

COVID 19 Recovery Catch-up plan

School name	St Joseph's Catholic Primary School
Academic year	2021-2022
Total number of pupils on roll	175
Total catch-up budget	£13,638
Date of review	July 2022

Teaching and whole-school strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Baseline assessments to identify missed learning	<p>Teachers to have a clear understanding of the starting point of pupil's learning to effectively plan and teach.</p> <p>Identify which areas of the curriculum had not been covered to plan sequences of learning to close gaps.</p>	Teachers can target curriculum areas and specific pupils to accelerate learning	<p>Headstart reading Y1 – Y6 £105</p> <p>Headstart SPaG Y1 – Y6 £180</p>	<p>Christie Marsden</p> <p>Anna Smith</p>	<p>Teachers used new Headstart assessment materials to assess SPaG and Reading.</p> <p>Pupil Progress Review meetings were held to identify target children for additional tutoring and bespoke intervention.</p>

Purchase a new reading scheme for KS2	<p>Pupils have reading books matched to their ability which are closely tracked.</p> <p>Pupils make accelerated progress in reading.</p>	<p>Pupils are assessed using the Collins Big Cat assessments (baseline then termly) to match reading book bands.</p> <p>Pupils read regularly, take books home and have a love of reading.</p>	<p>Collins Big Cat book sets</p> <p>£3,013</p>	<p>Christie Marsden</p> <p>Anna Smith</p>	<p>Pupils had new books matched to their ability within the first 2 weeks back at school in September 21.</p> <p>Many previous books were lost in the pandemic/not returned and there was a need for a progressive scheme.</p>
Total spend:			£3,298		

Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Employment of a new Learning Support Assistant	Pupils in Year 2 will receive boosters to prepare pupils for end of KS1 assessments.	Identified focus pupils will make rapid progress in core subjects to meet ARE.	£4,322 (cost of 3 pms)	Andrea Cadman	Pupils needed additional teaching and support to close gaps identified from baseline assessments.
	Pupils in Year 6 will receive boosters to prepare pupils for end of KS2 assessments.	Identified focus pupils will make rapid progress in core subjects to meet ARE.	£7,203.50 (cost of 5 ams)		
Total spend:			£11,525.50		

Wider strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
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Close monitoring of attendance	For school to take rapid action where attendance is poor. School to identify key areas from attendance analysis.	Increase in attendance, especially for vulnerable children.	£350 (SLE time)	Christie Marsden Andrea Glossop Liam Mitchell (SLE)	Attendance was tracked daily and home visits and additional phone calls were carried out where needed. Support offered to parents to increase attendance. Attendance reports shared with governors.
Total spend:			£350		

Summary report

What is the overall impact of spending?

Overall the impact has been very positive. Our pupils have returned from the COVID 19 pandemic and were quickly baselined to assess gaps in learning. New assessment materials were purchased so that pupils were accurately assessed matched to the National Curriculum with scaled scores. Teachers have used grammar hammer sessions to close SPaG knowledge gaps identified from the Headstart assessments. A new reading scheme for KS2 was purchased so that pupils have books matched to their reading ability with all pupils in KS2 assessed on the new reading scheme at the start of the academic year. This was vital so that pupils build back their confidence and love of reading and an effective system is now in place to track reading progress as we know many pupils did not read books during the COVID 19 lockdown at home.

Pupils in Year 2 and Year 6 were made a priority as they were taking statutory end of Key Stage assessments so an additional member of staff was employed to provide bespoke and intense in-class support and boosters to ensure these cohorts had gaps closed in core subjects at a rapid pace.

Attendance continues to be a school improvement area and key focus. The headteacher and Pastoral Lead continue to work closely together to improve attendance through regular monitoring and action planning. Priority areas have been identified from attendance data analysis.

How will changes be communicated to parents and stakeholders?

A parents meeting was held in September 21 to share the updates of the new reading scheme. Phone calls to parents, Class Dojo posts, parents meetings and letters provided further updates on the different areas.

Governor meetings have enabled the headteacher to provide regular updates on the impact of the different areas identified in this recovery plan.

Final comments

All of the actions will continue into the next academic year alongside the school improvement plan.

Final spend: £15,173.50