

St. Bernadette Catholic Primary School, London Colney



Catch-up funding plan

School name:	St Bernadette School
Academic year:	2020-2021 (Financial Year 2020/2021 & 2021/2022)
Total number of pupils on roll:	210 (as per October 2020 Census)
Total catch-up budget:	£16,800
Date of review:	December 2020 /July 2021

Teaching and whole-school strategies

Action	Intended outcome	Cost	Staff lead	Comments to date
All staff are trained further in Wave 1 first teaching that further supports children with SEN.	That all staff are better equipped to teach more inclusively to ensure full support for SEN The SEN children make progress relative to their starting point.	£240	M.W (SENCO)	Staff to have Wave 1 first teaching training on staff inset in January. Pupil progress meetings identified areas for development and children to target. Summer 2021 Autumn 2021 Evidence of staff using reasonable adjustments more confidently in class. Completed Summer 2021
Google classroom training	All staff, including teaching assistants, to be confident in using G Suite and google classroom to deliver online learning	£ 100	Co-Heads	All staff are up to date with Google Classroom training Better offer/delivery of online learning in Lockdown 2 Completed Autumn 2020
School to purchase Maths no problem insight assessment package. <i>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they</i>	To further inform staff on the gaps that the lockdown will have created, to support teacher assessment and progress of children.	£1200	K.C (Maths lead)	All staff have used it to analyse whole school successes and areas of concerns. Maths lead to access to a Webinar to gain extra information to further support all staff and children.

<p>receive the correct additional support through interventions or teacher instruction:</p> <p><u>Standardised tests / Assessing and Monitoring Pupil Progress / Education Endowment Foundation / EEF</u></p>				Purchased Autumn 2021 to be used Spring/Summer 2022
New Year 2 teacher to start in the summer term	<p>To allow year 1 class to return to school</p> <p>To support transition into year 2 with regards to SEMH and phonics knowledge.</p>	£2473 (part cost)	Co-Head & F.P	<p>Teacher started in June 2020.</p> <p>Completed Summer 2020</p>
Increased Supply budget	Use of supply staff to ensure children remain in school during 'outbreaks'	£4619		Ongoing

Targeted support

Action	Intended outcome	Cost	Staff lead	Comments
All class teachers to run a booster groups for 6 weeks, each term.	Those children attending the booster groups will make progress against the objective set by the class teacher. A baseline assessment will be done at the start and end of each booster to measure progress.	(Autumn & Spring terms) £3741	Co-Heads	First set of booster groups were run for 6 weeks in the autumn term. Completed - autumn term 2020
Increase SEMH hours by an afternoon a week.	Those children seen by the SEMH lead will make progress towards their specific SEMH targets and access the curriculum with more confidence.	£270	KS	Mrs Smith supporting in Y2 (presentation and catch-up reading) <ul style="list-style-type: none"> - early signs of rapid improvements in presentation (introduction of pencil licenses) - reading to be reviewed after secondary assessment completed Completed - summer term 2021
Targeted support x1 afternoon a week for children in Y5 and Y1 Delivered by J O'N Beginning Summer 2	Increase in confidence from Y5 children in maths Securing of B'ARE group of children	£563	JH/SLM	Mrs O'Neil supporting a maths group in Y5 with a focus on ... Y1 - the children are focusing on completing a sentence with the correct form and phonetically correct. Completed - summer term 2021 / Autumn term 2021

<p>Purchase of Numberstacks</p> <p><i>Children's gaps in maths can be tracked back as far as the EYFS curriculum so specific targets can be made and planned upon.</i></p> <p><i>A variety of methods should be used to assess children's mathematical understanding, and practitioners should check what children know in a variety of contexts.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-math</p>	<p>To further inform staff on the gaps that the lockdown will have created, to support teacher assessment and progress of children.</p>	<p>£235</p>	<p>KC</p>	<p>Completed - autumn term 2021</p>
<p>Extra Family Worker Support as part of Hertfordshire's Families First Early Intervention strategy:</p> <ul style="list-style-type: none"> ● Routines and boundaries ● Bullying and internet safety ● Separation ● Behaviour support ● Housing and benefit support 		<p>£600</p>	<p>NK KH</p>	<p>Completed - autumn term 2021 - Summer 2022</p>

<ul style="list-style-type: none"> ● Rewards and sanctions – anger and behaviour management ● Supporting SEN 				

Wider strategies

Action	Intended outcome	Cost	Staff lead	Comments
Improve electronic communication with parents:	To provide regular and supportive communication with parents in relation to the children's reading.	£210	PB (Literacy lead)	To launch the new App at the start of the summer term.
Investment in Go Read – A new reading app	To support ongoing teacher and teacher assistant assessment	£300		Teachers and TA's had training in November 2020.
Purchase of the school cloud	To try and engage reluctant readers through the use of a reward system.	£1242	Admin	Completed - autumn term 2021 - Summer 2022
Reading Eggs – On line interactive software to support High Needs funded pupil	To enable video conferencing for parent consultations.			

Purchase of chrome books/ chargers/visualisers to support home learning	To enable prolonged use of chrome books to support remote learning. To support disadvantaged children in accessing technology	Chargers £260 Visualiser £37 Chromebooks £710	Co-Heads JC	Supported home learning in lockdown 2. Completed - Spring 2021

Total Expenditure £16,800