

Catch-up plan

School name:	Sacred Heart RC Primary School						
Academic year:	2020 / 2021 + 2021 / 2022						
Total number of pupils on roll:	187						
Total catch-up budget:	£ 14,240	First installment:	£ 3,350	Second installment:	£ 4,700	Third installment:	£6,190
Total Spend:	£ 16, 116 + £8, 660 through PPG funding = £ 24, 776						
Date of review:	Termly						

Teaching and whole-school strategies

[To complete this section, outline which actions you wish to implement to support teaching and whole-school concerns, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Early Years Foundation Stage Specific (Reception Class)					
<p>Implement Keys To Communication</p> <p>Wigan led initiative</p>	<p>Identify specific difficulties / gaps in Reception children's speech, language and communication skills.</p> <p>Improve and enhance delayed speech, language and communication skills</p>	<p>To inspire and encourage children's speech, language and communication. Each area of speech, language and communication is colour coded making it quick and easy to find activities that you would like to work on, e.g. attention and listening.</p> <p>Fewer children displaying as having a speech, language and communication deficit.</p>	£ 500	<p>N. Worrall (EYFS and Phonics lead)</p> <p>Supported by: CB, ER and NH,</p>	£ 500 – Specific Reception Allocation
To employ the services of Wigan Music Service – Reception project- CHIME	Children in Reception to make enhanced progress in the identified core areas of the EYFS Development Matters Curriculum.	Reception children make progress in the core areas, so that they are ready to secure the learning and make progress within the Prime Areas.	£ 500	NW Wigan Music Service	£ 500 – Specific Reception Allocation Dates booked in for April / May 2020

Whole School Actions (Reception to Year 6)

<p>Implement National Tutoring Programme For identified pupils in receipt of PPG funding.</p>	<p>Children who are displaying significant gaps in learning and are classed as 'vulnerable' due to PPG status to receive tuition so that they can make greater rates of progress and begin to perform in line with their peers.</p>	<p>Greater rates of progress in the identified pupils – fewer children requiring additional support.</p> <p>Greater number of children having fewer gaps in their learning – catching up with their learning and expected performance.</p> <p>Greater number of children are performing in line with their peers. Until such a time as they do, they're progressing at a greater rate.</p>	<p>£ 1550 + £8,000 (PPG budget)</p>	<p>I.McDermott L.Delargy S.Johnson</p>	<p>Dependent upon availability of tutors being able to attend for face-to-face sessions.</p> <p>Year 1 – Year 6 (not applicable to Reception)</p>
<p>Booster Group: Implement the use of a known supply teacher to support targeted children.</p>	<p>Children who are displaying significant gaps in learning to receive additional support so that they can make greater rates of progress and perform in line with their peers.</p>	<p>Greater rates of progress in the identified pupils – fewer children requiring additional support.</p> <p>Greater number of children having fewer gaps in their learning – catching up with their learning and expected performance.</p> <p>Greater number of children are performing in line with their peers. Until such a time as they do, they are progressing at a greater rate.</p>	<p>£ 5, 000</p>	<p>I. McDermott L. Delargy S. Johnson</p>	<p>Dependent upon restrictions for face-to-face sessions.</p> <p>Year R – Year 6 (may be for Reception when they are in Y1 – assessment analysis)</p> <p>£ 900 – Specific Reception Allocation</p>

Use of technology (ixl, spag.com, WR Maths)	<p>Insecure learning to be addressed through these activities.</p> <p>Used to help monitor progress across the curriculum.</p> <p>Increase rate of progress.</p>	<p>Fewer gaps in children's learning.</p> <p>Greater number of children with more secure knowledge.</p> <p>Greater number of children performing in line with their expectations.</p>	£ 2,500	<p>I. McDermott</p> <p>L. Delargy</p> <p>S. Johnson</p>	<p>Ixl and WR – Reception – Y6</p> <p>Spag.com – Y1 – Y6</p> <p>£ 350 – Specific Reception Allocation</p>
1 session per week in mathematics is dedicated to 'gap-task' objectives.	<ul style="list-style-type: none"> Each child / Group has opportunity to achieve objectives from previous year which are not yet secure. <p>Children have required S/K to attain current Year Group expectations.</p>	<p>Gaps in learning are addressed quickly and their hindrance on future learning is reduced.</p> <p>Children are in a more secure place to understand and master new learning. Thus, making progress within own year group expectations.</p>	£ 0	<p>LD – Maths</p> <p>SJ – English</p> <p>NW - Phonics</p>	Already in place
Use of assessments in pre-learning sections to ensure children can attain current Year Group expectations.	<ul style="list-style-type: none"> Gaps in learning identified pre-lesson Gaps in learning taught so that children can secure them. <p>Children can acquire necessary skills / knowledge for their current Yr Group.</p>	<p>Pupils are given opportunities to secure prior learning which is key to current learning. Improvements in self-confidence and engagement levels across the curriculum.</p> <p>Children progressing within own year group expectations.</p>	£ 0	<p>I.McDermott</p> <p>L.Delargy</p> <p>S.Johnson</p>	Already in place
Use of Home Learning tasks to support missed objectives / secure new learning.	<ul style="list-style-type: none"> Gap Task / Missed Objectives can be further supported at home. Missed objectives (not a part of the RTP Maths) can be accessed outside of the classroom. New learning can be secured at home. 	<p>Wider opportunities for pupils to secure their learning. Self-confidence is increased. Pupils are more engaged in current and future learning.</p> <p>Gaps in knowledge / skills are reduced – positive impact on future learning.</p>	<p>£ 2,000 (inc. £300 EYFS)</p> <p>Ixl Spag.com</p>	<p>I. McDermott</p>	<p>Tasks were set during Aut Term 2. Spring Term 1 and part of Spring Term 2 school was closed – National Closures.</p> <p>Summer Term 1 – rota of activities to be implemented.</p>

