



# St Francis Xavier

## Catholic Primary School

Roberts Road, Balby, Doncaster, DN4 0JN  
 Tel: 01302 344678  
 Web: [www.xavier.doncaster.sch.uk](http://www.xavier.doncaster.sch.uk)  
 Email: [admin@xavier.doncaster.sch.uk](mailto:admin@xavier.doncaster.sch.uk)

Summary Information			
School	St Francis Xavier Catholic Primary School		
Academic Year 20-21	Total Catch Up Premium	£13,600	No. of PP Pupils 48 No. on Roll 200

Guidance
Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in year's reception through to 11. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.
Use of Funds
Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way
EEF Recommendations
The EEF advises the following:

**Teaching and whole school strategies**

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

**Targeted approaches**

- One to one and small group tuition
- Intervention programmes
- Extended school time

**Wider strategies**

- Supporting parent and carers
- Access to technology
- Summer support

**INTENT:**

*Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit so we plan to support all learners to catch up from lost learning due to COVID-19*

We intend to: develop a rigorous and sequential approach to reading that develops pupils' skills through a well-planned approach, using effective assessments, with focus on Early Reading, Including Phonics, and then identifying gaps following baseline assessments. (This does not exclude gaps in other curriculum areas). Further information will be gathered from Pupil Progress meetings for each individual class teacher and tracked through data analysis

**Implementation**

All pupils receive a high-quality education to prepare them for later life

The curriculum remains ambitious and not narrowed

Blended learning is planned for, in case of remote learning that may be needed.

For pupils in Reception, staff assess and address gaps in language, early reading and maths, particularly ensuring children's acquisition of phonics and extending their vocabulary

KS1 and KS2: identify gaps during September and prioritise progress in phonics and reading, vocabulary, writing and maths and identifying opportunities across the curriculum so pupils read widely and develop knowledge and vocabulary. Early assessments are used to form a whole school Catch-Up plan to support all pupils across the school

*(All year Groups: Booster teaching will take place. During this time, Teacher lead interventions in each group will take place, besides the additional Phonics support and booster classes taking place from Wednesday to Friday).*

## Impact

Develop remote education so that it is integrated into school curriculum planning.

Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown.

Curriculum planning is informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work)

School ensures that all of their teaching is sensitive and age appropriate in approach and content.

The curriculum meets the needs of the children and built to support their interests, backgrounds and raises their aspirations

*The 'Intent' is clearly communicated through the environment, books, pupils and lesson planning and through clear Implementation Plans*

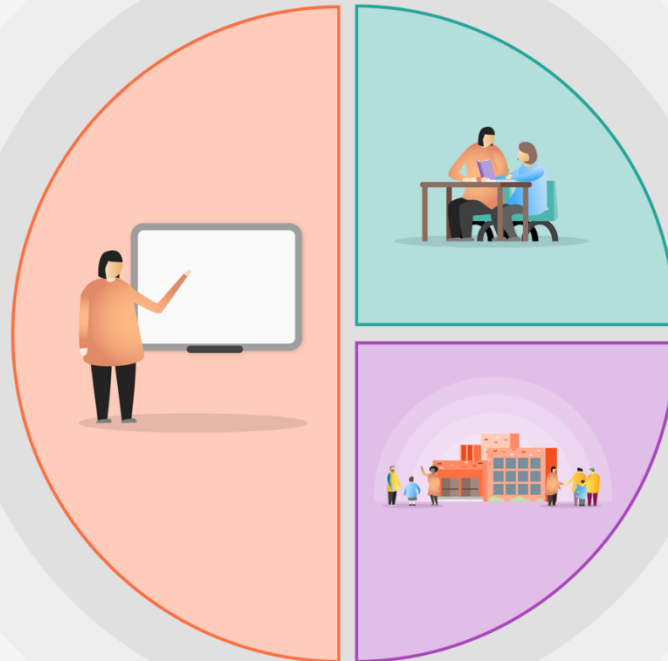
*Following the September Baselines Assessments and taking into account the EEF Framework, we looked at a whole school strategy whilst at the same time addressing the needs of each individual class.*

*As a result, we anticipated that 1-to-1 and small group tuition Identified children will have significantly increased rates of reading fluency and comprehension. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be reduced If the school had to set up remote learning in a whole school lockdown, pupils would have online access to a bank of texts. Pupils in upper key stage two receive targeted support to plug gaps in learning with a particular focus on writing to ensure standards at the end of ks2 do not drop.*

*Intervention programme; an appropriate numeracy intervention, Same Day Intervention is used as a whole phase teaching strategy throughout key stage two.*

