



St. Jérôme Church of England  
Bilingual School

**Catch Up Plan**

2020-2021

Executive Headteacher.....

Revd D. R. Norris

Chair of the Governing Body.....

Ian Fernandes

Date: Reviewed May 2021

School	St. Jérôme Church of England Bilingual School
Type of school	Mainstream, Church of England, Free School Academy -Reception to Year 4 (R-Year 6 by Sep 2022)
Number of pupils on roll	284
Proportion of children in receipt of PPG	13%
Proportion of children identified as having SEND	12%
Proportion of children with English as an Additional Language (EAL)	75%
Catch up allocation amount	£23,040
Known Impact of School closures	<ul style="list-style-type: none"> <li>• Children coming into Reception with a much lower baseline due to lack of Nursery schooling – particularly in speaking, listening and attention.</li> <li>• After the Spring 2021 lockdown gaps in ‘Understanding of the world’ and ‘Writing’ have been identified for catch up support.</li> <li>• Gaps in Reading and Writing for those pupils who were unable to engage fully with home learning during lockdown</li> <li>• Gaps in Maths mastery due to an increase in fluency-based learning and less opportunities for problem solving and applying knowledge (Autumn 2020)</li> <li>• Social, emotional and mental health needs of children exacerbated by the circumstances of lockdown</li> </ul>
Key Priorities	<ol style="list-style-type: none"> <li>1. Ensure all children are attending school regularly</li> <li>2. Ensure children’s social, emotional and mental health is supported effectively so that they can learn effectively.</li> <li>3. Ensure consistently high-quality teaching and learning across the school</li> <li>4. Ensure a broad a balanced curriculum that is reviewed and any gaps are revisited</li> <li>5. Provide targeted curriculum support for pupils at risk of underachieving</li> <li>6. Ensure remote learning is effective and available to children isolating</li> </ol>

**Priority 1: Ensure all children are attending school regularly**

*‘Attendance may prove problematic in the upcoming academic year and have a disproportionate impact on disadvantaged pupils. Some parents and carers may be hesitant to send their children back to school, which will require sensitive, supportive action on the part of the school. ‘*

*EEF Guide to Support School Planning 2020*

<b>Intended Outcome</b>	<b>Actions</b>	<b>Cost</b>	<b>Lead</b>	<b>Review</b>	<b>Impact (After review)</b>
School attendance is 96%+ (not including Covid related absences)	Monitor attendance daily and liaise with parents and carers in order promote high levels of school attendance.	N/A	KR/SC	Daily	
	Monitor half termly attendance and provide support as appropriate on an individual basis.				
	Monitor attendance using FFT to compare with local and National data/trends.	N/A	SC	Half termly	Attendance is higher than the National average of 93%
	Log Covid related absences separately and closely track return to school dates.	N/A	KR	Daily	
	Covid19 Welfare Adviser (part-time) to support Covid security and positive messaging to parents who are anxious about sending their children to school.	£500	DN	Jan 2021	Attendance on return was high and year to date attendance is 96.7% (May 2021)

**Priority 2: Ensure children’s social, emotional and mental health is supported effectively so that they can learn**

**effectively.**

*‘Attention on supporting pupils’ social, emotional and behavioural needs, primarily as part of good teaching, is likely to prove an effective strategy to support learning.’*

*EEF Guide to Support School Planning 2020*

<b>Intended Outcome</b>	<b>Actions</b>	<b>Cost</b>	<b>Lead</b>	<b>Review</b>	<b>Impact (After review)</b>
Staff are trained and feel confident in supporting pupils’ mental health and wellbeing.	January CPD for staff on mental health and wellbeing and social skills development and use of the Heartsmart programme.	£300	SC	Feb 2021	January CPD moved to April due to second National lockdown. Two members of staff completed independent qualifications in Children’s Mental Health and Wellbeing.
Additional SEMH support for vulnerable pupils.	Harrow Horizons SEMH worker one day per week to support children with anxiety around returning to school and SEMH needs.	£3575	SC	April 2021	5 Children receiving support from Children’s services were also supported via Harrow Horizons to ensure their safety, wellbeing and to provide a safe space to talk.
Children are confident to access support with mental health. Teachers feel that this support provides more time for learning in class	SEMH support to be provided across KS2 by a Mental Health trained learning support assistant.	£1000	DM/SC	Dec 2021	

Parents feel more confident in supporting wellbeing at home.	Provide guidance for parents in supporting children's emotional wellbeing at home through both informative packs/hand outs and workshops.	£1000	DM/SC		
Vulnerable families feel supported by the school and engaged in the school community.	Regular phone calls and conversations with vulnerable families during future lockdown periods.	N/A	SLT and Phase Leaders	April 2021	Feedback about support during lockdown was positive and families felt communication from school was improved from the lockdown in March 2020.

**Priority 3: Ensure consistently high-quality teaching and learning across the school**

*'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.'*

*EEF Guide to Support School Planning 2020*

<b>Intended Outcome</b>	<b>Actions</b>	<b>Cost</b>	<b>Lead</b>	<b>Review</b>	<b>Impact (After review)</b>
All staff to be confident in using the schools SSP to teach whole class and targeted phonics.	Subject specific training in Phonics Bug	N/A	SC	Dec 2020	All staff are trained and know how to deliver Phonics Bug lessons.
Teachers in End of Key Stage year groups to be confident in their assessments of pupils against National expectations.	Provide EYFS and Y2 teachers with training and moderation opportunities to ensure assessment judgements are accurate and children are making good progress.	£500	NC	Termly	Both Y2 staff attended the Harrow training for new year 2 teachers. Cluster group moderation is in place. Tier 2 support from EYFS lead at Byron Court.
Pupils make good or better progress in writing from their September baseline.	May CPD - Subject specific training on the English and writing across the curriculum.	N/A	SC	Termly	Progress was good from Sep-Dec. Following the National lockdown in Spring 21 we have identified reading and writing as an area for development.
Children currently at the expected standard in Maths will make accelerated progress and the percentage of pupils working at a higher standard will increase.	Maths hubs funding will be spent to increase resources for Maths across the school. All Maths lessons will include a challenge for more able pupils and homework will specifically target reasoning and problem-solving	N/A N/A	LC LC	Dec 2020	Pupils previously working at Greater Depth have responded well to our catch up measures and made accelerated

