

Catch Up Funding Information

2020/2021

St Mary's Catholic School, Marnhull



St Mary's Catholic Primary School, Marnhull

Rationale					
<p>The aim of the school's remote learning policy is to ensure continuity of the curriculum experience regardless of whether children are attending school or not. Part of the success the school experiences with Catch Up is keeping curriculum loss to an absolute minimum.</p> <p>In cases where learning and teaching is happening remotely we aim for pupils to receive the normal curriculum. Where children have fallen behind with their curriculum learning the main implementation priority will be around 'targeted support' to provide opportunity for teachers to work with small groups of children to help them catch up on any of the curriculum that they missed. This is because teachers are more likely to have an in-depth knowledge of their pupils, have a clearer idea when they observe curriculum loss and have much more of an impact on their learning than tutors who are unfamiliar with the child. This targeted small group work also allows the teacher to support the children from an emotional point of view. That said, there are aspects of teaching and wider approaches that sit alongside this priority.</p>					
Summary information					
School	St Mary's Catholic School Marnhull			Report written by:	Alan Frame
Academic Year	2020/21	Total number of pupils on roll	93	Total estimated budget	£7120
Known impact of Covid-19 school closure	<ul style="list-style-type: none"> • Children behind with curriculum learning. • Children's social and emotional learning affected by time away from school. 				
Key priorities	<ul style="list-style-type: none"> • Mitigate effects and impact of time away from school through small group support carried out by the teacher. • Identify critical learning within each subject to ensure building of knowledge within a subject. • Ensure well-being of children is considered. 				

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Teaching					
Action	Intended outcome	Success will be measured by	Implementation	Staff lead/Cost	Review
Regular assessments used diagnostically and acted on. Subject leads monitor their subject.	Gaps identified closed swiftly and pupils back on track to achieve previous expected attainment.	<ul style="list-style-type: none"> • Impact of Catch Up evidenced. • Majority of Pupils reaching ARE. • Majority of children on track to attain GD at the beginning of the year achieve this. 	Oct, Feb, Jun	AF All teachers £0	
Develop skills within remote teaching. Subjects monitored during remote learning.	High quality learning materials engaging children and mitigating the effect of remote learning.	<ul style="list-style-type: none"> • Positive feedback from children and parents. • Increased quality of work from feedback given to children. • Improvements to the quality of learning sent to children. 	February/March	Subject Leads of each area £0	
Review curriculum covered. Identify critical/'key' knowledge and skills within subjects and ensure this is understood.	Ensure continuity of a child's curriculum journey.	<ul style="list-style-type: none"> • Knowledge and skills highlighted. • Monitoring by subject leads show children retaining 'key' knowledge and skills. 	On return to school	Subject lead £800	

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Targeted academic support					
Action	Intended outcome	Success will be measured by	Implementation	Staff lead/Cost	Review
Small group sessions taught by the teacher	Gaps identified closed swiftly and pupils back on track to achieve previous expected attainment.	<ul style="list-style-type: none"> • Structured intervention providing rapid catch up. 	On return to school	Subjects leads Teachers £5720	
Termly assessments to be used to review the impact of this learning and to target individuals	Gaps identified closed swiftly and pupils back on track to achieve previous expected attainment.	<ul style="list-style-type: none"> • Assessments demonstrating catch up. • Numbers of children back on track increasing. 	Oct, Feb, Jun	AF All teachers £0	
Ensure this complements and sits alongside existing interventions rather than being a 'bolt on' approach.	Targeted support is carried out in a coherent way to ensure that progress is maximised.	<ul style="list-style-type: none"> • SENDCO has clear overview of interventions for each child. 	On return to school	SENDCO £200	

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Wider approaches					
Action	Intended outcome	Success will be measured by	Implementation	Staff lead/Cost	Review
Ensure that assessment of social and emotional issues are also considered.	Children with social and emotional issues identified and support given enables catch up.	<ul style="list-style-type: none">Review and log lockdown experience for each child completed.	On return to school	SENDCO £200	
Ensure that support for social and emotional issues also complement the other learning taking place.	Targeted support is carried out in a coherent way to ensure that progress is maximised.	<ul style="list-style-type: none">SENDCO has clear overview of interventions for each child.	On return to school	SENDCO £200	