# 1 Teaching

Quality First Teaching supported by evidence • A broad and engaging curriculum that focuses on vocabulary acquisition. • Knowledge and skills rich curriculum with teachers building on previous learning. • Whole - class reading approach. • Focus on key essentials for Reading, Writing and maths –online learning packages to support at home (e.g. TT Rockstars, My Maths Phonics play. • Regular staff CPD on mental health, wellbeing. • Provide a suite of home learning activities to suit parents and children: online through TEAMS or printed packs delivered home. • EYFS focus on oracy and early language development



# 2 Targeted academic support

Additional teacher led support in year • Pupil progress meetings involving parents • Pastoral support provides 1:1 support and assists children • Targeted support and deployment of TAs and Teachers • Targeted use of resources to plug gaps in learning • recovery sessions during PPA time

# 3 Wider strategies

• Specialist teachers enhancing the curriculum • Pastoral support/counselling • Staff wellbeing council • TEAMS PSHE lessons

By supporting parents and carers, children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning. Children have access to appropriate stationery and paper based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning. Pupils eligible for FSM will not be disadvantaged if self-isolating and will still be provided with meals. SENCO/ Pastoral Lead/Head of School to speak to families who have experienced trauma/change in circumstances – what help do they need? Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families. The school will continue to offer with support and guidance. (See Online Learning and support on School Website)

We will continue to engage with parents and carers at home and also to provide remote home learning when pupils isolate. (Cost of releasing staff pick up by the school) Home-learning paper packs are printed and ready to distribute for all children when needed. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs

Access to technology during the catch-up extended school provision: children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.

Teachers have webcams in classrooms to be able to teach remotely if isolating. Teachers facilitate effective home learning with increased capacity to share resources and communicate learning to children.

#### Identified impact of lockdown

Maths	Maths Specific content has been missed, leading to gaps in learning and stalled sequencing of the progression of skills. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recalling of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments. ( see Sept Data) Many pupils still accessed some form of maths through lockdown as well as using TTRS and the evidence of progress in this area is on the school Twitter Feed and Class Facebook Pages as well as Teacher Assessed Grades.
Writing	Writing Children haven't necessarily missed 'units' of learning in the same way as Maths. However, they have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Reading	Reading Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The school must also take into account the EAL children and the fact that many would have been speaking their 'home' language during lockdown and as a result, reading has suffered. By ensuring that all children are able to access a wide range of phonetically matched reading books at both home and school simultaneously, and by providing parents with the resources to continue to practise phonic awareness at home, we expect the impact to be accelerated improvement in the children's reading and phonics ability.
Other	Children have also missed out on the curriculum experiences e.g. trips, visitors and cross curricular visits. There has been a huge impact on the mental well-being of children – The school has appointed a wellbeing ambassador to work with both parents, staff and children in an attempt to close the gap in this

area. Since September, St Francis have participated in Anti-Bullying week throughout the school and took part in World Mental Health day. The school has ensured that a display is visible in the corridor for all of our children and visitors to see. Each class have identified two mentally healthy friends who will meet to discuss ideas using the pupils' voice.

Each class has got their own Mental Health and Well-being book set up which have been looked at through this term to ensure that work is being documented in these. And all of the children and staff have completed a questionnaire.

An implementation plan for the curriculum has been written.

The Well Being Ambassador has recently attended a networking meeting with other leaders in this area of which has led to implementing some of the ideas shared as well as staff training.

Next steps:  
To include all details on to the school website and arrange staff training.

**See below updated catch up plan following the data results of Spring 2 2021 and other strategies that have been implemented by the school (updated are highlighted in Red)**

Year Group	Evidence & Rationale	Chosen approach/approaches	Desired outcome
1	<ul style="list-style-type: none"> <li><i>Pupils have not received directed phonics teaching since March 2020.</i></li> <li><i>Pupils have not all had the opportunity to read to others, access stories and enjoy books.</i></li> <li><i>Transition to KS1 has not been able to happen, so pupils need transition support</i></li> <li><i>Progress from EYFS has not been substantiated; high % of EAL in Reception last year progress to year1 – subject to missing school, learning</i></li> <li><i>When children learn to read at an early age, they have greater general knowledge, expand their vocabulary and become more</i></li> </ul>	<ul style="list-style-type: none"> <li><i>-Reception teachers to support transition and Early reading Autumn 1</i></li> <li><i>-Priority teaching of Early Reading and class / group time to enjoy reading and stories.</i></li> <li><i>-Effective communication and support between EYFS and Y1 staff</i></li> <li><i>How does reading fit with the wider curriculum?</i></li> <li><i>Identification of which children are not on track with the pace of the school's phonics programme and provide catch-up quickly make sure all children learn:</i></li> <li><i>Letter, digraph and trigraph sounds</i></li> <li><i>To blend sounds into words</i></li> <li><i>To read exception words</i></li> <li><i>Correct letter formation</i></li> <li><i>To spell</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Enjoyment in reading and stories.</i></li> <li><i>Phonics attainment and confidence raised.</i></li> <li><i>Pupils have a smooth transition to Y1</i></li> <li><i>Y1 staff have a clear understanding of those pupils achieving GLD and which pupils need to develop areas further.</i></li> <li><i>% of pupils at EXP is in line with NAs</i></li> <li><i>Greater % of pupils achieving GDS</i></li> <li><i>Year 1 and Year 2 phonics Pass rate is 85%+ Reading is prioritised to allow pupils to access the full curriculum offer.</i></li> <li><i>At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.</i></li> </ul>

