



Action Plan and Spending for Catch Up Premium 2020-2021

1. Summary Information					
School Name	St Francis of Assisi C of E Primary				
Academic Year	2020-2021	Total catch up budget	£33120	Date of most recent review	Feb 2021
Total Number of Pupils	409			Date for next review	April 2021

2. COVID Impact on Pupils	
In-School Barriers	
A.	During the COVID-19 pandemic, at least 60% of pupils missed 4 months of formal education in 2020 and then 65% missed another 2 months in 2021. As a consequence, there are significant gaps in knowledge. Following transition in July -September and assessments in October, year groups and teams identified aspects of the curriculum that have been missed as well as key areas for further development. Some pupils have had increased periods of self-isolation in addition to school closure.
B.	Social and Emotional Needs are barriers to learning and have been identified through discussions with parents/carers, activities completed during school closure etc.
External Barriers	
C.	Some pupils not accessing remote learning or attending school due to home issues/difficulties.
D.	Sporting and exercise activities cancelled meaning that pupils are leading a more sedentary period (Sport Premium will also support this).

Intended Outcomes		
	Desired Outcomes and how they will be measured	Success Criteria
A.	Further development of phonics and fluency and accuracy increases for all pupils.	Pupils achieve phonics screening threshold at beginning of Y2 Autumn 2020, Y1 in June 2021 and Y2 June 2021. Pupils reach age related expectations at the end of Reception. Pupils are able to read fluently and accurately in line or above age-related expectations.
A.	Y1 children have mastered the characteristics of effective learning and are ready for the Y1 curriculum to be able to make appropriate progress. Measured through termly assessments and moderation.	Y1 pupils' gaps from analysis are reduced. Pupils achieve at age appropriate expectations in Y1 for reading, writing and maths throughout the year.
A. and C.	Increase subject knowledge for staff and resourcing for pupils with maths CPA approach and focused areas for writing. Lesson observations and team teaching as well as subject leaders support and evaluations.	Lessons appropriately support all pupils and ensure that they reach or exceed age appropriate expectations.

B.	Pupils are not disadvantaged due to a negative impact from their social and emotional wellbeing/needs. Pupils are happy, positive and develop a range of different experiences.	Pupils achieve at age appropriate expectations – for Reception, they demonstrate characteristics of effective learning.
D.	Increased physical activity for all pupils (measured through sport premium).	Increased levels of activity when in school despite COVID restrictions supporting 30 minutes per day in school.

4. Planned Expenditure

Academic Year 2020-2021

How is the catch-up premium planned to be used to improve classroom pedagogy, provide targeted support and support whole school strategies?

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Year Group Focus	Cost
1. Further development of phonics and fluency and accuracy increase when reading.	Further development of book resourcing to match phonic ability and appropriate phases. Additional phonics training.	Pupils needing additional support with Phonics, Reading and Writing (blending and segmenting) due to no formal phonics session during the school closure (Summer 2020). Pupils at different points in their reading development.	Purchase of phonic stage 3-5 books. Staff training to ensure appropriately used and matched for pupils.	EYFS and KS1	£1500 Recep £750 Y1 £250 Y2
2. Fluency and accuracy increase when reading.	Increase opportunities for reading across a range of genres and increase reading for pleasure.	Pupils were reading own books during school closure (Summer 2020) but missed opportunities for guided reading, shared reading and support to ensure age appropriate texts were being read.	Purchase reading scheme books at appropriate age bands for Y3-4 and Y5-6 - Project X Oxford University Press. The Week Junior, Comics and other resources to be purchased for guided reading time as well as non-fiction activities. Increase user licences for Reading Plus for an additional year to cover all 60 Y6 then Y5 pupils.	Y3 and Y4 Y5 and Y6 Y5 and Y6	£1500 £1500 £1500 per year
3. Y1 pupils are ready for Y1 curriculum and have mastered the characteristics of effective learning.	Y1 team and KS1 Lead to access training summarising points for setting up a classroom for accessing continuous provision and how to put into practice. Use of KS1 National Curriculum to enhance areas with opportunities to reinforce the skills. Increase in adult support for individual pupils and across areas of the curriculum.	Pupils entering Y1, have missed the summer term to develop their independence, learning through play, phonic knowledge, early maths and preparation for Y1 National Curriculum.	Analysis of gaps from EYFS data to support with setting up continuous and enhanced provision. ABC Does Y1 Transition Training attendance and review. Observations of pupils and classroom practice developed from EYFS practice. Appropriate resource purchase to support the areas of learning that meet the gaps from EYFS and Y1 curriculums.	Y1	£3000

4. Increase subject knowledge and resourcing for staff with maths CPA approach and focused areas for writing.	Peer to peer support training for SLT. Regular in-house training for staff. Increase in maths concrete resources for all year groups and additional IT based resources to support writing.	Pupils have learnt, during school closure, a range of differing strategies depending on support provided from home. Appropriate strategies and resources will be needed to ensure that gaps in learning and understanding are reduced and the curriculum is accessible for all.	Resources targeted appropriately. All staff access CPD at no cost to the school – evaluation by SLT.	All year groups	£5000
5. Pupils are happy, positive and develop a range of different experiences.	Increased opportunities to develop learning throughout the curriculum. Regular support and modelling from teachers and teaching assistants.	Some pupils are having difficulties with friendships, compromise, working together, resilience and perseverance due to limited opportunities of social situations in summer term 2020 as well as school closure in academic year 2020-2021.	SLT to monitor and support staff with ensuring development. SENCO to assess impact through support plan targets. Class teacher discussions with parents during school closure. Evidence in Seesaw and on CPOMS.	All year groups	Additional staffing support - £14000
6. Increased physical activity for all pupils.	Increased physical opportunities for all pupils when in school including resources per class, specific coaches and a range of activities, active learning in the classroom.	No after-school clubs, indoor and outdoor sports and activities have been cancelled due to restrictions, limited playtimes and lunchtime opportunities.	Resources targeted appropriately. All staff access CPD at no cost to the school – evaluation by SLT.	All year groups	See Sport Premium information
					£27250