**Catch Up Programme Strategy Statement**

The Catch Up programme is a programme supported by the Government to support child in making rapid progress due to COVID 19. A per pupil sum of approximately £80 has been delegated to schools to support each child’s educational needs so that any gaps in children’s learning can be diminished.

How can funding be spent? Head teachers and school leaders decide how to use the funding to meet the particular needs of their pupils, and will also be held accountable for the difference it makes.

At St George’s Catholic School, we monitor the progress and attainment of all children along with particular groups so that we can adjust our curriculum and support to raise standards. Due to the funding we will receive, we will also implement a personalised catch up programme for every child in both Maths and English to ensure every child has the opportunity to make rapid progress and minimise any gaps in their learning due to not being at school for a period of time during COVID-19. Alongside these interventions, additional staff will be appointed and directed to areas of the school where it has become evident that additional support is required.

The impact of this support will be measured by the progress that children make both academically and socially. A base line assessment will be carried out prior to a programme beginning to ensure that progress can be calculated and the specific need of each child can be addressed.

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| **Summary Information** | | | | | | | |
| School | | St George’s Catholic School | | Total number of pupils | | 216 | |
| Academic Year | 2020/2021 | | Total Catch Up budget | £17, 280 | Date of ‘Catch Up’ strategy review | | July 2021 |

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| Summary of Spending | | Cost |
| A | **AUTUMN TERM TWO**  7 week intervention programme for targeted children at St George’s delivered by support staff.  KS1 focus: Building sentences  LKS2: Sentence construction, tenses, editing  UKS2: SPAG and developing sentence structure  KS 2 : Children to receive 3 hour weekend workshop to focus on higher order descriptive writing skills (£60) | £5471 |
| B | **SUMMER TERM**  12 week Maths intervention programme for targeted children at St George’s throughout the academic year delivered by support staff. Whole School Focus: Number Fluency | £10,942 |
| C | **ONGOING DEVELOPMENT OF OUR OUSTANDING LIBRARY**  The continued development of our whole school library system to enable all children to access our books and resources during and following the pandemic period. | £500 |
| D | **Remote Reading**  The school’s on line reading provision ‘Bug Club’ allows for continuous access to a well-resourced banded set of books and assess comprehension and understanding accurately and effectively for formative assessment. | - |
| E | **Additional Phonics Resources**  Additional resources and staff training to implement a rigorous phonics programme in Autumn 1. Home learning phonic texts to match phonic sets covered in groups. Increased parental support using new resources. (£1100) | £1100 |
| F | **Place2Be Mental Health Training for Staff to support children throughout the school**  Staff to complete online mental health and well-being training to support the needs of the children throughout the school | £500 |

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| Desired outcomes | | | | | |
|  | Desired outcomes and how they will be measured | | Success criteria | | |
| A | Children to make progress during their writing intervention  Outcome will be measured by the success of the children’s progress after their 6-week programme using their end of year data. | | Teachers to use baseline assessments to identify children and for support staff to plan individualised sessions for each group.  KS1 Focus: Building sentences  Lower KS2 Focus: Sentence construction, tenses and editing  Upper KS2: SPAG and developing sentence structure    Children’s data to be analysed at the end of the intervention period  Children’s data to be analysed at the end of the year to show how the intervention programme has supported the progress of children at St George’s. | | |
| B | Children to make progress during their maths intervention  Outcome will be measured by the success of the children’s progress after their 6-week programme using their end of year data. | | Teachers to use baseline assessments to identify children and for support staff to plan individualised sessions for each group.  Whole school focus: Number Fluency with a focus on the four operations  Children’s data to be analysed at the end of the intervention period  Children’s data to be analysed at the end of the year to show how the intervention programme has supported the rapid progress of children at St George’s. | | |
| C | The school library is open and accessible to all children to foster reading for pleasure and reading for learning at the school and they use it with confidence. | | Children have access to select and reserve a wide range of banded and catalogued texts in various languages. | | |
| D | The school’s on line reading provision ‘Bug Club’ allows for continuous access to a well-resourced banded set of books and assess comprehension and understanding accurately and effectively for formative assessment. Teachers trained at start of term in effective use of the provision. | | All children have regular access to Bug Club texts and teaching staff can monitor progress remotely if required. | | |
| D | Additional resources and staff training to implement a rigorous phonics programme in Autumn 1. Home learning phonic texts to match phonic sets covered in groups. Increased parental support using new resources. | | Outcomes will be measured by the percentage of children who pass the phonics test in Autumn 2 and June 2021.  SLT to analyse results and measure school performance against national average. | | |
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| Outcomes/Evaluation | | | | | |
|  | | Desired outcomes and how they will be measured | | Success criteria | 2020 2021 outcomes |
| A | | Children to make progress during their writing intervention  Outcome will be measured by the success of the children’s progress after their 6-week programme using their end of year data. | | Teachers to use baseline assessments to identify children and for support staff to plan individualised sessions for each group.  KS1 Focus: Building sentences  Lower KS2 Focus: Sentence construction, tenses and editing  Upper KS2: SPAG and developing sentence structure    Children’s data to be analysed at the end of the intervention period  Children’s data to be analysed at the end of the year to show how the intervention programme has supported the rapid progress of children at St George’s. |  |
| B | | Children to make rapid progress during their maths intervention  Outcome will be measured by the success of the children’s progress after their 6-week programme using their end of year data. | | Teachers to use baseline assessments to identify children and for support staff to plan individualised sessions for each group.  Whole school focus: Number Fluency with a focus on the four operations  Children’s data to be analysed at the end of the intervention period  Children’s data to be analysed at the end of the year to show how the intervention programme has supported the rapid progress of children at St George’s. |  |
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