	<p><i>fluent readers. They also have improved attention spans and better concentration. ... Their proficiency in reading enables them to comprehend more of what they are reading</i></p>	<p><i>Identify the policy and procedures to ensure the above is planned and progressive</i></p> <p><i>What does the school do to ensure pupils continue to make progress in reading in year 2 and beyond? How do we make sure staff develop the necessary expertise to teach children to read? How do you know that all staff have the same knowledge and skills?</i></p> <p><i>44 phonemes mat sent home with children to practice their sounds</i></p> <p><i>Repetition of phonics sounds throughout the day to increase children's reading speed</i></p> <p><i>Additional reading support to children and parents</i></p> <p><i>Consistent and constant tracking</i></p> <p><i>1-to-1 and small group tuition</i></p> <p><i>Identified children will have significantly increased rates of reading fluency and comprehension. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated. If the school had to set up remote learning in a whole school lockdown, pupils would have online access to a bank of texts. Pupils in upper key stage two receive targeted support to plug gaps in learning with a particular focus on writing to ensure standards at the end of ks2 do not drop</i></p> <p><i>Session 1: Phonics – focus on sound recognition and blending.</i></p> <p><i>Following Sessions: Phonics boosters and RWI Reading comprehension texts, used phonetical knowledge with practising inference and retrieval.</i></p> <p><i>Maths focus – place value, basic addition and subtraction (DP)</i></p> <p><i>Maths intervention – arithmetic application</i></p> <p><b>Cost –</b></p> <p><b>See Timetable of additional support per week</b></p> <p><b>RWI resources Additional Phonics sessions</b></p>	<p><i>The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for learning.</i></p> <p><i>Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.</i></p> <p><i>Transition Policy reflects the ongoing ambition of the school</i></p> <p><i>Pupils have 1:1 pupil progress meetings and Parent's</i></p> <p><i>Parent Teacher Meetings – Virtual – to inform and show progress.</i></p> <p><i>Pupils enjoy reading a wide variety of reading</i></p> <p><i>The gap between baseline September data and end of Autumn attainment is diminishing and assessment informs next steps in teaching.</i></p> <p><i>The gap between identified pupil groups ( Pupil Premium, Mobility, SEND EAL) and all other pupils is narrowing.</i></p> <p><i>Strategies for the Covid Catch Up Plan evaluated each term</i></p> <p><i>By ensuring that all children are able to access a wide range of phonetically matched reading books at both home and school simultaneously, and by providing parents with the resources to continue to practise phonic awareness at home, we expect the impact to be accelerated improvement in the children's reading and phonics ability.</i></p> <p><i>All teaching staff have now completed training and are able to produce data for their class showing pupil progress scores.</i></p>
--	---	---	---

**Timetable for funding to be completed each month by class teacher and costed by the SBM.**

Wellbeing and resilience training put in place and also CAMHS training and support. Appraisals have been carried out with all staff and areas of focus discussed.

External Support and targeted activities for PP children A Resilience pack and training has been created to be given to Staff, children and parents. Each class has discussed resilience with their class, where each child has had the opportunity to discuss what they feel is a 'barrier' to their learning/confidence/good behaviour both at school and at home. Based on the child's voice and what has been discussed, resilience choice cards have been created to be implemented throughout school. Wellbeing classes have taken place on a weekly basis and work has been celebrated throughout school. A specific website page is directed towards Wellbeing, <https://www.xavier.doncaster.sch.uk/wellbeing1/>

All interventions throughout school have been collated and reviewed. We have found reading continues to be an area of concern throughout school. Further one to one reading support has been put in place throughout school. Interventions have been reviewed and amended where children have met targets or require more specific support if interventions have not had the required impact.

Staff are able to use this information to analyse where best to input interventions to support each child.

Class files are now in place throughout school with a breakdown of each child and their needs. Staff are able to easily view whether a child has further needs as well as Pupil Premium such as being on the SEND register, have a vulnerable background or are an EAL child.

In September 2020 – the children were phonics tested and 24% of year one achieved a pass in their test.

In March 2021 – 58% of the year one class were able to pass their phonics test

As of May 2021 – 74% are now on target to pass their phonics assessment.

