



## Post COVID Pupil 'Catch Up' Strategy Statement 2020-2021

The catch-up premium is funded on a per pupil basis at £80 per pupil, meaning we are predicting that St. Joseph's will be in receipt of an estimated £32,560 (404 x £80). The spending of this money will be down to schools to allocate as they see best. To support schools to make 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 students.

At St. Joseph's, this money will be used in order to provide:

- Curriculum resources and materials that support "catch up" and mental health of pupils.
- Additional support staff to develop the outcomes of children who have been identified as needing "catch up" in their learning.

There are two broad aims for "catch up" at St. Joseph's:

- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the end of 2019-20.
- The mental health needs of pupils are met and supported by the school.

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| <b>School Name</b>                          | St. Joseph's Catholic Primary School   |
| <b>Total Number of Pupils</b>               | 404 not including nursery.   |
| <b>Proportion of Pupil Premium</b>          | 99   |
| <b>Proportion of pupils with SEND</b>       | 7 children with and EHC Plan – 43 children in total including SEN support.   |
| <b>Catch up allocation amount</b>           | £80 per a child from FS2 to Y6 = £32,560 (Approx)  |
| <b>Date written</b>                         | October 2020   |
| <b>Review date</b>                          | December 2020 / April 2021 / July 2021   |
| <b>Written by</b>                           | Emma Cousins – Assistant Headteacher/SENDCo  |
| <b>Chair of Governors</b>                   | Paul Lasok   |
| <b>Known impact of Covid school closure</b> | <ul style="list-style-type: none"> <li>• Increased gaps in reading, writing and maths for those pupils who were unable to engage fully with home learning during lockdown</li> <li>• Social, emotional and mental health needs of children exacerbated by the circumstances of Lockdown, particularly those who were unable to return throughout Lockdown and when the wider opening of the school commenced.</li> <li>• A potential decrease in physical fitness, strength and agility due to lockdown circumstances.</li> </ul>                |
| <b>Key Priorities</b>                       | <ol style="list-style-type: none"> <li>1. Ensure all children are attending school daily</li> <li>2. Ensure smooth transitions and that all children are emotionally ready for returning to formal learning</li> <li>3. Ensure baseline assessments take place in order to plan for gaps and interventions across the school.</li> <li>4. Ensure all children have increased opportunities physical exercise</li> <li>5. Ensure all children's home learning is not inhibited due to the lack of technology available to them at home</li> </ol> |

| <b>Priority 1: Ensure all children are attending school regularly.</b>   |  |                |              |  |
|--|--|----------------|--------------|--|
| <b>Actions</b>   | <b>By whom</b>                                   | <b>By when</b> | <b>Costs</b> | <b>Outcome</b>   |
| SAO to monitor attendance daily and liaise with parents/carers   | Office<br>School<br>Attendance<br>officer<br>SLT | Daily          | None         | School attendance is currently very high at 97.2<br><br>We currently have 3 chn who have not returned for Covid related reasons. |
| Log Covid related absences separately and close track return to school dates   |  | As needed      |              |  |
| Work closely with the SAO to ensure all children return to school after lockdown. Where necessary, engage with school nursing service to encourage pupils to return to school. |  |                |              |  |

| <b>Priority 2: Ensure smooth transitions and that all children are emotionally ready for returning to formal learning</b>   |                              |   |              |   |
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| <b>Actions</b>  | <b>By whom</b>               | <b>By when</b>  | <b>Costs</b> | <b>Outcome</b>  |
| <p>Ensure as smooth a transition as possible for children returning to school. In particular, those who did not return for the wider opening of the school on 1<sup>st</sup> June.</p> <p>In July, the school held face-to-face transitions sessions for the children. All children and staff were able to meet each other, in the school hall, in a socially distanced way. Parents who had not permitted their child to return to school, brought him/her in for that session only. This was a very successful day. Each teacher had also written their class a letter telling them a bit about themselves which the children took away with them.</p> <p>The whole of Year 5 was brought back for the last two weeks of the year as this is a vulnerable year group.</p> <p>We are aware that due to parents not being permitted onto the premises, it has been difficult to speak to staff at the gates. To try and alleviate this, a Home/School communication book has been given to each child in the school. This is to allow parents to communicate important messages to their child's teacher. Parent's are also encouraged to email the office with any concerns.</p> | HoS<br>AHT<br>Class Teachers | <p>Transition sessions – July</p> <p>Home/School Communication book – Sep</p> <p>Meet the Teacher Zooms - Sep</p> | None         | <p>All children have met their new teacher which should go some way in alleviating anxieties around this.</p> <p>Transition booklets and covid social stories were used over the summer holidays to help prepare our most vulnerable children for his/her new surroundings and adults. As well as helping them to understand some of our new covid related rules.</p> <p>New Nursery and Reception children will be helped to settle in with their parents who will also get to see some of their child's learning environment.</p> |

