



The Federation of St Elphege's and Regina Coeli Catholic Schools



SUMMARY INFORMATION	Total number of pupils:	SCHOOL Amount of catch-up premium received per pupil:	Total
Regina Coeli Catholic Primary School	Based on the October Census-402	£80 Plus additional £6000	£ 32160

STRATEGY STATEMENT

At Regina Coeli Primary School we want all our children to make progress and close the gap created as a result of Covid-19 school closures. The funding will be used to provide additional, targeted support for children who need the most help, whilst also ensuring all children achieve. Our priority is that attainment outcomes at the end of 2020-2021 are at least in line with previous targets at the end of 2019-2020 and that we are mindful of the mental health and wellbeing of our pupils. Our programme is based on a secure knowledge of our children and what they need to do to reach or exceed age related expectations.

Core approaches include:

- Use of data and teacher assessments to identify gaps in learning – continually reviewed through ongoing assessments.
- To hold reading development as the key to wider curriculum development with a focus on fluency and vocabulary development.
- EY staff to undertake training and deliver the NELI (Early Reading) project.
- To use an Early Years Educator to provide additional support for Early Reading and Writing in the EY setting.
- To use part-time teachers and HLTA to provide release for teachers to provide 1:1 and small group support.

The catch-up funding allows the schools to enhance the programme of support and curriculum offer that is made to all pupils. The financial cost of these strategies far exceeds the Catch-Up funding allocation made to the school and, as a result, the strategy is significantly supported by school budgets.



The Federation of St Elphege's and Regina Coeli Catholic Schools



BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	Low levels of literacy – particularly writing skills after using devices to access learning
B	Reasoning in Maths
C	Social and emotional development of pupils who have missed school – especially the youngest pupils

ADDITIONAL BARRIERS

External barriers: (issues which require action outside school such as home learning environment and low attendance)

D	Attendance
E	Engagement with isolation packs and on-line learning (parental support)



The Federation of St Elphege's and Regina Coeli Catholic Schools



Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Monitoring	Staff lead	Next Review
All Infant staff to undertake Phonics refresher course	Phonics attainment and confidence in practitioner raised. Increased attainment and progress in reading	Ongoing CPD improves the delivery of teaching and positively affects pupil outcomes	SLT Leads – English coordinator Linked Governor	BS	Termly at Pupil Progress
Audit of Phonics decodable books for children to take home/ supplementing stock where required Non- fiction books to engage boys	Early reading skills developed along with comprehension Increased attainment and progress in reading	Children need access to a range of reading materials tailored to their need to make good progress	SLT Leads – English coordinator Linked Governor	AA/BS	May 21



The Federation of St Elphege's and Regina Coeli Catholic Schools



1:1 reading	Those pupil identified as falling behind catch up and narrow the gap with their peers	Tailored support increases the likelihood of accelerated catch-up	Classteachers	AA	May 21
Increase of whole class reading sessions to ensure children have access to a teacher everyday to develop their reading skills	Early reading skills developed along with comprehension Pleasure for reading embedded Pupils become fluent, confident readers who enjoy reading	In school analysis showed accelerated progress could be secured through increased whole class reading sessions	Classteachers	AA	May 21
Purchase additional resources to support the delivery of PSHE	Children are happy and confident being back in school and most are securely able to learn independently	Research and school intelligence suggested pupils were negatively affected by missing school	Inclusion DHT	MS	



The Federation of St Elphege's and Regina Coeli Catholic Schools



Access to higher order texts beyond children's reading age to broaden and develop their vocabulary understanding and use	Pupils are confident in reading and use this to access the curriculum and all aspects of learning Vocabulary is extended and can be seen in writing	Pupils with potential to be at ARE and above have missed out on exposure to/ application of ambitious vocab	English Lead	AA	Termly at Pupil Progress
Speaking and listening activities in every lesson	Children are more confident and articulate when presenting their ideas and explaining reasoning	Pupils need to reacquaint with learning culture – listening, turn taking, contributing ideas			Learning Walks/lesson observations
Phonics twice a day	Phonics attainment raised and acceleration for identified pupils to 'fluency'	Phonic knowledge not secure- twice a day delivery worked well for pupils during lockdown	Phonics Lead	BS	Learning Walks
Shortened lesson time to build stamina and maintain children's motivation and engagement in their learning	Children displaying characteristics of good learning – improved concentration, focus and engagement.	Children lack stamina to cope with a day's learning	M&E- SLT		Termly at Pupil Progress