	Sept 2020	March 2021	May 2021 (Expected)
<b>Number of children in Y1</b>	<b>26</b>	<b>26</b>	<b>26</b>
<b>No Achieving Phonics Pass</b>	<b>6</b>	<b>15</b>	<b>20</b>
<b>% of class</b>	<b>24%</b>	<b>58%</b>	<b>77%</b>

Year Group	Rationale	Chosen Approaches/ Methods	Desired Outcomes
2	<ul style="list-style-type: none"> <li>Pupils have not received directed phonics teaching since March 2020.</li> <li>Pupils have not all had the opportunity to read to others, access stories and enjoy books.</li> </ul>	<p>Reception teachers to support transition and Early reading Autumn 1</p> <p>-Priority teaching of Early Reading and class / group time to enjoy reading and stories.</p> <p>Intervention for Y2 pupils who are able to Blend (groups of 6)</p>	

<ul style="list-style-type: none"> <li><i>Pupils will take the Phonics Screening Check in Autumn 2020</i></li> </ul>	<ul style="list-style-type: none"> <li><i>-Detailed and rigorous analysis and tracking – swiftly informs teaching.</i></li> <li><i>-Fluid groupings and teaching to meet exact gaps in phonics.</i></li> </ul> <p><i>Baseline assessment to identify gaps.</i> <i>Use of marking grids to quickly identify gaps and misconceptions.</i></p> <p><i>Writing</i></p> <ul style="list-style-type: none"> <li><i>- Write Structure during Autumn term to embed basic skills</i></li> <li><i>- Topics to engage all students, immerse into topics</i></li> <li><i>- High expectations evident in planning, working walls and modelled examples</i></li> </ul> <p><i>Reading</i></p> <ul style="list-style-type: none"> <li><i>- Promotion of reading at home, dojos and stamps.</i></li> <li><i>- Echo reading</i></li> <li><i>- Read daily with the whole class.</i></li> </ul> <p><i>Engage children with a love of reading with a range of activities (Roald Dahl day)</i></p> <ul style="list-style-type: none"> <li><i>- Follow reading structure</i></li> </ul> <p><i>Maths</i></p> <ul style="list-style-type: none"> <li><i>- Promote use of practical apparatus</i></li> </ul>		
		<ul style="list-style-type: none"> <li><i>- Ensure extensions and reasoning tasks promote a mastery of skills and depth of knowledge</i></li> <li><i>- Interventions to target groups who need support to achieve the lesson objective</i></li> </ul> <p><i>Intervention Groups established – Phonics groups set up for Years 1,2 and 3</i></p>	<p><i>Early reading skills developed.</i></p> <p><i>Enjoyment in reading and stories.</i></p> <p><i>Phonics attainment and confidence raised.</i> <i>On – track for passing the Phonics Screening Check.</i> <i>Pupils become fluent, confident readers who enjoy reading.</i></p> <p><i>Formative and informative baseline assessment</i></p>

*Interventions – phonics, all children being read to. 60 second reads to target fluency.*

*Targeted groups in lessons.*

*SEND- action plans in place, progress and impact monitored throughout the year.*

*Pupil Premium – to have targeted interventions to impact on individual targets. (See Separate appendix on Interventions.*

*Parents/ Phonics workshop.*

*1-to-1 and small group tuition*

Identified children will have significantly increased rates of reading fluency and comprehension. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated. If the school had to set up remote learning in a whole school lockdown, pupils would have online access to a bank of texts. Pupils in upper key stage two receive targeted support to plug gaps in learning with a particular focus on writing to ensure standards at the end of ks2 do not drop

*Session 1: Phonics – focus on sound recognition and blending.*

*Following Sessions: Phonics boosters and RWI Reading comprehension texts, used phonetical knowledge with practising inference and retrieval.*

*Maths focus – place value, basic addition and subtraction (DP)*

*Maths intervention – arithmetic application*

**Cost –**

**Extra Booster sessions from Yr 2 Teacher**

*Xcite – PE intervention groups at lunchtime*

*Wellbeing surveys completed showing developmental progress.*

*Pupils enjoy reading; they have daily opportunities to read and share stories.*

*The gap between attainment prediction and end of Autumn attainment is diminishing.*

*Pupils are tracked, assessments are analysed (SATS past papers/ Autumn*

*In addition, phonics screening check completed for Year 2 by the end of the Autumn term and sent to LA.*

Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.

Pupils make accelerated progress in all areas of learning Phonics, Maths, Writing second week back Guided reading January Sending home key tub words Children having intervention when not secure in skills at the end of the week.

PE lessons to be commence. These will be led by MS as the PE lead. The purpose will be to offer CPD opportunities to all staff and team teaching of PE. Fitness levels of pupils return to pre-Covid standards.

All teaching staff have now completed training and are able to produce data for their class showing pupil progress scores. Staff are able to use this information to analyse where best to input interventions to support each child.