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| <p>Parents of Reception and Nursery children who are new to the school are permitted to bring their child onto the premises to help settle them in.</p> <p>Virtual Meet the Teacher meetings via the app Zoom were conducted to inform parents of year group expectations and curriculum.</p> <p>The SENDCo compiled a series of transition booklets and covid social stories for all children on the SEND register and were either given in person or sent in the post to those children who did not attend school over the lockdown period.</p> |   |                            |             | <p>Home/School communication books allow issues or concerns to be dealt with more efficiently and without going through the school office. Parents feel like they have some immediate connection to the school and their child's teacher.</p> <p>'Meet the Teacher' zooms allow parents to meet their child's teacher and hear about school routines and expectations. It allowed for parents to ask questions and clear up any concerns or issues.</p> |
| <p>The school will offer parent 'drop-in' sessions.</p>   | <p>SENDCo<br/>Tuesday mornings and<br/>Thursday afternoons.</p> | <p>From start of year.</p> | <p>None</p> | <p>These will provide parents with the opportunity to discuss any worries or concerns they may have regarding their child's mental health and emotional wellbeing.</p>  |
| <p>Foundation Stage to Year 3 children have an individual Care Bear which is kept in their lockers.</p>   | <p>Class teachers</p>   | <p>From start of year.</p> | <p>None</p> | <p>If a child is experiencing any concerns or worries they can leave the Care Bear with the teacher. This acts as a signal to the class teacher to ensure that they speak to the child to ease their concerns.</p>  |
| <p>Year 4 to Year 6 classes have their own individual 'Care Box' where they can write down any worries and put it in the box.</p>   | <p>Class Teachers</p>   | <p>From start of year</p>  | <p>None</p> | <p>The teachers will ensure that all individual concerns are addressed through either private</p>   |

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|   |  |   |      | conversations or PSHE Circle Time activities.   |
| Our Extended School Club manager and our PE Coach will organise their own 'drop-in' sessions for children. They will be available at break times Monday to Thursday.  | Mrs Collins<br>Mr Grant                            | From start of year.                         | None | Children will know that they can use this time to speak to these members of staff about any concerns or anxieties, in particular those children with whom these members of staff have strong relationships with.  |
| All children will have enhanced PHSE lessons (sometimes more often depending on the needs of the class). These will centre around a range of issues from Friendship to issues arising out of current affairs as well as issues arising from Covid. Islington Recovery Curriculum was circulated to all staff. This was incorporated into their delivery of lessons. | Class Teachers<br>PSHE Lead                        | From start of year                          | None | An opportunity for adults to address challenging issues in a sensitive way to the whole class. Allows for a safe space for children to share and talk openly.   |
| Use outdoor learning sessions to support social skills.   | Ass. Head<br>Class teachers<br>Environmental tutor | From start of year                          | None | The school hens and rabbits can be used as a form of pet therapy. Children who need support with social skills have access to outdoor learning sessions to support them emotionally and with friendships.   |
| School PE Coach and Extended School Club Manager will deliver an intervention entitled 'Getting Match Fit'. Particular children will be identified from Years 5 and 6 (to a maximum of 12) to make up two groups. These sessions will be rolled out into Years 3 and 4 if deemed appropriate.   | Mr Grant<br>Mrs Collins                            | From third week back to allow for training. | None | This is a Mental Health and Wellbeing initiative from The Arsenal Football Club. It is a program designed to improve self-esteem and confidence through football. Children will develop strategies to deal with challenging situations, coping mechanisms for anxiety as well as in increase in confidence. |

