

Sacred Heart Catch Up Plan 2020-22



Contextual data

SUMMARY INFORMATION			
CURRENT PUPIL INFORMATION 2020-21			
Total number of pupils:	415	Total Catch Up Funding:	£31,200

Overview

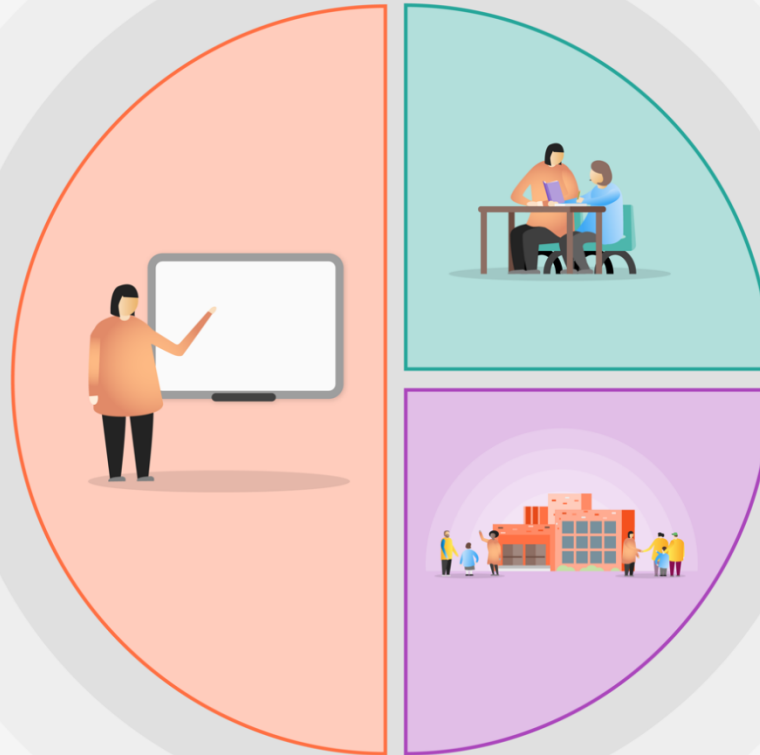
During the lockdown in 2020 children had access to school provision for key worker children and then Year R and 1. We had a number of KS1 children and key worker children on site. At Sacred Heart we kept track of children who accessed the online DB provision and made phone calls to check in if families had not been online to learn. The majority of classes had a third actively engaged in online learning. Many families had issues with internet and devices and were provided paper packs during this time. Eventually funding from the government came in and we were able to supply laptops to some of our families towards the end of the summer term. Children at Sacred Heart have always needed routine and regular practice to make progress and therefore this long period away from school has inhibited many children and their learning has been affected greatly.

In September we allowed for children to settle back into school life with all the new changes in routines. We realised as a school that transitioning back to school would be challenging for many of our children and families especially with new routines and guidelines to follow. We completed baselines with children at the start of the second half term due to this settling in period. The data collected for Maths was from the previous end of years test. Data collection demonstrated that many children had not kept up with the progress they would have made at school and some had regressed. There was a great number of staff saying children had not read during this time off. There was limited or no practice of Maths for many children and naturally this had impacted the children's writing levels. We ensured that in Year 1 the children had a EYFS routine for learning so that they could catch up on skills that they would have missed in Reception.

Many of these areas of need since coming back are linked closely with our pupil Premium needs as many of the children that have not kept up and need support will fall under lower attaining children and pupil premium children.

1 Teaching

- Ensure high levels of quality first teaching in Reading, Writing and Maths.
- Regular high quality oral and written feedback in lessons.
- Staff meeting time to improve reading and writing QFT.
- Strong use of assessment for learning.
- Baseline assessments for Writing, Reading and Maths.
- On-going termly assessments to track children's gaps and progress.
- CPD to develop online learning provision for Google Classroom.
- Collaborative work on identifying learning missed and how to effectively include this in our planning.
- Planned transition sites to share with families.
- Training to ensure remote teaching is successful when classes are closed.



2 Targeted academic support

- Introduce before school tuition in KS2.
- Introduction of interventions for keys skills missed including times tables, sentence writing, motor skills etc.
- Setting in Year 6 for Maths.

