



St. Anne Line Catholic Junior School

COVID-19 Catch Up Funding 2020 – 2021

Strategy Statement

At St. Anne Line Catholic Junior School our Mission Statement explains our aims and ethos in providing an inclusive framework of education for all children.

**With Jesus, through the St. Anne Line Way, We Love, We Learn, We Share, We Pray
Together, we grow Our School each day.**

We are committed to providing the highest quality of education for all our children regardless of background or barrier to learning in all aspects of school life, whilst keeping Christ at the Centre.

1. Summary Information

Number on roll	247	Total COVID Catch Up Funding	£4,700	Date for review – December 2020
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2. Current Attainment – September 2020 Baseline – Current Review December 2020

	Reading		Writing		GPAS		Maths	
	Baseline	Current	Baseline	Current	Baseline	Current	Baseline	Current
% achieving expected standard or above in Year 6 (64)	34%	58%	27%	33%	44%	59%	34%	52%
% achieving expected standard or above pupil premium (18)	33%	55%	11%	15%	28%	45%	11%	35%
% achieving expected standard or above SEN (7)	14%	17%	0%	9%	4%	9%	4%	9%
Year 5								
% achieving expected standard or above in Year 5 (58)	79%	82%	40%	42%	59%	69%	35%	40%
% achieving expected standard or above pupil premium (14)	64%	88%	19%	27%	43%	47%	32%	40%
% achieving expected standard or above SEN (8)	12%	17%	12%	27%	27%	30%	12%	20%
Year 4								
% achieving expected standard or above in Year 4 (63)	29%	48%	5%	6%	53%	57%	17%	22%
% achieving expected standard or above pupil premium (5)	30%	34%	0%	17%	40%	50%	0%	25%
% achieving expected standard or above SEN (11)	8%	49%	0%	0%	6%	10%	8%	10%
Year 3								
% achieving expected standard or above in Year 3 (62)	32%	33%	10%	31%	30%	47%	19%	21%
% achieving expected standard or above pupil premium (16)	15%	27%	0%	27%	15%	33%	7%	17%
% achieving expected standard or above SEN (17)	17%	20%	0%	25%	12%	25%	12%	12%

3. Considerations and Barriers for Future Attainment (Post COVID-19)		
A. Teaching	B. Targeted Academic Support	C. Wider Strategies
<ul style="list-style-type: none"> • Creative writing regression in progress after lockdown. • Basic Maths and spelling skills not embedded for some due to lockdown and incompleteness of online learning. 	<ul style="list-style-type: none"> • Basic Maths and spelling skills not embedded for some due to lockdown and incompleteness of online learning. • Limitation on tailored intervention during lockdown resulted in regression in progress. 	<ul style="list-style-type: none"> • Well-being of all members of the school community. • Mental Health and well-being of parents/carers developing into being unwilling/unable to support their child's learning at home.

4a. Planned Expenditure for Current Academic Year – A. TEACHING				
Action	Intended outcomes Success Criteria	Evidence and Rational	Implementation	Review
<ul style="list-style-type: none"> • Baseline assessments in September to identify gaps in learning. • Recovery curriculum planned for Maths and English. • Double English and Maths Monday to Thursday – these are being taught alongside a broad and balanced curriculum. • Support staff provide high quality support in all lessons. • Ensuring effective pupil assessment and feedback. 	<ul style="list-style-type: none"> • Effective diagnostic assessment analysis reflects that whole class and year group gaps from Baseline have been closed. • High-quality teaching for all. • All lessons are engaging and taught well. • Time is used effectively in all lessons. • Work produced in books demonstrates progress. • High expectations from all teachers. • Work is suitably matched to the ability of each class. • All support staff are part of the teaching in every lesson. • Support staff are confident when supporting children and have good subject knowledge. • Support staff have high expectations and are positive and reassuring for all pupils. • Effective use of assessment drives planning. 	<ul style="list-style-type: none"> • Quality first teaching is the key to success. • Children feel supported in achieving their potential. • Work is personalised to enable gaps to be closed. • Support staff provide effective support in lessons. • Support staff's feedback should be considered when assessing the children during and at the end of lessons. • Positive praise and rewards are used to engage and encourage children to complete tasks and succeed. 	<ul style="list-style-type: none"> • Baseline assessment data. • Pupil Progress meetings. • Support staff skills audit. • Weekly (remote) PDMs with subject specific focus. • Climate walks to safely observe lessons. • Standards in books are regularly checked. • Whole school assessment system. 	December 2020
TOTAL BUDGETED COST :				£119.90