| Priority 3: Ensure baseline assessments take place in order to plan for gaps and interventions across the school.  |   |   |                                |  |
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| Actions  | By whom   | By when   | Costs                          | Outcome  |
| <p><b>Phonics</b><br/>Children will have missed 6 months of Phonics teaching and not all phases of Letters and Sounds will have been taught, practised and learnt. Gaps in knowledge will impact on future learning, on reading ability and writing standards as well as with accessing the wider curriculum.</p> <p><b>Year 1 pupils</b> – Phonics lesson in the morning streamed, supporting children whilst they recap Phase 2/3 and in some extreme cases Phase 1.<br/>Additional afternoon phonics lessons for whole year group which are streamed.<br/>Practice sessions with the Phase Lead on past Phonics Screening Checks.<br/>Regular assessments will inform future groups.<br/>Extra phonic intervention (separate to lesson) for targeted children.</p> <p><b>Year 2 pupils</b> – Phonics lesson in the morning streamed, supporting children whilst they recap Phase 3/4 and in some extreme cases Phase 2.<br/>Additional afternoon phonics lessons for whole year group which are streamed.<br/>Practice sessions with the Teacher and Phase Lead on past Phonics Screening Checks.<br/>Extra phonic intervention (separate to lesson) for targeted children.</p> | <p>Year 1 Class Teachers/TA</p> <p>Year 2 Class Teachers/TA</p> <p>KS1 Phase Lead</p> | <p>Streaming and intervention groups to start immediately</p> | <p>None</p>                    | <p>Pupils in Year 1 will have recapped and completed Phase 2/ 3 in early Autumn and progressed to Phase 4 in a timely manner.</p> <p>Pupils in Y2 will be ready and prepared for Phonics Screening test in the Autumn term that was missed in June 2020.</p> <p>Phonics knowledge will develop further and be used and applied in reading and written work across the curriculum.</p> <p>Baseline Phonics assessments in early September will establish individual pupil's knowledge and understanding and teaching will be able to plan, prepare and deliver interventions that are meaningful to individuals and small groups of children so that they still have access to a broad and balanced curriculum.</p> |
| <p><b>Reading Independence &amp; Fluency</b><br/>Individual, group and class reading opportunities will have been missed by many throughout lockdown. Confidence and</p>   | <p>English faculty Lead</p>   | <p>Assessment at start of year.</p>                           | <p>Cost of renewal of NFER</p> | <p>Assessments in reading in early September will give baseline assessment. Interventions can be</p>   |

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| <p>competence to read independently and fluently may have decreased and alongside this, the reading skills that are taught via the reading domains will not have been accessed through home learning.</p> <p>1) Use of ongoing teacher assessments using past papers, Headstart, NFER &amp; other school assessments in the first week to gain an accurate baseline in core subjects.<br/> 2) Staff to work with AHT and/or Phase Lead to analyse data and identify gaps. Using Gap Analysis tool from Target Tracker to inform planning of reading, writing and maths. Planning will then address these gaps.<br/> 3) Individual reading opportunities for all children across the school. 4) Opportunities to read in every lesson in order to develop fluency and independence in reading.<br/> 5) Additional daily reading lessons to be planned for using the teacher assessment knowledge as taken from Target Tracker.<br/> 6) English Faculty Lead to ensure that all staff (where applicable) are aware of VIPERS and are including these when planning reading lessons.</p> | <p>Class Teachers</p> <p>AHT</p>                                 | <p>Gaps/Planning ongoing.</p> | <p>Autumn papers. Price to be confirmed.</p>          | <p>implemented based on these and children will receive and develop their reading accordingly. Gaps in learning, knowledge and understanding will be narrowed. Fluency and love of reading will develop.</p> <p>Focus on reading in all lessons will develop vocabulary opportunities for all pupils. Children will be confident in their knowledge of the reading skills (VIPERS) and use these to better understand comprehension questions. Vocabulary and meaning of words will develop, fluency of reading will increase and comprehensions skills will deepen allowing understanding of texts in all subjects to improve.</p> |
| <p><b>Writing</b></p> <p>Pupils have fallen behind with their writing over the lockdown period and not been exposed to a range of genres along with the different purposes for writing. Pupils are also currently lacking in their stamina for writing and will therefore need opportunities to build upon this.</p> <p>1)Extended writing lessons planned covering a range of genres that include writing for a purpose.<br/> 2)Targeted Guided Writing sessions must be included when planning with a particular focus relating to a writing skill such as vocabulary, punctuation, sentence structure.</p>   | <p>Class teachers</p> <p>Tas</p> <p>AHT</p> <p>English Tutor</p> | <p>ongoing</p>                | <p>English Tutor on 28 hours per week<br/>£24,528</p> | <p>Quality of writing improves across the school with more pupils achieving age related or above expectations in writing. Writing in the broader curriculum improves and aids knowledge and understanding of foundation subjects. Confidence of the pupils increases in writing. Children are able to write at length.</p>  |

