St John's Catholic Primary School: Summary of COVID Catch-Up Strategy

School Information			
School	St John's Catholic Primary School		
Academic Year	2021 - 22	Catch-Up funding received 2020-21	£16,400
Total number of pupils	198	% of Disadvantaged Pupils % of SEND Pupils	14.7% 13.7%

Strategy Statement
Nationally, our children have experienced serious disruption to their education as a result of the COVID-19 pandemic. Children who come from vulnerable and disadvantaged backgrounds are, unfortunately, the most effected. The impact of lost time in education is substantial and as a school, we must make a concerted effort to close the gap for all children in our school – academically, emotionally and socially. We are implementing the following strategies to support pupils to catch up due to the deficit caused by COVID-19. Our catch-up strategy is based on the Education Endowment Foundation (EEF) 3 tier model. <u>Tier 1: Teaching and whole school strategies</u> • Supporting quality first teaching for all pupils • Transition support and support for pupils most impacted by the pandemic • Recovery Curriculum <u>Tier 2: Targeted Support</u> • One to one and small group support • Support for social, emotional and mental health <u>Tier 3: Wider Strategies</u> • Access to and application of technology • Supporting parents, carers and the school community • Staff training

Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)	
A.	To reduce the attainment gap between our disadvantaged pupils and their peers
B.	To raise the attainment of all pupils to close the gap created by COVID-19 school closure
C.	To address the academic, social and emotional needs of pupils most affected by COVID-19
D.	To ensure that the curriculum remains broad and balanced for all pupils
E.	To ensure that all pupils, especially disadvantaged and SEND pupils, have access and equity to high quality education
F.	To ensure that resources (financial, human and physical) reach pupils who most need them.

Possible Barriers to Future Attainment	
A.	Staff to develop a greater understanding of children's emotional, social and mental health needs in order to be able to help and support children who may have been adversely affected by school closures and the COVID-19 pandemic
B.	Ascertaining where all pupils are in relation to their age-related learning in reading, writing and mathematics due to the disruption caused by COVID-19
C.	Determining strategies and support which develop greater resilience and self-confidence in children impacted by COVID-19
D.	Possible further disruption throughout the year due to cases of COVID-19 in the school community and local and national measures.

Summary of Expected Outcomes	
A.	Children to settle quickly back into school and their new classes, following learning and behaviour expectations. Early Years children will settle quickly into their new setting.
B.	By the end of the autumn term, children will have regained the academic confidence to resume their learning at the expected key stage / level. Any children identified as not meeting this expectation are further targeted for intervention and support.
C.	Children expected to undertake formal assessment during the year to have the support to close any gaps that have occurred to ensure that they are ready to approach their testing with confidence. The school expects to be able to guide the children to a point where outcomes are broadly in line with previous years.

Tier 1: TEACHING AND WHOLE SCHOOL STRATEGIES							
Element of Strand	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?		
Supporting quality first teaching	Training and professional development for all staff (back on track curriculum resources, early reading and writing and mental health and wellbeing). Continued thorough and focussed monitoring programme focusing on pupil attainment and progress across the curriculum. Pupil Progress meetings held each term to discuss attainment and progress of all pupils.	All classes and all pupils	SLT, maths, English and phonics leaders will have a clear picture of classroom practice, monitoring the attainment and progress of pupils in class and in their books. Senior leaders and subject leaders will offer advice and support on curriculum content and adaptations where necessary.	SLT, Subject leaders, class teachers	Monitoring schedule in place and shared with all staff. Actions from learning walks and book monitoring shared with all staff. Support provided for staff where necessary and a clear action and review cycle in place.		