Class files are now in place throughout school with a breakdown of each child and their needs. Staff are able to

**Additional Phonics sessions**

**Timetable to be completed each month by class teacher and costed by the SBM.**

Wellbeing and resilience training put in place and also CAMHS training and support. Appraisals have been carried out with all staff and areas of focus discussed.

External Support and targeted activities for PP children A Resilience pack and training has been created to be given to Staff, children and parents. Each class has discussed resilience with their class, where each child has had the opportunity to discuss what they feel is a 'barrier' to their learning/confidence/good behaviour both at school and at home. Based on the child's voice and what has been discussed, resilience choice cards have been created to be implemented throughout school. Wellbeing classes have taken place on a weekly basis and work has been celebrated throughout school. A specific website page is directed towards Wellbeing, <https://www.xavier.doncaster.sch.uk/wellbeing1/>

All interventions throughout school have been collated and reviewed. We have found reading continues to be an area of concern throughout school. Further one to one reading support has been put in place throughout school. Interventions have been reviewed and amended where children have met targets or require more specific support if interventions have not had the required impact.

easily view whether a child has further needs as well as Pupil Premium such as being on the SEND register, have a vulnerable background or are an EAL child.

All children in year 2 have now successfully passed their phonics assessments.

Year 2 2020-2021 data:

**Attainment:**

	<b>Reading</b>	<b>Writing</b>	<b>Math</b>
<i>Below</i>	52%	57%	52%
<i>Expected or above</i>	48%	43%	48%
<i>GDS</i>	33%	14%	19%

**Progress:**

	<b>Reading</b>	<b>Writing</b>	<b>Math</b>
<i>Below</i>	19%	9%	33%
<i>Expected or above</i>	81%	90%	67%
<i>GDS</i>	62%	48%	33%

*Due to lockdown a higher percentage of children are currently working below ARE however through extra interventions the gaps are being closed in learning and additional progress is being made in these areas.*

<b>Year Group</b>	<b>Rationale</b>	<b>Chosen Approaches/ Methods</b>	<b>Desired Outcomes</b>
-------------------	------------------	-----------------------------------	-------------------------

<p style="text-align: center;"><b>3</b></p>	<p><i>Pupils have not received directed phonics teaching since March 2020.</i></p> <p><i>Pupils have not all had the opportunity to read to others, access stories and enjoy books</i></p> <p>Pupils successfully transition and settle to learn and enjoy Y3</p> <p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills.</p> <p>GAPs specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p> <p>September Baseline Assessment: To help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19.</p> <p>Setting aside time to enable teachers to assess pupils' wellbeing and learning needs. For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or</p>	<p>All staff to receive training as necessary Maths and English lead given time to complete 1:1 curriculum CPD with identified teachers.</p> <p>Assessment of Early Reading.</p> <p>Fluid groupings and teaching to meet exact gaps in phonics.</p> <p>Detailed and rigorous analysis and tracking which then swiftly informs teaching.</p> <p>Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life.</p> <p>The gap between attainment prediction and end of Autumn attainment is diminishing.</p> <p>Pupils are tracked, assessments are analysed and QLA informs teaching (NFER)</p> <p>The gap between identified pupil groups and all other pupils is narrowing.</p> <p>Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set.</p> <p>Recovery of lost learning time.</p> <p>Pupils have 1:1 pupil progress meetings and Parent's Consultation about their strengths and development areas.</p> <p><b>Cost – Extra Booster sessions from Yr 3 Teacher and</b></p>	<p>Pupils become fluent, confident readers who enjoy reading.</p> <p>Pupils are confident in reading and use this to access the curriculum and all aspects of learning.</p> <p>Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life.</p> <p>The gap between attainment prediction and end of autumn attainment is diminishing.</p> <p>Pupils are tracked, assessments are analysed</p> <p>Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. Recovery of lost learning time.</p> <p>Phonics screening check – 90% (by summer 2021) of pupils pass the phonics screening check.</p> <p>Pupils who attained Working Towards at the end of KS1 make accelerated progress to be in – line with Age Expected expectations</p> <p>Pupils who attained Age Related Expectations or Greater Depth at the end of KS1 continue to make at least good progress to maintain or surpass their end of KS1 attainment.</p> <p>Pupils are in – line for their age expectations.</p> <p>The gap between identified pupil groups and all other pupils has diminished.</p> <p>Teachers will have increased levels of confidence in meeting the needs of their children. Teachers will improve their coaching and mentoring skills.</p>
---	--	--	--

misunderstood key concepts. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach. Continue to develop the immersive curriculum which will stimulate child development and progress.