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| <p>3)AHT to model guided writing sessions to NQTs and other identified staff.</p> <p>4)Pupil conferencing, on a 1:1 basis to take place using extended writing pieces. This will be a particular area of focus in Year 6 with the English Tutor.</p> <p>5) An extra Teaching Assistant has been put into Year 6 meaning there is now one in each class.</p>  |  |                |   |   |
| <p><b>Spelling</b><br/>Children’s spelling of age-related and new words have not been developed. Without access to phonic lessons, interventions such as lexia and regular teaching of SPaG, gaps in spelling and in particular spelling rules have emerged.</p> <p>1)Spelling Frame has been introduced from Year 2-6 to cover a structured spelling programme that children can also access at home as part of their homework.</p> <p>2)Lexia intervention groups set up for specific children from Year 2-6.</p> <p>3)English tutor to focus on the teaching of specific spelling rules in Year 6 groups.</p> | <p>Class Teachers</p> <p>English Faculty Lead</p> <p>English Tutor</p> <p>AHT/SENDCo</p> | <p>ongoing</p> | <p>Cost of Spelling Frame and No Nonsense spelling.<br/>£157</p>  | <p>Spelling ability increases which in turn aids the quality of writing as well as access to the wider curriculum.</p> <p>Spelling scores improve and children achieve age related or above expectations in SPaG and writing assessments.</p>   |
| <p><b>Times Tables</b><br/>Times tables progressions has been halted due to lockdown and children’s knowledge and understanding of the times tables for their year group is not as secure as it should be for some children.</p> <p>1)Use of Times Tables Rockstars to assist in teaching of tables and practice at home.</p> <p>2)Doodle Maths to be used to engage children both in school and at home as part of homework and/or remote home learning where appropriate.</p>  | <p>Class teachers</p> <p>Phase Leaders</p> <p>Maths Faculty Lead</p>                     | <p>ongoing</p> | <p>Cost of Time stable Rockstars<br/>£266.93</p> <p>Cost of Doodle Maths<br/>£4944 for two year subscription.</p> | <p>Times tables learnt for each year group and used in daily maths lessons to assist in the development of fluency and reasoning in maths.</p> <p>Pupils more confident with times tables.</p> <p>Competitions actively played at school and at home to enhance enjoyment and promote quick recall.</p> |
| <p><b>Maths</b><br/>An accurate and clear understanding of all pupils’ maths ability across all strands is needed.</p>   | <p>Class teachers</p>  | <p>ongoing</p> | <p>Cost of Tutor</p>  | <p>Work for all pupils will be pitched appropriately with sufficient challenge for all.</p>   |