Transition support	Transition support for children including a focus on social, emotional and wellbeing support through whole class PSHE teaching and targeted support for individual pupils. Staff training led by the mental health leads in school. Individual support for disadvantaged and SEND children.	All pupils and individuals requiring additional support	Focused strategies and curriculum adaptations will help pupils to understand and address concerns and anxieties experienced as a result of the pandemic. The majority of children will quickly adapt to classroom / school rules and expectations and catch up on missed learning.	SLT, Mental Health lead teachers, SENCo and class teachers	Learning walks, tracking attendance and discussions with staff to ensure that all children settle quickly and happily back into school. Ensure plans are place for individual children and classes requiring further support.		
Recovery curriculum	Baseline assessment for all reception children to identify attainment on entry and key areas of focus. Early reading and writing action plan in place focusing on phonics, early reading and writing skills and the development of these skills across the curriculum. Back on Track curriculum (HfL) for English and maths. Detailed and regular assessments (phonics, reading, writing and maths) to identify gaps in learning. Targeted support for identified pupils.	All classes/ pupils and individual pupils requiring additional support	Starting points and gaps in learning identified and addressed quickly. Detailed provision mapping ensures disadvantaged and SEND pupils have targeted support programmes in place. By the end of the year, the majority of children will be working at the age-related expectations for their specific year group.	Class teachers, subject leaders and SLT	Review of curriculum provision and Pupil Progress meetings each term, detailed provision mapping to ensure the correct children are targeted for specific interventions and support. Pupil voice, learning walks and book monitoring.		
Specific Year Group Catch-Up plans and approaches:	**Reading, phonics, writing, spelling**	**Mathematics**	**Other curriculum areas**	**Additional support programmes, mental health and wellbeing**			
Reception	Teaching phase 1 phonics including syllables, rhyme and alliteration (this is usually taught in nursery)	Focus on early number – counting, patterns, recognising and	Whole class focus on friendships, positive behaviour, playing nicely, sharing, following instructions	Focus on zones of regulation – children able to identify feelings and express how they are feeling. Staff trained in delivering the Nuffield Early Language Intervention (NELI) for increasing number of identified speech and language needs			

	alongside Read, Write Inc (RWI) set 1,2 and 3 Focused groups for writing to establish correct pencil grip and control. Focus on gross and fine motor skills.	writing numbers to 10 etc	Establishing routines More time spent on PSHE curriculum	Focus on developing a growth mind set and positive attitudes to learning.
Year 1	**Hertfordshire Back on Track curriculum resources designed to support staff to plan and deliver a curriculum that ensures key learning is prioritised, breadth is maintained and learning sequences reactivated as well as addressing missed and insecure learning before new content is taught.** Additional whole class handwriting sessions. Revision of phonics from Reception alongside new learning. Additional focus on high frequency words Daily guided reading sessions. Daily story time with a focus on vocabulary and story structure.	Hertfordshire Essentials / Back on Track programme which consolidates previous learning week on week. Daily fluency sessions to revisit prior learning. Focus on practical activities and opportunities to reinforce skills through play. Focus on counting songs and stories.	National curriculum programmes of study begin in Year 1. Focus on developing early writing, reading and phonics skills across all curriculum areas.	Early Years approach to curriculum planning and design to make up for lost learning in Reception and to enable children to meet the Early Learning goals. Secure Start reading and writing intervention to support progress in phonological awareness (children assessed individually and a personalised programme of support is put in place) Clear social and emotional focus for targeted children. Additional phonics, maths and handwriting support for identified children. Focus on zones of regulation to identify and express feelings and emotions. Additional learning / movement breaks. Focus on developing a growth mind set and positive attitudes to learning
Year 2	**Hertfordshire Back on Track curriculum resources designed to support staff to plan and deliver a curriculum that ensures key learning is prioritised, breadth is maintained and learning sequences reactivated as**	Hertfordshire Essentials / Back on Track programme which consolidates previous learning week on week revisiting Year 1 objectives.	Skills and knowledge gaps identified and planning adapted for all foundation subjects to ensure these are revisited. Key vocabulary focus in all foundation subjects.	Fisher Family Trust interventions for reading and writing – provides opportunities for over learning and multisensory teaching. Reading Revival intervention for children struggling with phonics. One to one and small group support for phonics catch up. Numicon interventions for maths

	well as addressing missed and insecure learning before new content is taught. Additional whole class handwriting sessions. Revision of phonics from Year 1 alongside new learning. Additional focus on Year 1 spelling patterns and high frequency words Daily guided reading sessions. Daily story time with a focus on vocabulary and story structure.	Daily fluency sessions to revisit prior learning. Focus on practical activities and opportunities to reinforce skills.	Questions, quizzes etc used at the start of lessons to check that prior learning and knowledge is retained. Greater focus on PSHE curriculum	Clear social and emotional focus for targeted children. Focus on zones of regulation to identify and express feelings and emotions. Additional learning / movement breaks. Focus on developing a growth mind set and positive attitudes to learning. Additional learning breaks where needed and wellbeing afternoons introduced.
Year 3	**Hertfordshire Back on Track curriculum resources designed to support staff to plan and deliver a curriculum that ensures key learning is prioritised, breadth is maintained and learning sequences reactivated as well as addressing missed and insecure learning before new content is taught.** Additional whole class handwriting sessions. Herts Essential Spelling programme used for tracking back to previous spelling patterns and high frequency words Daily guided reading sessions.	Hertfordshire Essentials / Back on Track programme which consolidates previous learning week on week revisiting Year 2 objectives. Daily fluency sessions to revisit prior learning. Focus on practical activities and opportunities to reinforce skills.	Recap key knowledge and skills from previous year group topics. Focus on revisiting key vocabulary (RE, science, history, geography, French) Questions, quizzes etc used at the start of lessons to check that prior learning and knowledge is retained. Greater focus on PSHE curriculum	Write Right spelling intervention Pre and post one to one and small group support to identify gaps in learning and misconceptions. Gaps analysis assessments in maths and reading benchmarking to identify children who need additional support and intervention. Clear social and emotional focus for targeted children. Focus on zones of regulation to identify and express feelings and emotions. Focus on developing a growth mind set and positive attitudes to learning. Additional learning breaks where needed and wellbeing afternoons introduced.

