction writing techniques and non-fiction writing techniques to develop quality of writing for all pupils.</li> <li>- The previous teacher has identified the skills the children did not cover or</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoyment in reading and stories.</li> <li>• Phonics attainment and confidence raised.</li> <li>• Pupils become fluent, confident readers who enjoy reading.</li> <li>• Pupils are confident in reading and use this to access the curriculum and all aspects of learning.</li> <li>• Pupils enjoy reading.</li> <li>• Quality of writing improves across the school with more pupils achieving age related or above expectations in writing.</li> </ul>

		<ul style="list-style-type: none"> <li>- master before the 'lockdown' and</li> <li>- opportunities to learn and practice these</li> <li>- have been built into this year's planning.</li> <li>- Writing small group intervention in the</li> <li>- afternoons for Y3 – 5 children to</li> <li>- supplement class writing opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing in the broader curriculum improves and aids knowledge and understanding of foundation subjects.</li> <li>• Confidence of the pupils increases in writing.</li> <li>• Children are able to write at length.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Pupils are not on – track to meet their end of Key Stage attainment in reading, writing and / or maths due to lack of teaching in Spring and Summer 2020.</li> <li>• Teachers complete assesment for every pupil. (Summer2, 2020)</li> <li>• Teachers (Autumn1, 2020) observe, discuss and then report of pupils needing additional or intensive support to catch – up.</li> <li>• Pupils require additional support in previous programmes of study in maths.</li> <li>• Pupils are not on track with their writing; there are gaps in their understanding of GPS.</li> <li>• Pupils have fallen behind with their writing over the lockdown period and not been exposed to quality teaching of the different purpose for writing. They will need to opportunity to build up their stamina.</li> </ul>	<p>--Detailed and rigorous analysis and tracking which then swiftly informs teaching.</p> <ul style="list-style-type: none"> <li>• Teachers complete teacher assessments and add to Tracker.</li> <li>• Teachers then SLT identify those with gaps, and whether they require additional (In-class) support or Intensive (Additional teacher / boosting) support to gap fill.</li> <li>• Baseline testing using NFER and WHITE ROSE MATHS</li> <li>• Question Level Analysis identifies specific gaps to be planned for taught and embedded.</li> <li>• Additional teaching of pupils identified as requiring intensive support 3 x 30 mins a week by experienced teacher in Reading, Writing and / or Maths.</li> <li>• Training in Talk for Writing for all staff. (costs £1250 for up to 50 staff)</li> <li>• Training development allows staff to focus on fiction writing techniques and non-fiction writing techniques to develop quality of writing for all pupils.</li> <li>• The previous teacher has identified the</li> <li>• skills the children did not cover or</li> <li>• master before the 'lockdown' and</li> <li>• opportunities to learn and practice these</li> <li>• have been built into this year's planning.</li> <li>• Writing small group intervention in the</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils who were on – track pre Covid 19 closure and were not then on – track at the end of Summer 2020 are back on – Track to meet their end of year and end of Key Stage attainment.</li> <li>• Pupils receive Quality intervention through teaching from a highly knowledgeable and experienced dedicated teacher.</li> <li>• support consolidation, gap teaching and progression.</li> <li>• Termly assessments show progress, in scaled scores and attainment.</li> <li>• QLA and communication with class teachers and SLT ensures pupils are well – supported and intervention supports class learning and visa-versa.</li> <li>• Quality of writing improves across the school with more pupils achieving age related or above expectations in writing.</li> <li>• Writing in the broader curriculum improves and aids knowledge and understanding of foundation subjects.</li> <li>• Confidence of the pupils increases in writing.</li> <li>• Children are able to write at length.</li> </ul>

		<p>afternoons for Y3 – 5 children to supplement class writing opportunities.</p>	
6	<ul style="list-style-type: none"> <li>• Pupils are not on – track to meet their end of Key Stage attainment in reading, writing and / or maths due to lack of teaching in Spring and Summer 2020.</li> <li>• Teachers complete the flight path for every pupil. (Summer2, 2020)</li> <li>• Teachers (Autumn1, 2020) observe, discuss and then report of pupils needing additional or intensive support to catch – up.</li> <li>• Pupils require additional support in previous programmes of study in maths. Pupils are not on track with their writing; there are gaps in their understanding of GPS.</li> <li>• Baseline data in September shows that Reading and Writing are below National expectation and children working 2 step below ARE will need to pass to ensure school results are in line with National average.</li> </ul>	<ul style="list-style-type: none"> <li>• 4 teachers for smaller groups in English and Maths</li> <li>• Experienced and highly capable team of support staff to boost and target interventions/catch up</li> <li>• Teachers complete teacher assessments and add to their individual flight paths.</li> <li>• Teachers then SLT identify those with gaps, and whether they require additional (In-class) support or Intensive (Additional teacher / boosting) support to gap fill.</li> <li>• Baseline testing using NFER and WHITE ROSE MATHS ASSESSMENT.</li> <li>• Additional teaching of pupils identified as requiring intensive support 2 days a week, Extra adults employed 2 days a week to support Reading and Writing and / or Maths. After school booster intervention groups with children identified from the baseline data as needing additional support in Reading and Maths.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils who were on – track pre Covid 19 closure and were not then on – track at the end of Summer 2020 are back on – Track to meet their end of year and end of Key Stage attainment.</li> <li>• Pupils receive Quality intervention through teaching from a highly knowledgeable and experienced dedicated teacher.</li> <li>• Interleaving activities, low stake quizzes and recapping previous year’s POS support consolidation, gap teaching and progression.</li> <li>• Termly assessments show progress, in scaled scores and attainment.</li> <li>• Communication with class teachers and SLT ensures pupils are well – supported and intervention supports class learning and visa-versa.</li> </ul>
<b>Impact measures</b>			
Agreed with Governors on:			

Gap Funding used to pay for:

**Learning Mentor support for children affected by bereavement, anxiety post lockdown.**

**Action Tutoring group in Year 5.**