

## St Francis of Assisi Catholic Primary School: Summary of Catch-Up Strategy

School information			
<b>School</b>	St Francis of Assisi		
<b>Academic Year</b>	2020-21	<b>Catch-Up Funding Received 2020-21</b>	£33,200 (Oct 2020 census)
<b>Total number of pupils</b>	417	<b>9% Disadvantaged Pupils</b>	

Contextual Information
<p>St Francis of Assisi Catholic Primary School is situated in central Norwich and forms part of the St John the Baptist Catholic Multi-Academy Trust. The NOR is 419. EAL: 42%. SEN: 15%. St Francis is part of the Norwich Opportunity Area for deprivation. Many of the St Francis parents work in the Health or Care-worker roles and, as such, 35% of pupils were eligible for and given a school place during lockdown – over double the national norm.</p> <p>Year 1 and Year 6 were identified as being most vulnerable to loss of learning during the period 20<sup>th</sup> March 2020 to 8<sup>th</sup> March 2021, and as such have been prioritised for catch-up strategies.</p>

Summary of Key Priorities <i>Based on EEF research and DfE expectations for allocation of spending</i>	
<b>A</b>	Targeted support (including small group and 1:1 tuition) for disadvantaged pupils and all pupils who have fallen behind. <ul style="list-style-type: none"> <li>Year 1 and 6 Priority, due to year group at risk</li> </ul>
<b>B</b>	Implement a whole school approach to assessment in literacy and maths to identify gaps in learning and identify pupils who are likely benefit from additional catch up support. <ul style="list-style-type: none"> <li>Tutoring</li> </ul>
<b>C</b>	Investment in IT based solutions to support priorities 1 and 2, including building a sustainable approach to supporting pupils both in school and out of school. <ul style="list-style-type: none"> <li>All children without access to IT were provided with a laptop</li> </ul>
<b>D</b>	Implement a whole school approach to wellbeing (physical and mental), targeting resocialisation through effective strategies and resources/training <ul style="list-style-type: none"> <li>Outdoor gym and targeted lesson time to allow use of equipment</li> </ul>

## Summary of Catch-up Strategy

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES							
Element of Strand <i>(eg, Supporting Great Teaching)</i>	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?	Cost (School Budget)	Cost (National Funding)
<p>Effective Diagnostic Assessment</p> <p>Supporting Great Teaching</p>	<p>All pupils to be assessed at end of Spring Term. KS1: Teacher assessments; KS2 PiXL diagnostic tests.</p> <p>Additional staff training on Adaptive Teaching.</p> <p>Summer Term Rising Stars (PIRA &amp; PUMA). Year 6 2016 SATs paper.</p>	<p>All pupils assessed. Pupils targeted by outcome.</p> <p>Pupil Premium and LAC pupils prioritised</p> <p>B1 focus pupils (identified as having gaps in learning through assessments)</p>	<p>Gaps in learning will be closed or narrowed through Quality First whole class teaching and small group interventions</p> <p>By end of summer term, the majority of B1 pupils will make progress and be assessed as working at expected standard in core subjects</p>	<p>Deputy Head (Assessment Lead)</p> <p>RW (Inclusion &amp; Curriculum Access Lead)</p>	<p><b>Termly:</b></p> <ul style="list-style-type: none"> <li>Moderation in core subjects</li> <li>Termly teacher assessment data analysis</li> <li>Forensic analysis of PiXL QLA analysis</li> <li>Pupil Progress meetings</li> </ul> <p><b>Regular:</b></p> <ul style="list-style-type: none"> <li>Lesson drop ins and observations (COVID allowing)</li> <li>Pupil Voice</li> <li>Book looks</li> </ul>		<b>1000 (training costs include supply)</b>
<p>Resourcing year groups that have been identified as priority.</p>	<p>Year 1; Phonics catch-up and early numeracy booster groups.</p> <p>Year 6: Maths and Reading Booster groups.</p>	<p>Year 1 – extra TA support – recruited volunteer on a temporary contract to assist booster groups in Year 1. Summer Term.</p> <p>Year 6 – year group divided into 3 classes of 21 to allow targeted learning for catch up Funding 3<sup>rd</sup> teaching increase of hours <b>16641 total of increased hours</b></p>	<p>Pupils to have made progress from baseline (evidenced by formative and summative assessments).</p>	<p>Class Teachers</p> <p>Deputy Head (Assessment Lead)</p> <p>RW (Inclusion &amp; Curriculum Access Lead)</p>	<ul style="list-style-type: none"> <li>Half-termly tracking of pupil progress.</li> <li>Pupil Progress meetings.</li> <li>FFT Aspire data analysis.</li> <li>Pupil Asset tracking data.</li> </ul>		<p><b>1708</b></p> <p><b>Partial funding of increase in hours 11350</b></p>

Wellbeing	Support Sports Premium goal to have a full outdoor gym. Gym equipment to be collaborative, not individual.	All KS1 and KS2 children  Our EYFS area is very new and has an exceptional outdoor space and equipment for the children	Lesson and equipment observation by trained staff, following guided learning to ensure wellbeing embedded from its use.	Headteacher  AM (PE Lead) AW (PSHE Lead)	<ul style="list-style-type: none"> <li>Pupil participation and engagement during lesson recorded by teaching staff and TAs.</li> </ul>		<b>1000</b>
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**Total budgeted cost for Strand 1 15058**

**Impact+:** See [Attainment Results](#), for analysis of progress and attainment and how gaps were closed through Quality First Teaching and interventions for PiXL B1 Key Marginals. Additional staffing in Y1 and 6 resulted in targeted catch-up opportunities, leading to closed learning gaps and good attainment for most groups. Additional funding to allow time for regular Pupil Progress meetings resulted in analytical tracking of pupil attainment. Wellbeing objectives evidenced through ongoing use of outdoor gym and recognition of Wellbeing impact of this through achieving the [Wellbeing Award for Schools](#).