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| <p>1) Use of ongoing teacher assessments using past papers, Headstart, NFER &amp; other school assessments in the first week to gain an accurate baseline in core subjects.</p> <p>2) Staff to work with AHT and/or Phase Lead to analyse data and identify gaps. Planning will then address these gaps.</p> <p>3) Staff will use the planning and resources created by White Rose Maths Hub to supplement training and interventions which have been designed with 'catch up' in mind due to covid.</p> <p>4) Reception, Year 1 and Year 2 to recap and develop quick recall and understanding of number bonds and addition and subtraction facts. These are critical foundations in maths. The children in Year 1 and 2 missed the opportunity to secure their understanding in this due to the lockdown. Children who are weaker in this must be identified early and be planned for accordingly. These children must receive additional support in this area both during class lessons as well as additional intervention.</p> <p>5) KS1 and Lower Junior phase lead to conduct a homework club after school. KS1 to focus on Number bonds. Lower Junior to focus on Times Tables.</p> <p>6) TA support in all maths lessons from Years 1 -6.</p> <p>7)TAs in Years 1 and 2 to take an extra group in maths. To be set up by Phase Leader.</p> <p>8) LA circulated a revised maths curriculum in the summer term with areas of learning identified that could be omitted. This was disseminated to staff.</p> | <p>Maths Faculty Lead</p> <p>Maths Tutor (Same person as English Tutor)</p> <p>Year 1 and 2 TAs</p> |  | <p>As above for English Tutor.<br/>£24,528</p> <p>Cost of White Rose<br/>£139</p> | <p>Gaps will be identified from the assessments and planned for accordingly.</p> <p>Those more able will be stretched and challenged accordingly.</p> <p>Targeted children from Year 6 will be identified and will have extra intervention from the tutor both during and after school.</p> <p>Improved understanding of number bonds and addition and subtraction facts for Reception and Year 1. Gaps in Year 2 will be addressed.</p> |
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| Priority 4: Ensure all children have an increase in physical exercise   |  |               |                                  |   |
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| Actions   | By whom                                | By when       | Costs                            | Outcome   |
| <p>Time table daily mile sessions for each class. Children are encouraged to run and not walk.</p> <p>The new Daily Mile Tracker App will be trialled in Years 3 and 4. If successful will be rolled out across the school.</p> <p>Children will be encouraged to bring trainers every day.</p> | Everyone                               | December 2020 | Daily Mile Tracker App cost £288 | <p>All children have improved their physical fitness.</p> <p>Staff and children will have a record of their physical activity which can be used to motivate</p>   |
| <p>Classes to have active times in their day through wake up/ shake up, just dance, stretches during hand washing times.</p> <p>PE Coach is on duty at break and lunch times, taking a focus group encouraging and promoting specific games and skills.</p>                                     | Everyone                               | Ongoing       | None                             | <p>Children will feel refreshed and ready to focus.</p> <p>Children will have greater ability to concentrate.</p> <p>Teachers are ensuring that the children are being physically active in lessons outside of PE.</p>  |
| <p>Every class to have 2 <b>outdoor</b> PE lessons each week.</p>   | <p>Class Teachers</p> <p>P.E Coach</p> | Ongoing       | None                             | <p>Children will spend more time outside in the fresh air.</p> <p>Children will focus on specific skills which will improve co-ordination, balance and agility.</p> <p>Children's ability to follow instructions and rules of games will improve.</p> <p>Children will improve in their teamwork and working collaboratively.</p> |
| <p>Organise for each class to have a basket of resources for outdoor playtimes to encourage games.</p>  | Phase leaders                          | Ongoing       | Funding taken from               | <p>Playtimes will be more productive.</p> <p>Children will be actively engaged in physical games and/or exercise.</p>   |

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|  |  |  | Sports Premium<br>£1000 | Collaborative and teamwork skills will be enhanced. |
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| <b>Priority 5: Ensure all children's home learning is not inhibited due to the lack of technology available to them at home.</b>                        |  |                       |              |  |
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| <b>Actions</b>  | <b>By whom</b>   | <b>By when</b>        | <b>Costs</b> | <b>Outcome</b>   |
| Create a remote learning policy. See attached.  | SLT,<br>Computing Lead for school<br>Computing Lead for Islington      | End of September      | None         | Clear guidance for all staff to follow.<br>Parents will have a clear understanding of procedures in the event of a lockdown or closure of bubble.<br>Children will continue with their learning remotely.<br>Children will have login details ready.<br>See attached policy. |
| Conduct a parent survey to find out which children do not have access to an electronic device at home for learning purposes or access to a printer etc. | HoS<br>Business Manager<br>Computing Lead<br>Remote Learning Champions | End of September      | None         | We have an accurate understanding of how a lack of technology impacts learning.<br>We have an understanding of the type of technology that children have access to at home.  |
| Have a 'Remote Learning' Practise Day.  | Everyone   | End of September      | None         | All children will know how to access their learning through SeeSaw (Year 2-6).<br>All children will have their laminated log in cards which will also be sent home.  |
| Children who are isolating at home but are well enough to be learning will have work up loaded daily by their class teacher.                            | Class teachers   | As and when required. | None         | Children are able to continue with their learning.   |

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| <p>Parents contact the school if they are not able to access the work online and the school will aim to support them online in the first instance.<br/>If a solution cannot be found for virtual home learning, the school will arrange for hard copies which can be collected from the main office.</p> | <p>IT support<br/>(if necessary)</p> <p>Office staff<br/>(if necessary)</p> |  |  | <p>Feedback will be provided by the class teacher when the work is uploaded by the child.</p> <p>Children will return to school having kept up with their learning.</p> <p>Less opportunity for gaps to increase/develop.</p> |
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**Author: E Cousins October 2020**