



Universal Catch-Up Premium Strategy

School name:	St Mary's Catholic Primary School						
Academic year:	2020-21						
Total number of pupils on roll:	405						
Total catch-up budget:	£32 400	First instalment:	Autumn 2020	Second instalment:	Spring 2021	Third instalment:	Summer 2021
Date of review:	July 2021						

Strategy Aims

The Government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. While funding has been allocated on a per-pupil or per-place basis, schools should use the amount available to them as a single total from which to prioritise support for pupils according to their needs. Schools do not need to spend the funds in the financial year beginning 1 April 2020, and may carry some or all catch-up premium funds forward to future financial years if they wish.

Our overall aims of our Catch-Up Premium strategy:

- To help pupils catch up on education they have missed due to the coronavirus pandemic
- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Barriers to Future Attainment

Academic Barriers

A	Attainment and progress in Reading, Writing and Mathematics is lower, particularly if pupils are disadvantaged and SEND
B	Pupils often start school with lower starting points in CLL and PSED
C	Pupils will need social, emotional and mental health support to enable them to access their learning
D	Phonic skills in KS1 are lower for disadvantaged pupils, which slows reading progress in subsequent years

Additional Barriers	
External Barriers	
E	Parental engagement is sometimes poor for disadvantaged pupils, due to challenging circumstances ie. financial, health, housing
F	Attendance rates for some disadvantaged pupils fall below 96%, reducing their hours in school and causing them to fall behind their peers

Planned Expenditure for Current Academic Year

Quality of Teaching for All					
Objective	Actions	Monitoring	Success Criteria	Staff Lead	Review
Improve progress and attainment for all pupils in Reading, Writing and Mathematics	Planned 1:1 and small group interventions for identified pupils for specific targeted support; carefully align CPD to identified needs in the school	Termly monitoring of pupil progress will identify and evaluate pupil provision, to ensure all pupils make good progress at the end of KS1 & KS2	Pupils will make good progress aligned to their starting points	HT/DHT/AHT SENCo Catch-Up Tutor	Termly review and evaluation
Pupils in EYFS are supported in achieving appropriate Communication, Language and Literacy skills	Identified pupils receive targeted Speech and Language support	EYFS Lead termly monitoring and evaluation Timely referrals to appropriate services	Pupils will achieve GLD in CLL	HT/DHT/AHT SENCo EYFS Lead S&L Assistant	Termly review and evaluation
Pupils in EYFS are supported in achieving Personal, Social, Emotional Development	Identified pupils receive targeted PSED support, through specialist focused interventions or class provision and external agencies where necessary, including Early Help	EYFS Lead weekly monitoring and evaluation Timely referrals Early Help reviews (6-8 weekly)	Pupils will achieve GLD in PSED	HT/DHT/AHT SENCo EYFS Lead Early Help Lead HSSW	Pupil progress meetings and discussions SEN review meetings Early Help reviews
Improve outcomes in Phonics and Reading for all pupils	To ensure that PP pupils receive targeted support in Reading, to enable them to achieve well	Termly RWI assessments will identify and evaluate pupil provision, to ensure pupils make	Pupils will make good progress across KS1 and KS2 in Reading	HT/DHT/AHT RWI Lead SENCo	Termly review and evaluation; pupil progress meetings and discussions

		good progress at the end of KS1 and KS2; RWI monitoring and evaluation; Fresh Start; termly assessments; appropriate staff training; CTOPP/WIAT			
--	--	---	--	--	--

Targeted Support					
Objective	Actions	Monitoring	Success Criteria	Staff Lead	Review
Targeted small group interventions in Reading, Writing and Mathematics, cater for individual pupils' learning needs	Pupil progress meetings and discussions; termly provision mapping reviewed and evaluated to monitor impact of strategies; SEN staff training will ensure consistency in approach and effective strategies are being implemented	Diagnostic assessments support and identify clear next steps in teaching and learning 'Accelerated Reader' to improve Reading and Comprehension in KS2	Pupils will have improved progress and attainment in Reading, Writing and Mathematics	HT/DHT/AHT SENCo Catch-Up Tutor	Termly review and evaluation; pupil progress meetings and discussions
SEMH support for identified pupils; Specialist SEN provision to support identified pupils	School-Based Plan/EHCP/PEP assessments will identify pupil needs and strategies to be implemented; meetings with other professionals to seek specialist advice Outreach Support 'Oasis' Lunchtime Club; SEMH training: Secondary trauma; Resilience; Case Studies & Listening 'Team-Teach' training; Lego therapy	Pupil progress meetings and discussions; termly provision mapping reviewed and evaluated to monitor impact of strategies; SEN staff training will ensure consistency in approach and effective strategies are being implemented; SEMH training: Secondary trauma; Resilience; Case Studies & Listening	Pupils will receive effective SEMH support, enabling them to engage well with their learning and school life. Staff will be better equipped to support pupils with high needs.	HT/DHT/AHT SENCo HSSW	Weekly and termly review and evaluation Termly reports Notice of visit reports from Outreach Support

		'Team-Teach' training; Lego therapy			
Speech and Language 1:1 support; Social skills and behaviour support for identified pupils	Speech and Language assessments will support identified needs and next steps Termly 'My Plans' delivered by Speech & Language Therapist	Pupil progress meetings and discussions; termly provision mapping reviewed and evaluated to monitor impact of strategies; staff training will ensure consistency in approach and effective strategies are being implemented	Pupils will meet GLD in CLL and PSED; pupils will have positive behaviour support to enable them to catch up and achieve as well as their peers	HT/DHT/AHT EYFS Leader SENCo S&L Lead	Termly review and evaluation SEN review meetings

Wider Approaches					
Objective	Actions	Monitoring	Success Criteria	Staff Lead	Review
To financially support pupils' needs appropriately to enable them to fully engage with and access their learning	Identification of pupils needing financial support across the school. HSSW to liaise with families on support needed	Liaise with Finance Manager to ensure all pupils' needs are being met; ie. Breakfast Club, After-School Club; School Trips, School Uniform, Extra-Curricular Clubs, etc Early Help Support Access to specialist agencies	To offer financial support to identified pupils to enable them to fully engage in the wider life of school	HT/DHT/AHT SENCo HSSW Finance Manager	Termly review and evaluation SEN review meetings Early Help Reviews
To increase parental engagement through virtual Parent meetings; Curriculum Workshops; Parent Learning Walks; Themed Parent events; E-Safety; Cookery Workshops	Communicate events through the School Newsletter; Parent Information Board; ParentPay; School Website; Twitter	Monitor parents who find it difficult to engage with school support, resulting in difficulty with supporting their child's learning needs at home	Improved parental engagement, with improved parental support for all pupils	HT/DHT/AHT SENCo HSSW	Termly review and evaluation

To monitor and ensure that pupil attendance and punctuality is good	Liaise with parents regarding concerns on pupil absence; parent letters; Late Gate; Lateness clinic; AASSA Advisory Service; identify pupils; Early Help	To ensure pupil attendance is good and/or pupils are regularly engaging in remote learning if unable to attend school	Improved pupil attendance and punctuality	HT/DHT/AHT SENCo HSSW	Weekly review and evaluation
---	--	---	---	-----------------------------	------------------------------