	Daily story time with a focus on vocabulary and story structure. Buddy reading with Year 4 pupils.			
Year 4	**Hertfordshire Back on Track curriculum resources designed to support staff to plan and deliver a curriculum that ensures key learning is prioritised, breadth is maintained and learning sequences reactivated as well as addressing missed and insecure learning before new content is taught.** Additional whole class handwriting sessions. Herts Essential Spelling programme used for tracking back to previous spelling patterns and high frequency words Daily guided reading sessions. Daily story time with a focus on vocabulary and story structure. Buddy reading with Year 3 pupils.	Hertfordshire Essentials / Back on Track programme which consolidates previous learning week on week revisiting Year 3 objectives. Daily fluency sessions to revisit prior learning. Focus on practical activities and opportunities to reinforce skills. Focus on multiplication tables and ensuring previous multiplication objectives are secure.	Recap key knowledge and skills from previous year group topics. Focus on revisiting key vocabulary (RE, science, history, geography, French) Questions, quizzes etc used at the start of lessons to check that prior learning and knowledge is retained. Greater focus on PSHE curriculum	Write Right and magic spelling intervention Pre and post one to one and small group support to identify gaps in learning and misconceptions. Gaps analysis assessments in maths and reading benchmarking to identify children who need additional support and intervention. Clear social and emotional focus for targeted children. Focus on zones of regulation to identify and express feelings and emotions. Focus on developing a growth mind set and positive attitudes to learning. Additional learning breaks where needed and wellbeing afternoons introduced.
Year 5	**Hertfordshire Back on Track curriculum resources designed to support staff to plan and deliver a curriculum that**	Hertfordshire Essentials / Back on Track programme which consolidates previous learning	Recap key knowledge and skills from previous year group topics.	One to one reading support with a focus on reading fluency. Power of 10 – small group maths support.

	ensures key learning is prioritised, breadth is maintained and learning sequences reactivated as well as addressing missed and insecure learning before new content is taught. Focus on developing writing and reading stamina Additional whole class handwriting sessions. Herts Essential Spelling programme used for tracking back to previous spelling patterns and high frequency words Daily guided reading sessions. Daily independent reading Daily story time with a focus on vocabulary and story structure. Buddy reading with Year 6 pupils.	week on week revisiting Year 4 objectives. Daily fluency sessions to revisit prior learning (key arithmetic skills and knowledge). Focus on reasoning activities and opportunities to reinforce and apply skills. Pre and post teaching groups to address misconceptions and gaps in learning.	Focus on revisiting key vocabulary (RE, science, history, geography, French) Questions, quizzes etc used at the start of lessons to check that prior learning and knowledge is retained. Greater focus on PSHE curriculum (building positive relationships and a clear focus on physical and emotional health)	Targeted pupils receive 1:1 tutoring through the National Tutoring Programme (Third Space) Clear social and emotional focus for targeted children. Focus on zones of regulation to identify and express feelings and emotions. Focus on developing a growth mind set and positive attitudes to learning. Additional learning breaks where needed.
Year 6	**Hertfordshire Back on Track curriculum resources designed to support staff to plan and deliver a curriculum that ensures key learning is prioritised, breadth is maintained and learning sequences reactivated as well as addressing missed and insecure learning before new content is taught.**	Hertfordshire Essentials / Back on Track programme which consolidates previous learning week on week revisiting Year 5 objectives. Daily fluency sessions to revisit prior learning (key arithmetic skills and knowledge).	Recap key knowledge and skills from previous year group topics. Focus on revisiting key vocabulary (RE, science, history, geography, French) Questions, quizzes etc used at the start of lessons to check that prior learning and knowledge is retained.	One to one reading support with a focus on reading fluency. Power of 10 – small group maths support. Booster classes (reading and mathematics) to be introduced in spring term. Targeted pupils receive 1:1 tutoring through the National Tutoring Programme (Third Space) Clear social and emotional focus for targeted children. Focus on zones of regulation to identify and express feelings and emotions. Focus on developing a growth mind set and positive attitudes to learning. Additional learning breaks where needed.

