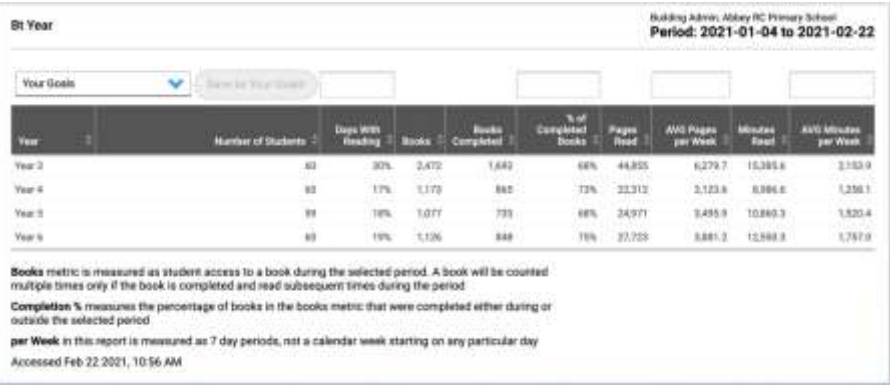


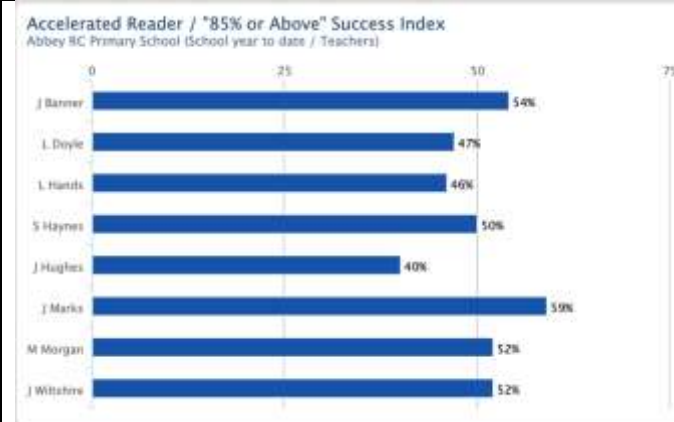
## Catch-up plan

<b>School name:</b>	<b>Abbey Catholic Primary School</b>					
<b>Academic year:</b>	<b>2020/21</b>					
<b>Total number of pupils on roll:</b>	<b>420</b>					
<b>Total catch-up budget:</b>	<b>£32,800</b>	<b>First installment:</b>	<b>£19133</b>	<b>Second installment:</b>	<b>£13,667</b>	<b>Third installment:</b>
<b>Date of review:</b>	<b>24<sup>th</sup> November 2020</b>					

## 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
Source, Purchase and implement a high quality Reading scheme targeting KS2 Readers	<ul style="list-style-type: none"> <li>- All children to have continuous access (both online and in paper) to target reading resources.</li> <li>- Children to have regular access to comprehension tasks linked to targeted reading resources.</li> <li>- Overall profile of reading to be raised.</li> <li>- Raise attainment in reading across KS2.</li> </ul>	<ul style="list-style-type: none"> <li>- Raised profile and love of reading across school.</li> <li>- Raised attainment in reading across KS2.</li> <li>- Safeguard access to high quality texts during periods of school/bubble closure.</li> </ul>	£18327.30	<p>C.Wilde</p> <p>R.Evans</p> <p>R.Lonergan</p>	<p>Data of reading since January 4<sup>th</sup> 2021 (start of lockdown) to 22<sup>nd</sup> February 2021.</p>  <p>Staff have monitored engagement levels weekly and discussed with parents and children when they have not been engaging. This has led to a steady increase in reading uptake.</p>



Participation of tests has been above 81% of pupils with the above chart indicating % of tests with a mark above 85% correct.

**Purchase high quality concrete object resources to support the deliverance of an outstanding Maths curriculum.**

**Children have access to high quality resources**

**- Raised attainment in Maths across school.**

**£2178.48**

**J.Crowhurst**

**Supported each class with additional materials, this increased covid-secure measures (shared items) and improved pedagogical practice.**

Whole School Maths	WTS %	EXP %	GDS %
Entry 20/21	34	42	24
End of Autumn	28	44	28
Change	-6%	+2%	+4%

<b>Teaching and Whole School strategy spend:</b>			<b>£20,505.78</b>		

## Targeted support

[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																				
<b>Staffing structure to support targeted teaching in UKS2.</b>	<b>Raise outcomes across Y5 and Y6 through targeted teaching of groups with lower staff:pupil ratios.</b>	<b>Raised attainment in Reading, Writing and Maths in Y5 and Y6.</b>	<b>£55,746.36</b>  <b>£23,227.65 (committed)</b>	<b>J.McTernan</b> <b>J.Crowhurst</b> <b>C.Wilde</b>	<b>Due to a staff resignation this money has not been fully spent, staffing will be 3 ways (rather than 4) during the Spring/Summer term.</b>																				
					<table border="1"> <thead> <tr> <th>Y5/6 Maths</th> <th>B %</th> <th>WTS %</th> <th>EXP %</th> <th>GDS %</th> </tr> </thead> <tbody> <tr> <td>Entry 20/21</td> <td>5</td> <td>27</td> <td>42</td> <td>26</td> </tr> <tr> <td>End of Autumn</td> <td>2</td> <td>22</td> <td>48</td> <td>28</td> </tr> <tr> <td>Change</td> <td>-3%</td> <td>-5%</td> <td>+6%</td> <td>+2%</td> </tr> </tbody> </table>	Y5/6 Maths	B %	WTS %	EXP %	GDS %	Entry 20/21	5	27	42	26	End of Autumn	2	22	48	28	Change	-3%	-5%	+6%	+2%
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<b>Purchase Mighty Writer in Y3.</b>	<b>Raise outcomes in Y3 writing by supporting children in how to compose high</b>	<b>Raised attainment in Writing for Y3</b>	<b>£511</b>	<b>C.Wilde</b>	<b>Supported closing the gap in Y3 as children missed parts of this programme in Y2.</b>																																								

	quality sentences and paragraphs.				<b>Y3 Writing</b>	<b>B %</b>	<b>WTS %</b>	<b>EXP %</b>	<b>GDS %</b>
					<b>Entry 20/21</b>	5	21	52	22
					<b>End of Autumn</b>	5	18	55	22
					<b>Change</b>	0	-3%	+3%	0
<b>Targetted support spend:</b>			<b>£23,738.65</b>						
<b>Total spend:</b>			<b>£44,244.43 (£32,800)</b>						

## Summary report

### What is the overall impact of spending?

End of the Autumn term data shown positive progress of groups in all areas of spend. All areas of spend will continue to have impact when school returns in the Spring term.

**How will changes be communicated to parents and stakeholders?**

Implementation of Remote learning provision was regularly shared during weekly newsletter throughout Autumn term, this include specific focuses on different elements (subjects) of the Remote Learning offer.  
During lockdown staff have held 1:to:1 consultations with families regarding accessing and utilising elements of Remote Learning offer.

**Final comments**

**Final spend: £44,244.43 (£32,800)**