	activities.				progress to ensure that they are achieving at a higher standard.
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<b>Priority 4:</b> Ensure a broad a balanced curriculum that is reviewed and any gaps are revisited					
<i>'High quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned.'</i>					
<i>EEF Guide to Support School Planning 2020</i>					
<b>Intended Outcome</b>	<b>Actions</b>	<b>Cost</b>	<b>Lead</b>	<b>Review</b>	<b>Impact (After review)</b>
The curriculum offer will be rich and varied and children will have the opportunity to revisit missed learning from the previous year.	Analyse gaps in year groups and create a curriculum map that fills gaps from school closures.	N/A	DN	Dec 2020	Key learning missed in the Summer Term 20 was included in the long/medium term planning for this academic year.
Middle leaders feel confident assessing their curriculum areas.	Provide training for Phase Leaders and Subject Leaders on assessment and curriculum coverage and release time to review the curriculum	£3000	DN/SC	Dec 2020	Jack Corson from Byron Court lead CPD for subject leaders. All staff had subject specific cornerstones training. Programme of leadership time planned for summer term 21.
There are clear priorities identified and these are shared with staff.	Subject Leaders analyse gaps in their subjects and provide training and support for teachers	N/A	Subject Leaders	Termly	Regular support and CPD for staff delivered by JS to support remote learning in

					Spring 2021.
Parents know what is being taught in school and are given ideas on how to support children at home.	Update the website to ensure curriculum maps are available to parents for each year group.	N/A	DN  Phase Leaders	Oct 2021	
	Phase specific Phonics, Reading, Writing and Maths workshop videos posted on the school website to support parents in closing the gaps at home.				
EYFS is well equipped and the learning environment provides safe, rich learning opportunities.	EYFS Leader to regularly assess the needs of children in the setting and adjust the learning environment and resources to meet their needs.	N/A	JJ	July 2021	

**Priority 5: Provide targeted curriculum support for pupils at risk of underachieving**

*'Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.'*

*EEF Guide to Support School Planning 2020*

<b>Intended Outcome</b>	<b>Actions</b>	<b>Cost</b>	<b>Lead</b>	<b>Review</b>	<b>Impact (After review)</b>
Children in EYFS and KS1 will make good or better progress in reading and phonics.	To strengthen early reading, phonics and comprehension skills through 1:1 daily reading, intervention, extra reading support groups and home reading (focus on children in EYFS and KS1)	£2500	JJ/SC	Termly	88% passed the phonics screening in Dec 2020. 98% good progress in Y1 85% good progress in year 2
Children will leave reception with the skills to apply their phonics in their writing.	To develop children's independence in Reception by focusing on developing fine and gross motor skills, providing more	N/A	JJ/SC	July 2021	

	opportunities for writing and the application of phonics				
Children in year 3 and 4 will make good or better progress from their September baseline.	Provide small group intervention to develop Maths and English skills in Years 3&4 by deploying a HLTA in Y3 and employing an additional member of support staff for Y4.	£2500	LC/DN	Termly	Reading and Writing Y3 – 84% Y4 – 99% Maths Y3 – 98% Y4- 99%
Children in year 2 will make good or better progress from their September baseline.	Employ an additional TA for Year 2 streaming three ways to allow for more targeted differentiation and smaller classes.	£5000	CD/SC	Termly	Reading - 85% Writing - 98% Maths – 96%
Children in Years 2 and 4 will make accelerated progress and meet a higher standard in Maths.	To address gaps in reasoning and application in maths through the delivery of a maths mastery club	N/A	LC/CD	April 2021	15% accelerated progress in Year 2 28% GDS 60% accelerated progress in Year 4 58% GDS

**Priority 6: Ensure remote learning is effective and available to children isolating**

*‘Areas such as effective remote teaching may need to be revisited in professional development, thereby ensuring effective remote curriculum provision should unplanned school closures occur.’*

Intended Outcome	Actions	Cost	Lead	Review	Impact (After review)
Staff are confident in setting work online and communicating with pupils through Google classroom.	Staff training on Google Classroom to establish a consistent approach to providing activities and feedback to pupils	N/A	JS	April 2021	Monitoring of learning and teaching online indicated excellent quality of remote education and participation. External validation confirmed our remote provision was of a very high standard. Parent survey feedback was extremely positive.
The school is ready to move to remote learning at different levels as necessary.	Develop a 'Remote Learning Plan' that identifies the support that pupils will receive in the event that they need to self-isolate (either individually, in groups, or whole classes)	£500	JS	Dec 2020	Remote learning plan is in place and was effective in the Spring lockdown.
All pupils have access to home learning materials regardless of their access to technology.	Create learning packs for those families who do not have access to technology at home	£500	Phase Leaders	Termly	14 devices were deployed and physical packs delivered to families with no internet access.
Parents feel well supported and able to access materials needed to assist children in their learning at home.	Communicate regularly with parents to ensure they are clear on expectations and offer support where necessary	N/A	JS	Dec 2020	Year group emails provided a troubleshooting service for parents. JS made phone calls to provide technical

					support as necessary. Parent survey was very positive.
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