The Federation of St Elphege's and Regina Coeli Catholic Schools



Increased PSHE lessons and focus on strands such as friendship and loss	Pupils will have formed excellent relationships with their adults and peers. Pupil behaviour is good and pupils are happy and confident.	Research- Barry Carpenter and the 5 levers of recovery.	Behaviour books (All staff)	TC	July 21
Rising stars- Reading Planet subscription	Pupils broaden and develop their vocabulary understanding and use through access to wider range of texts Vocabulary is extended and can be seen in writing	Providing a bridge to access materials when libraries are closed and parents may struggle to support reading from home.	English Lead	AA	July 21



The Federation of St Elphege's and Regina Coeli Catholic Schools



<p>Maths – Calculation and fractions were strands that pupils struggled with on return (baseline) Increased arithmetic practice and use of concrete apparatus</p>	<p>Termly assessments show progress, in scaled scores and attainment. The gap between identified pupil groups and all other pupils has diminished. Children's reasoning skills have improved as a result of greater confidence with basic skills.</p>	<p>Gaps in basic skills evident in baseline assessment data</p>	<p>Maths Lead</p>	<p>KOD/AMS</p>	<p>Termly</p>
--	---	---	-------------------	----------------	---------------



The Federation of St Elphege's and Regina Coeli Catholic Schools



Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Monitoring	Staff lead	When will you review this?
Support Teacher to focus on core skills in small groups/release class teacher for targeted interventions.	The gap between identified pupil groups and all other pupils has diminished.	Increasing the frequency that a child receives targeted support will increase their opportunities to catch up	DHT Inclusion Progress meetings	MS	Six weekly
Small group intervention – basic skills in literacy and maths- keep up sessions SEL- ELSA sessions 1:1 and small group	Pupils attain end of year expectations in line with previous predications The gap between identified pupil groups and all other pupils has diminished. Children's reasoning skills have improved as a result of greater confidence with basic skills	Increasing the frequency that a child receives targeted support will increase their opportunities to catch up	DHT Inclusion Progress meetings	MS	Six weekly



The Federation of St Elphege's and Regina Coeli Catholic Schools



<p>Neli- Nuffield Early Language Intervention (Summer Term) 20 weeks 30m 3x weekly for small group 15m 2x weekly for individual tuition</p>	<p>Effective for improving children's oral language skills as well as promoting longer-term progress in reading comprehension.</p>	<p>Proven to help young children overcome language difficulties.</p>	<p>EYFS Lead/ DHT Inclusion Progress meetings</p>	<p>EYFS Lead/ DHT Inclusion</p>	<p>Six weekly</p>
<p>Identified support staff – deliver SALT programmes, and individual phonic support</p>	<p>The gap between identified pupil groups and all other pupils has diminished.</p>	<p>For children, developing the correct speech structure can increase their ability to problem-solve. The new level of growth in language prepares them with the vital skills that will support them in making good progress academically.</p>	<p>SALT surgeries</p>	<p>DHT Inclusion</p>	<p>Termly through SEN review meetings</p>



The Federation of St Elphege's and Regina Coeli Catholic Schools



Training for class teachers and support staff on the implementation of Zones of Regulation				DHT Inclusion	Termly through behavior books/SEN review
Reading fluency for small groups in KS2 delivered 3x weekly planned by Literacy coordinator	Pupils attain end of year expectations in line with previous predications The gap between identified pupil groups and all other pupils has diminished.	Research into Echo reading suggests potential for children to make additional gains in reading skills and catch up with their peers	English Lead	AA	Six weekly with Inclusion Lead/English Lead



The Federation of St Elphege's and Regina Coeli Catholic Schools



Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	Monitoring	Staff lead	When will you review this?
Zones of regulation displays in classrooms	Children will develop strategies to regulate their behaviour and lost learning time will be reduced	Research proven	- behavior books/ Incident reports/pupil progress meetings/ SEND surgeries/parent consultation	Inclusion DHT	Termly
Increased outdoor physical activity to improve physical and mental well-being	Sessions will improve children's physical and mental well-being	Research suggests increasing time outdoors and in a green space improves well-being	- behavior books/ Incident reports/pupil progress meetings	SLT	Termly
Training for support staff to ensure increased engagement with structured physical activity during break-times	Sessions will improve children's physical and mental well-being	Staff will feel confident about delivering sessions outdoors and children will increase their engagement with the tasks and activities	behavior books/ Incident reports/pupil progress meetings	PE lead	Termly



The Federation of St Elphege's and Regina Coeli Catholic Schools



Developing the outside area to improve learning outside of the classroom	Children will be able to undertake a greater range of learning outside of the classroom- scope for science investigations using the pond area etc	Children may not be able to undertake outside visits so the school needs to create more opportunities within our own grounds- E.g. Forest School	Subject coordinators- Sustainability/Forest School Lead	SLT	Summer Term
--	---	--	---	-----	-------------