**Additional Phonics sessions ( Phonics Intervention Timetable)**

**Timetable to be completed each month by class teacher and costed by the SBM.**

Wellbeing and resilience training put in place and also CAMHS training and support. Appraisals have been carried out with all staff and areas of focus discussed. External Support and targeted activities for PP children A Resilience pack and training has been created to be given to Staff, children and parents. Each class has discussed resilience with their class, where each child has had the opportunity to discuss what they feel is a 'barrier' to their learning/confidence/good behaviour both at school and at home. Based on the child's voice and what has been discussed, resilience choice cards have been created to be implemented throughout school. Wellbeing classes have taken place on a weekly basis and work has been celebrated throughout school. A specific website page is directed towards Wellbeing, <https://www.xavier.doncaster.sch.uk/wellbeing1/>

All interventions throughout school have been collated and reviewed. We have found reading continues to be an area of concern throughout school. Further one to one reading support has been put in place throughout school. Interventions have been reviewed and amended where children have met targets or require more specific support if interventions have not had the required impact.

All teaching staff have now completed training and are able to produce data for their class showing pupil progress scores. Staff are able to use this information to analyse where best to input interventions to support each child.

. Inclusion Manager has met with staff to discuss data and any concerns. A key area discussed was the importance of ensuring greater depth children continue to make efficient points progress and do not fall back to ARE. Booster classes are in place to ensure this continues to happen.

Class files are now in place throughout school with a breakdown of each child and their needs. Staff are able to easily view whether a child has further needs as well as Pupil Premium such as being on the SEND register, have a vulnerable background or are an EAL child.

Year 3 2020-2021 data:

**Attainment:**

	<b>Reading</b>	<b>Writing</b>	<b>Math</b>
<i>Below</i>	60.7%	70%	70%
<i>Expected or above</i>	39.3%	30%	30%
<i>GDS</i>	28.6%	10%	20%

**Progress:**

	<b>Reading</b>	<b>Writing</b>	<b>Math</b>
<i>Below</i>	32%	46%	40%
<i>Expected or above</i>	68%	54%	60%
<i>GDS</i>	25%	7%	20%

			<i>Due to lockdown a higher percentage of children are currently working below ARE however through extra interventions the gaps are being closed in learning and additional progress is being made in these areas.</i>
<b>4</b>	<b>Rationale</b>	<b>Chosen Approaches/ Methods</b>	<b>Desired Outcomes</b>
<b>4</b>	<p><i>Pupils have not all had the opportunity to read to others, access stories and enjoy books</i></p> <p><i>Due to lack of engagement by pupils to the online learning available, children need to recap on the basics of writing as well as stamina and handwriting.</i></p> <p><i>Children have missed units of Maths and haven't been accessing the online learning or TT Rockstars. Therefore, there are gaps in the children's knowledge of Maths.</i></p> <p><i>Many children have had their health affected due to lockdown so a unit of work about "Keeping Healthy" will promote healthy habits in order to keep their mind and bodies healthy.</i></p> <p><i>September Baseline Assessment: To help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19.</i></p>	<p><i>Incentives have been put in place such as dojos and engaging books that children can win if they read at home. Each child has been read with at least once a week. Baseline assessments were carried out to ensure correct book band, know reading speed and know what year group the children are working in. Texts have been chosen in guided reading that are linked to topic to encourage engagement. Some children are having interventions during reading time using the program Toe by Toe to rapidly catch them up. A group of children are having interventions once a week on a Wednesday.</i></p> <p><i>Lessons in writing, especially at the beginning of the year, were focused on the basics of writing after the baseline assessments showed a lot gaps and a lack of basic punctuation being used. Children have done whole class handwriting interventions as well as smaller groups. Children are given time in lesson to edit their work looking for the basics. Genre of texts have been linked to topic for engagement.</i></p> <p><i>A daily TT Rockstars check is taken place and dojos are given out for the children who have been on. In each unit of work, time has been taken to consolidate skills and a lot of work on place value was carried out. For morning and when lining up children practise number bonds, times tables and rounding.</i></p>	<p>Pupils become fluent, confident readers who enjoy reading.</p> <p>Pupils are confident in reading and use this to access the curriculum and all aspects of learning.</p> <p>Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life.</p> <p>Children are confident with the basics of writing and ready to up level writing with Year 4 expectations. Children to have a purpose for writing in order to build engagement, excitement and stamina.</p> <p>Children have a good strong understanding of number ready to support their understanding of addition, subtraction, multiplication, division and fractions. Children know all their times tables upto 12 x12 by the end of the year.</p> <p>Children to be aware of their mental health and how to keep themselves healthy especially during the difficult time of lockdowns and tier systems. Children's mental health to be healthy and ready to learn.</p> <p>The gap between attainment prediction and end of autumn attainment is diminishing.</p>