## STRAND 2: TARGETED SUPPORT

Element of Strand <i>(eg, Interventions)</i>	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?	Cost (School Budget)	Cost (National Funding)
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<b>High quality small group tuition</b>	Complete PiXL assessments, following updated Assessment Schedule. PiXL assessments used to identify children who are at risk of falling behind in Reading, SPAG or Maths. Engage with SP Tutors, internally recruit tutors to support booster sessions. 30 x 60 minute booster sessions per week to take place during first half of the Summer Term with a focus on specific areas identified through forensic data analysis (PiXL).	<b>Pupil Premium/LAC pupils and those identified as falling behind or not making expected progress.</b>	By the end of Summer term, B1 pupils to be assessed as having made progress/Expected.  By the end of Summer term, A2 pupils to be assessed as Greater Depth.  Pupil Premium/LAC children to have made progress from baseline (evidenced by books, data and summative assessments).	<b>Deputy Head</b>	<ul style="list-style-type: none"> <li>End of booster session evaluations</li> <li>Summative assessments at end of booster sessions.</li> <li>End of term whole school assessments (Rising Stars)</li> </ul>		
<b>National Tutoring Programme</b>	Government subsidised scheme – school to pay 25%  <b>School top-up for tutors</b>						6277  4500
<b>Total budgeted cost for Strand 2</b>						<b>10777</b>	

**Impact:** See [Attainment Results](#), and [2020 2021 Data in a Nutshell](#). School used SP Tutors and successfully rolled out tutoring programme across most vulnerable pupils and year groups, identified through PiXL assessment tests and measured at end through Rising Stars tests. **Pupil Premium** pupils have performed particularly strongly in all year groups.

<b>STRAND 3: Remote Learning and IT</b>							
<b>Element of Strand</b> <i>(eg, Access to technology)</i>	<b>Action/Strategy</b>	<b>Which pupils have been targeted for this strategy?</b> <b>Who will benefit?</b>	<b>Expected Impact</b>	<b>Staff lead</b>	<b>Monitoring:</b> <b>When and how will you evaluate impact?</b>	<b>Cost (School Budget)</b>	<b>Cost (National Funding)</b>
<b>Supporting accessing remote learning</b>	Initial Parent questionnaire to elicit who has access to online remote learning.	Pupil Premium/LAC  SEND pupils	<ul style="list-style-type: none"> <li>All staff proficient in accessing and using digital learning for use in home and in</li> </ul>	<b>Headteacher</b>	Pupil participation and engagement during lockdown recorded by		<b>1500 – photocopying</b>

<p>Ongoing Teacher tracking of Remote Learning engagement to determine who is not accessing learning because of a lack of technology.</p> <p>Produce a Remote Learning Policy and offer.</p> <p>Train all staff on using digital learning platforms.</p> <p>Apply for additional IT support from the DfE.</p> <p>Purchase of IT (12 laptops in total) pre DfE allocation to support Pupil Premium pupils and those identified as being at risk.</p> <p>Identify most vulnerable pupils and support with technology.</p> <p>Provision of additional learning resources to meet remote learning targets. (White Rose – Maths programme for remote learning. Twinkl subscription)</p>	<p>Pupils identified as having no or limited technology.</p>	<p>school during school closure period. Impact: pupils have access to high quality teacher-led learning both at home and in school.</p> <ul style="list-style-type: none"> <li>All pupils will be able to access online learning, Impact: minimal learning gaps emerging.</li> <li>Parity of learning for those at home and those in school. Impact: less lost learning.</li> <li>Pupil engagement: pupils will find it easier to return to school and resume classroom based learning.</li> </ul>	<p><b>RM (Computing Lead)</b></p>	<p>Governors, Headteacher, teaching staff and TAs.</p> <p>Parent survey into Remote Learning.</p> <p>Impact measured through return-to-school baseline assessments.</p>		<p><b>140</b></p> <p><b>1850</b></p> <p><b>1745</b></p> <p><b>2130</b></p>
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**Total budgeted cost for Strand 3 7365**

**Impact:** Staff proficiency in using digital devices led to an exceptional [Remote Learning Offer for](#) pupils at St Francis. Every child who needed a laptop was provided with one through school, the LA or the DfE. All pupils accessed online learning. Pupil engagement was high and where pupils or parents struggled with technology or content they were provided with bespoke support from the class teacher, ICT Lead or SENDCo. Careful planning and delivery of both online and in-school learning by teachers and TAs resulted in a parity of learning, thus closing gaps between pupils who were educated in school and those at home. Return-to-school baseline assessments (through PiXL) identified specific gaps in learning and informed subsequent catch-up booster groups. Overall, levels of attainment evident in end-of-year assessments evidenced that implemented actions had a positive impact on pupil outcomes. See [Attainment Results](#).

## Financial Summary

<b>Total budgeted cost for all strands</b>	<b>33200</b>
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