3 Wider strategies

- Weekly home learning on Sites and Classroom.
- Introduction of rising stars well-being questionnaire and strategies.
- Investing in new technology that can be used at home if isolating so learning can be accessed.
- Pastoral support to ensure good attendance and behaviour.
- Breakfast provision for all

Objectives	Actions/ Approach	How will this be implemented well?	Staff Lead	Review	Impact
<h1>1 Teaching</h1>					
<p>1. To improve children's outcomes in reading through QFT.</p>	<p>To improve QFT in reading through the reintroduction of reading vipers.</p> <p>To improve QFT in reading by evaluating books being used in year groups and introducing children to more quality texts.</p>	<ul style="list-style-type: none"> • Planning monitoring. • Lesson observations of reading. • Staff meeting time to develop reading planning and teaching. • To evaluate current text provision in each year group. • To ensure texts meet our children's cultural backgrounds. • To ensure exposure to different authors. • To map out the use of texts across KS1 and KS2. • To purchase and add texts if needed to the curriculum. 	<p>LaB/JaB</p> <p>LaB/JaB</p>	<p>SUM 1 2021</p> <p>SUM 1 2021</p>	

<p>2. To improve children's outcomes for children in writing through QFT.</p>	<p>To think about and investigate a talking based literacy response to writing based on the principles of Talk for Writing.</p> <p>To start to use Talk for Writing principles within the teaching of the writing process.</p>	<ul style="list-style-type: none"> • SLT meeting to discuss in meeting • Visits to talk for writing schools if possible. • Planning outlining strategies used for writing • Lesson observations • Staff meeting time to discuss writing improvements. 	<p>SLT</p> <p>SLT</p>	<p>SPR 2 2021</p>	
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2 Targeted Academic Support

<p>3. To improve communication and language skills in KS1 through targeted intervention</p>	<p>To introduce and implement the WellComm intervention in KS1.</p> <p>To evaluate and ensure that the implementation of the WellComm programme continues over time.</p>	<ul style="list-style-type: none"> • Purchase order and receipt of purchase • Training booked / training slides shared. • Feedback from staff from training. • Baseline Assesments from WellComm • Timetables for intervention. • Provision Map with details of the intervention. 	<p>LaB/CE</p>	<p>SPR 2 2021</p> <p>SUM 2 2021</p>	
<p>4. To improve children's fine motor skills in KS1 through</p>	<p>To introduce and standardise our approach to Finger Gym</p>	<ul style="list-style-type: none"> • Check equipment in school • Ordering new 	<p>LaB/JBS/CE</p>	<p>SPR 2 2021</p>	

<p>fine motor intervention.</p>	<p>Intervention across KS1.</p> <p>To ensure that Finger Gym has clear entry and exit points to monitor impact.</p> <p>To ensure the continuation and implementation of fine motor skills intervention over time.</p>	<p>equipment and storage</p> <ul style="list-style-type: none"> • Motor Skills boxes arranged for groups. • Timetable for training staff. • Slides sharing training provision. • Data collected for fine motor skills and shared with intervention lead. • Provision Map with details of the intervention. • Continued data collection. 			
<p>5. To improve children's gross motor skills in KS1 through gross motor intervention.</p>	<p>To reintroduce Magic Mover Morning/Afternoon intervention</p> <p>To train other LSA staff through the use of specialist LSA that has led this intervention before.</p> <p>To ensure that there are clear entry and exit points for gross motor skills groups.</p> <p>To ensure the continuation and implementation of gross motor</p>	<ul style="list-style-type: none"> • Meeting with LSA to look through what is required to set up group. • Ordering equipment. • Motor Skills equipment gathered and created. • Timetable for training staff. • Slides sharing training provision. • Baseline data. • End intervention data. • Data collected for gross motor skills and shared with intervention lead. • Provision Map with details of the intervention. 	<p>LaB/JaR/AM</p>	<p>SPR 2 2021</p>	

	skills intervention over time.				
6. To improve children's outcomes for Lower Attaining children in Maths in KS2 through intervention.	<p>To introduce Morning intervention for children across KS2 with then focus on calculation skills for the previous year and moving on to the current year.</p> <p>To assess and evaluate intervention to ensure it is successful and making an impact over time.</p>	<ul style="list-style-type: none"> • Testing to identify children • Timetabled morning intervention • Provision Map for intervention. • Data collection from the different KS2 groups. • Planning from groups • Test data collected and evaluated. • Children for intervention re-evaluated. 	LaB/CE	<p>AUT 2 2020</p> <p>SPR2 2021</p>	
7. To improve children's outcomes for Year 6 children in Maths through setting.	To use Maths setting for Year 6 to enable the children to have work that is differentiated and at the appropriate level and to allow for more adult focus in lesson time.	<ul style="list-style-type: none"> • Timetabled. • Weekly plans. • Lesson observations. • Test data to monitor progress of children in Year 6. 	LaB/KR/CE	<p>SPR 1 2021</p>	