	Focus on developing writing and reading stamina Additional whole class handwriting sessions. Herts Essential Spelling programme used for tracking back to previous spelling patterns and high frequency words Daily guided reading sessions. Daily independent reading Daily story time with a focus on vocabulary and story structure. Buddy reading with Year 5 pupils.	Focus on maths reasoning activities and opportunities to reinforce and apply skills. Pre and post teaching groups to address misconceptions and gaps in learning. Developing maths stamina (SATS practice)	Greater focus on PSHE curriculum (building positive relationships and a clear focus on physical and emotional health through programme of support from Watford FC)				
Tier 2: TARGETED SUPPORT							
Element of Strand	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?		
Small group and 1:1 support and interventions	Targeted interventions (1:1 and small group) delivered by qualified teachers (SC and CP) and specifically trained TAs	Children in all year groups identified as needing support in reading / phonics, writing, maths SEND and disadvantaged pupils	Quality first teaching and additional small group / 1:1 support will help to narrow the attainment gaps in reading, writing and maths between SEND / disadvantaged pupils and other pupils.	SLT SENDCo	Monitoring of intervention strategies. Pre and post intervention data Work in books to show application of learning (in line with the monitoring cycle) Pupil Progress Meetings (termly) Detailed provision mapping (termly)		
Support for social, emotional and mental health	Staff training – Attachment and trauma training, Level 1 MindEd training Mental Health leads in school (Level 2 trained) Pastoral support in school (JD) Nurture groups	Pupils across the school identified as requiring support.	Children's individual social, emotional and mental health needs will be identified, addressed and supported to enable successful learning.	CG, KP, SLT and Governors	Monitoring of intervention strategies (before and after to review impact) Discussions with staff and parents Pupil Progress Meetings (termly) Provision mapping to track interventions GB meetings (termly) Discussions with outside agencies		

	Therapy support (Safe Space) Referrals to outside agencies Sensory room Focus for staff meeting discussions, Governor meetings and SLT meetings. Employee Assistance Programme for staff Review staff workload and monitor impact on staff Staff supervision sessions and solution focused reflection time.						

Tier 3: WIDER STRATEGIES							
Element of Strand	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?		
Access to technology	Purchase of 11 additional Chromebooks plus conversion of existing laptops to Chromebooks to support the computing curriculum in school and access to home learning if needed.	All pupils	All pupils will have access to an individual Chromebook to support the delivery of the computing curriculum. All pupils will have access to appropriate technology to engage with remote learning.	TH	Pupil voice End of year computing data (pupils at ARE and above)		
CPD for staff	Staff training focus on mental health and wellbeing and Early reading, phonics and reading in KS2	All pupils	Staff have the skills to confidently deal with and support children with emotional, social and mental health concerns. All pupils are able to catch up on missed learning with phonics	CG, KP NO'B	Pupil voice Pupil progress meetings Incidents recorded on CPOMs Learning walks – focus on positive learning behaviour In-school reading data (pupils at ARE and above)		

			and reading and develop a life-long love of reading.				
Supporting parents and carers	Phonics and reading workshops for parents Develop links on the school website for parents to access support, guidance and training in mental health and wellbeing issues. In school support for parents whose children are experiencing social, emotional and mental health issues.	All parents	School and parents working in partnership in supporting all pupils Parents know that concerns will be taken seriously by the school.	NO'B, KP CG	Feedback from parents following workshops. Parents having the information and skills to better support their children at home.		
Attendance-Support for pupils and parents	Remote learning provision for children self-isolating Regular monitoring of whole school and individual attendance. Support for disadvantaged pupils – (eg funded breakfast club places)	Targeted pupils whose attendance falls below 95% Pupils having to self-isolate following a positive COVID test result.	Whole school attendance is above 96%. Individual pupils/ families supported in improving attendance.	TH SLT	Weekly tracking of attendance Letters / meetings to and with parents whose child's attendance is below 95%. Liaison with the Attendance Improvement Officer.		