	<p>Setting aside time to enable teachers to assess pupils' wellbeing and learning needs. For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach. Continue to develop the immersive curriculum which will stimulate child development and progress.</p>	<p>Sport participation is engaging in sports as a means to increase educational engagement and attainment. This might be through organised after school Scotty's Heroes has known and proven positive effects throughout their schools with each development area showing significant signs of improvement from attendance to pupil performance and pupils' motivation to succeed. Their physical outdoor learning technique not only motivates pupils but allows them to use the core and social skills that are targeted in a fun and engaging way allowing them to talk and discuss who they have used these to complete their task and if not why not.</p> <p>Children did a unit of work about how to eat healthy, keep their bodies healthy and their minds healthy. We continue to do mindfulness which is evident in the class well-being book. In PE, with the coach the children are doing fitness.</p> <p>The gap between attainment prediction and end of Autumn attainment is diminishing.</p> <p>Pupils are tracked, assessments are analysed and QLA informs teaching (NFER)</p> <p>The gap between identified pupil groups and all other pupils is narrowing.</p> <p>Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set.</p> <p>Recovery of lost learning time. Pupils have 1:1 pupil progress meetings and Parent's Consultation about their strengths and development areas.</p> <p><b>Cost – Extra Booster from Yr 4 Teacher doing booster classes as well as TA</b></p>	<p>Pupils are tracked, assessments are analysed</p> <p>Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set. Recovery of lost learning time.</p> <p>Pupils who attained Age Related Expectations or Greater Depth at the end of KS1 continue to make at least good progress to maintain or surpass their end of KS1 attainment. Pupils are in – line for their age expectations.</p> <p>The gap between identified pupil groups and all other pupils has diminished.</p> <p>Scotty's Heroes has been seen to have a positive impact on all children taking part. The children attending Scotty's Heroes will change when children return to school after lockdown, some children who need further support will remain on the programme. There has been an improvement in confidence and independence seen throughout the sessions and good evidence of teamwork which has helped some of the children communicate and work together in a more positive way.</p> <p>All teaching staff have now completed training and are able to produce data for their class showing pupil progress scores. Staff are able to use this information to analyse where best to input interventions to support each child.</p> <p>. Inclusion Manager has met with staff to discuss data and any concerns. A key area discussed was the importance of ensuring greater depth children continue to make efficient points progress and do not fall back to ARE. Booster classes are in place to ensure this continues to happen.</p> <p>Class files are now in place throughout school with a breakdown of each child and their needs. Staff are able to easily view whether a child has further needs as well as Pupil</p>
--	---	--	--

**Additional Phonics sessions for children identified as needing extra support in this.**

Wellbeing and resilience training put in place and also CAMHS training and support. Appraisals have been carried out with all staff and areas of focus discussed. External Support and targeted activities for PP children A Resilience pack and training has been created to be given to Staff, children and parents. Each class has discussed resilience with their class, where each child has had the opportunity to discuss what they feel is a 'barrier' to their learning/confidence/good behaviour both at school and at home. Based on the child's voice and what has been discussed, resilience choice cards have been created to be implemented throughout school. Wellbeing classes have taken place on a weekly basis and work has been celebrated throughout school. A specific website page is directed towards Wellbeing, <https://www.xavier.doncaster.sch.uk/wellbeing1/>

All interventions throughout school have been collated and reviewed. We have found reading continues to be an area of concern throughout school. Further one to one reading support has been put in place throughout school. Interventions have been reviewed and amended where children have met targets or require more specific support if interventions have not had the required impact.

During lockdown KS2 teachers have organised individual weekly time slots with each child to read one to one with their class teacher. The School Inclusion Manager is available on a daily basis and has contacted any parents requesting support. Class teachers have also continued to make the Inclusion manager aware of any parents they feel are struggling at home. Further support is then put in

Premium such as being on the SEND register, have a vulnerable background or are an EAL child.

Year 4 2020-2021 data:

**Attainment:**

	<b>Reading</b>	<b>Writing</b>	<b>Math</b>
<i>Below</i>	70%	70%	75%
<i>Expected or above</i>	30%	30%	25%
<i>GDS</i>	5%	15%	10%

**Progress:**

	<b>Reading</b>	<b>Writing</b>	<b>Math</b>
<i>Below</i>	40%	55%	30%
<i>Expected or above</i>	60%	45%	70%
<i>GDS</i>	40%	15%	35%