4b. Planned Expenditure for Current Academic Year – B. TARGETED ACADEMIC SUPPORT

Action	Intended outcomes Success Criteria	Evidence and Rational	Implementation	Review
<ul style="list-style-type: none"> • Same day interventions carried out to address misconceptions and close gaps • Teacher led interventions. • Parents informed about their child’s next steps. • Parents given ownership of homework. • Spelling Shed and TTrackstars used to develop spelling and times table skills. • 1 to 1 Tuition targeting Disadvantaged Pupils, based on immediate need in English and Maths. 	<ul style="list-style-type: none"> • Effective diagnostic assessment analysis reflects gaps which are then addressed. • Interventions target specific focus areas. • Support staff are employed to facilitate interventions required and will do so after being given clear directions from the Class Teacher. • Interventions are completed in groups of two or 1 to 1 depending on the severity of the child’s needs. • Children make their expected progress by the end of the Academic year. • 1 to 1 Tuition is fluid dependant on progress and specific needs of the child. 	<ul style="list-style-type: none"> • Previous targeted support, tuition and interventions have been successful in aiding progression. • Small group and 1 to 1 help children to focus and can provide the extra support needed for them to make progress in English and Maths. • Knowledgeable and experienced staff completing interventions and tuition. 	<ul style="list-style-type: none"> • Provision Maps. • Parent / Teacher consultations. • Interventions timetabled by teachers in each class. • Children are aware of their targets and why they are attending interventions /tuition. • Catch-up Premium is used to target children identified by SLT and Class Teachers, and their progress is closely tracked and reviewed. • Climate Walks are used to monitor interventions/tuition. • Intervention Folders are monitored regularly. 	<p>December 2020</p>

TOTAL BUDGETED COST : £4,500.00

4c. Planned Expenditure for Current Academic Year – C. WIDER STRATEGIES

Action	Intended outcomes Success Criteria	Evidence and Rational	Implementation	Review
<ul style="list-style-type: none"> Intensive well-being curriculum (Post COVID lockdown) Well-being will continue to be taught alongside the broad and balanced curriculum. Informing and including parents in their child's next steps. Outdoor Beehive. Deputy head to liaise and support parents with any attendance issues. Meditation and mindfulness training for children and staff. 	<ul style="list-style-type: none"> Children and staff feel well supported, happy and safe coming to school. Children feel supported resulting in barriers to learning being overcome and academic progress is accelerated. Children will have strategies to regulate their emotions and be in a better position to learn. Daily Mile activity and daily 'Reflection' time. SAL Jnr Recovery Plan effectively implemented. Resources distributed to support the well-being curriculum. Attendance is above National figures. (Remote) Parent/teacher consultations are well attended. Forest School area developed to deliver nurture provision. Parent Liaison and Attendance Officer support parents as required. Staff attend Mindfulness and Meditation training. 	<ul style="list-style-type: none"> Parents trust the school and communication is open. Pupils and staff are happy at school. Children want to come to school. Parent Liaison works effectively in supporting parents. 	<ul style="list-style-type: none"> Subscription to PSHE Association. Recovery Plan and Risk Assessment. Parent, pupil and staff questionnaires. Pupil Council meetings. Parent Liaison regularly phones parents who have been identified as needing additional support. BOXAL profiles used to identify children requiring additional nurture provision. 	December 2020

TOTAL BUDGETED COST : £80.10

5. Additional Information

[Help for Parents \(st-anneline-jun.uk\)](http://st-anneline-jun.uk)

[PARENT RECOVERY PLAN AND RISK ASSESSMENT Revised November 2020 \(st-anneline-jun.uk\)](http://st-anneline-jun.uk)

[PARENT ADVICE For Pupil Well Being April 2020 \(st-anneline-jun.uk\)](http://st-anneline-jun.uk)