	Pre-lesson tasks can be set – AFL.		WR Maths		These tasks were covered during the national closure. Total cost of these resources is £2600
Commando Joes – Character Education Framework	Improve the children’s attitude to learning – resilience, perseverance etc...	Greater number of children with an improved attitude to learning. Greater number of children with an active learning style. Fewer children displaying passive learning styles. Greater sense of TEAM attitude.	£ 2,000 per annum x 4 years	I. McDermott E. Wilde B. Ditchfield L. Delargy	September 2021 £ 300 – Specific Reception Allocation
Total spend:			£14, 050		

Targeted support 2020 - 2021

[To complete this section, outline which actions you wish to implement to support individuals or small groups, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Early Years Foundation Stage Specific (Reception Class)					
Implement Keys To Communication Wigan led initiative	Children's speech, language and communication skills improve.	Children make greater rates of progress. Children work within expected age-ranges Children work in line with their peers.	£ see above	N. Worrall Supported by: CB, ER and NH,	Implemented as a whole class initiative. 1 targeted group already in place – January 2021. 1 additional group to be targeted in April / May 2021 (post Easter).
Whole School Actions (Reception to Year 6)					
Implement National Tutoring Programme For identified pupils in receipt of PPG funding.	Children who are displaying significant gaps in learning and are classed as 'vulnerable' due to PPG status to receive tuition so that they can make greater rates of progress and begin to perform in line with their peers.	Greater rates of progress in the identified pupils – fewer children requiring additional support. Greater number of children having fewer gaps in their learning – catching up with their learning and expected performance. Greater number of children are performing in line with their peers. Until such a time as	£ see above	I.McDermott L.Delargy S.Johnson	Dependent upon availability of tutors being able to attend for face-to-face sessions. Virtual engagement would not be as effective as face-to-face so need to wait until a time when this can happen consistently over a period of time.

		they do, they're progressing at a greater rate.			
Booster Group Implement the use of a known supply teacher to support targeted children.	Children who are displaying significant gaps in learning to receive additional support so that they can make greater rates of progress and perform in line with their peers.	Greater rates of progress in the identified pupils – fewer children requiring additional support. Greater number of children having fewer gaps in their learning – catching up with their learning and expected performance. Greater number of children are performing in line with their peers. Until such a time as they do, they're progressing at a greater rate..	£ see above	I.McDermott L.Delargy S.Johnson	Dependent upon restrictions for face-to-face sessions. Virtual engagement would not be as effective as face-to-face so need to wait until a time when this can happen consistently over a period of time.
Use of technology (ixl, spag.com, WR Maths)	Insecure learning to be addressed through these activities. Used to help monitor progress across the curriculum. Increase rate of progress.	Fewer gaps in children's learning. Greater number of children with more secure knowledge. Greater number of children performing in line with their expectations.	£ see above	I.McDermott	
Beanstalks Reading Intervention	Basic fluency skills in reading are developed.	Develop basic reading fluency skills. Develop an enjoyment and understanding of books	£ 660 £220 per term)	I.McDermott L.Delargy S.Johnson	Supplements the offer already in place, funded through PPG.
Total spend:			£ 660 + see above costings		

Wider strategies

[To complete this section, outline which actions you wish to implement wider support, for example to parents, or accessing improved technologies, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
To purchase additional Chromebook devices in addition to the DfE devices	<p>Increase support to those children and families who have no or limited access to a device.</p> <p>To increase support within school when completing work on line.</p>	<p>Reduced number of children both in school and at home who cannot access remote or screen learning.</p> <p>Children accessing the work in a timely manner and in line with the sequenced curriculum = learning is more meaningful and more secure.</p>	£ 2, 000	<p>S. Gore (SBM)</p> <p>A. Stewart (Friends)</p> <p>I. McDermott</p>	<p>The 15 additional devices purchased by the FRIENDS' Group has enabled school to support every child at home to access remote learning while providing additional devices required in school.</p> <p>School is looking at purchasing additional devices to supplement these 15 and the 23 DfE devices.</p>
Commando Joes – Character Education Framework	<p>September 2021</p> <p>Improve the children's attitude to learning – resilience, perseverance etc...</p>	<p>Greater number of children with an improved attitude to learning.</p> <p>Greater number of children with an active learning style.</p> <p>Fewer children displaying passive learning styles.</p>	£ see above	<p>I. McDermott</p> <p>E. Wilde</p> <p>B. Ditchfield</p> <p>L. Delargy</p>	<p>Part of identified actions within the School Improvement Plan.</p> <p>Decrease in children's levels of participation and general attitude to learning currently being displayed.</p> <p>Commando Joes offers a whole school support package including training session for staff.</p>
Total spend:			£ 2,000 + see above.		

Summary report

What is the overall impact of spending?	
How will changes be communicated to parents and stakeholders?	
Final comments	
Final spend:	£