<p>8. To improve children’s outcomes in Phonics for Lower attaining children.</p>	<p>To enable small group phonics to ensure that outcomes continue to improve.</p> <p>To have additional phonics intervention for lower attaining children in KS1.</p>	<ul style="list-style-type: none"> • Regular phonic group changing • Phonics tracking grids • Phonics testing practice scores. • Regular Meetings with Phonic staff • Baseline data. • End intervention data. • Data collected for gross motor skills and shared with intervention lead. • Provision Map with details of the intervention. 	<p>LaB/RW</p> <p>LaB/RW</p>	<p>AUT 2 2020</p> <p>SPR 1 2021</p>	
<p>9. To improve children’s outcomes for lower attaining children in reading</p>	<p>To introduce precision teaching intervention to children in KS1 and KS2 to those children that have difficulty learning and using phonics in reading.</p>	<ul style="list-style-type: none"> • Testing of key words to identify children • Timetabled weekly work • Provision Map for intervention. • Data collection from the different KS2 classes. • Record sheets for children 	<p>LaB/JaB</p>	<p>SPR 2 2021</p>	

	To investigate the use of an online programme Lexia to improve reading outcomes for lower attaining children.	<ul style="list-style-type: none"> • Children for intervention reevaluated. • Initial meeting to share the programme. • SLT discussion about the impact of a programme like this over time. 	SLT	SPR 1 2021	
10. To improve children's outcomes for children in reading through intervention for comprehension.	To introduce Morning/After school intervention for children across KS2 with the focus on reading vipers comprehension skills.	<ul style="list-style-type: none"> • Testing identify children needing support. • Provision Map for intervention. • Timetable intervention 	LaB/JaB	SUM 1 2021	
11. To improve children's outcomes for children in KS1 writing through intervention.	Use write away together as an intervention for lower attaining pupils in writing in Year 1 and 2 to improve basic sentence structure and development.	<ul style="list-style-type: none"> • Use data to target children that would need this support. • Timetable 2 x 15 mins a week. • Training for staff involved. • Provision map. 	LaB/JaB	SPR 1 2021	

3 Wider Strategies

12. To improve access to ICT for children when they are working off site	To order and provide laptops for PP children and children in need.	<ul style="list-style-type: none"> • To collate information about devices and internet access. • To create loan agreement 	LaB/PT/SLT	AUG 1	
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	<p>To arrange documentation to loan out equipment to families where needed.</p> <p>To create records of families and access to computer equipment</p>	<p>documentation.</p> <ul style="list-style-type: none"> To deliver/collect laptops when they are needed. 			
13. To continue to provide breakfast for all for children when entering school	<p>To look for new sources of funding or sponsorship to support the continuation of our bagel bar.</p> <p>To create a breakfast team of children to help set up the bar and serve the other pupils.</p>	<ul style="list-style-type: none"> To source new funding or sponsorship. To organise orders for provisions. To train children to be successful breakfast team leaders. To survey children about food provided. To develop provision further, 	LaB/Kitchen Staff	SUM1 2021	
14. To improve pupil behaviour by understanding pupil wellbeing in KS2	<p>To purchase and introduce RS Well Being questionnaire to pupils in KS2</p> <p>To action follow up sessions based on the results the questionnaires produce.</p>	<ul style="list-style-type: none"> Purchase programme. Share programme with staff during staff meetings. Additional CPD if required. Roll out the questionnaires to pupils. Collate pupil responses. Share with class teachers. Give strategies and lesson plans for each class as follow up support. 	LaB/PSHE lead/Teachers/ SLT	SPR 2 2021	

		<ul style="list-style-type: none"> • Review and complete cycle again 			
15. To improve playground behaviour	<p>To develop playground games to enable positive interactions between the children on the playground.</p> <p>To introduce new equipment in the playground to improve behaviour and positive play.</p> <p>To introduce playground leaders to play games with children to keep them entertained and playing positively.</p> <p>To set up playground ambassadors to support positive behavior on the playground.</p> <p>To create playground rules linked to the heart of sacred heart for this to be clear.</p>	<ul style="list-style-type: none"> • To learn new games in PE lessons. • To train and develop a team of playground ambassadors. • To introduce playground rewards. • To purchase new equipment. Assembly to share how the new equipment will be used. • To train and develop play leaders. • To purchase ideas for playground games for children to use. • To have regular meetings to ensure that playleaders and ambassadors are working well. • Rota for children. 	LaB/TJ	SPR 2 2021	