



# St Alban's Catholic Primary School Catch-up plan 2021 using a tiered approach



Tier	Focus	Actions	Catch-up premium or other funds used	Actual extra cost	Overall desired impact
1 Teaching	<p>a. High-quality teaching for all</p> <p>b. Effective diagnostic assessment</p> <p>c. Supporting remote learning</p> <p>d. Focusing on professional development</p>	<p>a. Mastery approach to be maintained in all teaching, within class and remotely, focus on skills taught through instructional teaching, scaffolding using checklists, use of memory books, mindmaps and links to help memorise learning and gaps teaching and collaborative learning in focus groups daily to consolidate or close gaps to ensure all learners are fluent and start to deepen their learning.</p> <p>b. Child friendly diagnostic testing tools in school to be used followed by analysis to obtain gaps, action plans and set realistic targets. Satscompanion, Mirodo and purchase and set up of iPads.</p> <p>c. Ensure all children can access teaching remotely by carrying out questionnaires to ascertain needs and provide dongles, devices, paper based or provision within school during lockdown if necessary.</p> <p>d. Ensuring teaching and learning remotely mirrors teaching and learning within school and encourages peer to peer and peer to teacher dialogue to support learning, encourage independence through 1:1 brief meets with children/parents and tailor teaching and learning to suit individual needs eg. 1:1 Teams calls or paper based activities delivered home to suit.</p>	<p>a. Planned budgetary expenditure on teachers</p> <p>b. Online assessment tools and devices to enable child access</p> <p>c. Microsoft Teams installation through Government funding along with access and devices to children identified</p> <p>d. Ed Tech support through Government funding, accessing DfE webinars, other no fee opportunities such NPQs online and in house training sharing best practice in school</p>	<p>a. N/A</p> <p>b. £11,500</p> <p>c. £1,500</p> <p>d. £0</p>	Consistently good or better teaching and learning in all year groups whether or not teaching is face to face or remotely evidenced through monitoring (learning walks, drop ins, discussions with children, work scrutiny, progress data analysis and questionnaire outcomes).
2 Targeted academic support	<p>a. High-quality one to one and small group tuition</p> <p>b. Teaching assistants and targeted support</p> <p>c. Academic tutoring</p> <p>d. Planning for pupils with (SEND)</p>	<p>a. Class teachers and National Tutors to support teaching and small group tuition with focused objectives and targets based on diagnostic assessments by class teachers – sessions to take place through Booster sessions</p> <p>b. NELI training and assessment and programme taught by trained teacher and TA in addition to interventions planned to target support for children identified.</p> <p>c. Additional half day teaching expertise and extra weekly HLTA support for identified children and small groups throughout the day.</p> <p>d. Diagnostic assessments, close working partnerships with outside agencies and professionals to ensure tailored learning impacts on steps of progress for SEN children and in addition use of RWI online</p>	<p>a. National Tutoring Programme – 25% paid by school</p> <p>b. Extra hours of TA targeted support timetabled including NELI through Government funding</p> <p>c. Extra hours of Teacher/HLTA support</p> <p>d. Planned expenditure of SEN notional budget, high needs funding and funding for children with EHCPs plus purchase of LEXIA and RWI online to support</p>	<p>a. £1,500</p> <p>b. <b>£15,560</b></p> <p>c. <b>£3,865</b></p> <p>d. £11,500</p>	Vulnerable groups of children meet their aspirational targets by making accelerated progress over the academic year through the appropriate targeted support tailored to individual needs.

		and LEXIA programme to support early reading, language, phonic and spelling and additional resources (iPads bought and setup) to support	SEN alongside iPads to support learning		
3 Wider strategies	<p>a. Supporting pupils' social, emotional and behavioural needs</p> <p>b. Planning carefully for adopting a SEL curriculum</p> <p>c. Communicating with and supporting parents</p> <p>d. Supporting parents with pupils of different ages</p> <p>e. Successful implementation in challenging times</p>	<p>a. Mindfulness training, daily mindfulness sessions to include Yoga, mindfulness activities, meditation and reflection daily in addition to TenTen RSE curriculum and training for staff and planned outdoor learning including Forest Schools, active daily mile and PE sports and games sessions.</p> <p>b. Purchase and training of Essentials curriculum to improve provision and particularly in area of SEL and PSE with the Curriculum Companion.</p> <p>c. Continue with online frequent communication with parents through generic messages on school website, school jotter app, emails and more tailored communication through emails, telephone calls and Teams meetings. Monthly New Look Newsletters and frequent notifications throughout the month with important updates and welfare and learning calls more frequent for families in most need of support.</p> <p>d. Teacher and SENCO specific support for parents to engage in children's learning at different key stages and family learning activities and projects available so that families can engage in a whole family learning project improving quality of support from parents.</p> <p>e. Frequent communication and consultation through letters and questionnaires from leaders, teachers and office staff as well as leaders presence daily and the availability of verbal face to face communication with parents and carers at arrival and collections points each day.</p>	<p>a. Planned expenditure on whole school approach through TenTen resources for RHE curriculum and Collective Worship plus mindfulness researched activities for all and additional interventions as planned for SEN as noted above as well as Forest School, nature friendly schools activities and a daily mile track to encourage outdoor activities in all weathers purchased through Sports Premium funding and additional planned budgetary expenditure</p> <p>b. Whole school approach through Essentials curriculum for PSE and SEL</p> <p>c. Increased communication through School Jotter App and school website already purchased alongside phone calls, emails and Teams meetings</p> <p>d. Ongoing support via DSLs, SENDCO and Teachers to support parents and broker support for parents</p> <p>e. Frequent communication with parents and other stakeholders and questionnaire through Microsoft Forms for feedback</p>	<p>a. £20,450</p> <p>b. £550</p> <p>c. £600</p> <p>d. £ 0</p> <p>e. £0</p>	<p>The approach to the holistic development of each child is prioritised and the personal skills, social, emotional and mental health, learning behaviours and Catholic faith are strengthened daily through the positive relationships with school staff, home-school links are strong and changes are made in consultation with all stakeholders.</p>