*Due to lockdown a higher percentage of children are currently working below ARE however through extra interventions the gaps are being closed in learning and additional progress is being made in these areas.*

		place where necessary and 9 further children have been offered a place in our school bubble. The Inclusion Manager has worked with external agencies to create a 'care plan' where further support will be put in place for parents and children. A parent session is to be arranged and available to any parents to encourage parental engagement, this session will promote support in the local area. A second parent session is being arranged for Year 5 and 6 parents to discuss and support with mental health, the use of social media and the impact this has on children	
5	<b>Rationale</b>	<b>Chosen Approaches/ Methods</b>	<b>Desired Outcomes</b>
5	<p>Pupils have settled well into learning since October and clear interventions have been set to ensure gaps in learning are addressed.</p> <p>Pupils have not all had the opportunity to read to others, access stories and enjoy books. Lots of children do not read to parents despite regular reminders and so will have not read to an adult for a considerable amount of time.</p> <p>Children haven't necessarily missed 'units' of learning in the same way as</p>	<p>Interventions happen weekly to minimise the gaps in learning.</p> <p>Guided reading sessions daily with specific children highlighted for adult support.</p> <p>Children are reading to class teacher when they can't read at home at playtimes or lunch times.</p> <p>Reading interventions weekly to move children on to the expected level in reading.</p>	<p><b><i>Pupils are in line to reach EXS by the end of the year and those targeted for GDS achieve this.</i></b></p> <p><b><i>Children have a love of reading and are reading more fluently at home. Reading level at EXS to move from 4% recorded in September baselines.</i></b></p>

	<p>Maths, however they have lost essential practising of writing and grammar skills.</p> <p>GAPs specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p> <p>September Baseline Assessment To help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19.</p> <p>Setting aside time to enable teachers to assess pupils' wellbeing and learning needs. For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach. Continue to develop the immersive curriculum which will stimulate child development and progress.</p>	<p>Writing and SPaG are practised daily. The Write Stuff is used to allow children to learn new vocabulary and apply it into their writing in a structured and supportive way.</p> <p><b>Sport participation is engaging in sports as a means to increase educational engagement and attainment. This might be through organised after school Scotty's Heroes has known and proven positive effects throughout their schools with each development area showing significant signs of improvement from attendance to pupil performance and pupils' motivation to succeed. Their physical outdoor learning technique not only motivates pupils but allows them to use the core and social skills that are targeted in a fun and engaging way allowing them to talk and discuss who they have used these to complete their task and if not why not.</b></p> <p><b>September baselines show that 4% of the class is EXS in reading, 12% in maths and 8% in SPaG with no pupils currently working at a GDS level.</b></p> <p><b>Next baseline December 2020.</b></p> <p><b>Pupils have 1:1 pupil progress meetings and Parent's Consultation about their strengths and development areas.</b></p> <p><b>Children are supported through homework club one lunch time a week if they are struggling to complete work at home.</b></p> <p><b>During lockdown KS2 teachers have organised individual weekly time slots with each child to read one to one with their class teacher. The School Inclusion Manager is available on a daily basis and has contacted any parents requesting support. Class teachers have also continued to make the Inclusion manager aware of any parents they</b></p>	<p><b>Children met their end of year expectations or better. Children can write in a range of genres confidently.</b></p> <p>An improvement in test data to show increased percentages of children achieving EXS or GDS. Children to be prepared for Y6 assessments which will be shown through year 6 baseline SATs test in the summer term</p> <p>Pupils who attained Age Related Expectations or Greater Depth at the end of KS1 continue to make at least good progress to maintain or surpass their end of KS1 attainment.</p> <p>Pupils are in – line for their age expectations.</p> <p>The gap between identified pupil groups and all other pupils has diminished.</p> <p>Scotty's Heroes has been seen to have a positive impact on all children taking part. The children attending Scotty's Heroes will change when children return to school after lockdown, some children who need further support will remain on the programme. There has been an improvement in confidence and independence seen throughout the sessions and good evidence of teamwork which has helped some of the children communicate and work together in a more positive way.</p> <p>All teaching staff have now completed training and are able to produce data for their class showing pupil progress scores. Staff are able to use this information to analyse where best to input interventions to support each child.</p> <p>Class files are now in place throughout school with a breakdown of each child and their needs. Staff are able to</p>
--	---	--	---

feel are struggling at home. Further support is then put in place where necessary and 9 further children have been offered a place in our school bubble. The Inclusion Manager has worked with external agencies to create a 'care plan' where further support will be put in place for parents and children. A parent session is to be arranged and available to any parents to encourage parental engagement, this session will promote support in the local area. A second parent session is being arranged for Year 5 and 6 parents to discuss and support with mental health, the use of social media and the impact this has on children

Wellbeing and resilience training put in place and also CAMHS training and support. Appraisals have been carried out with all staff and areas of focus discussed.

External Support and targeted activities for PP children A Resilience pack and training has been created to be given to Staff, children and parents. Each class has discussed resilience with their class, where each child has had the opportunity to discuss what they feel is a 'barrier' to their learning/confidence/good behaviour both at school and at home. Based on the child's voice and what has been discussed, resilience choice cards have been created to be implemented throughout school. Wellbeing classes have taken place on a weekly basis and work has been celebrated throughout school. A specific website page is directed towards Wellbeing, <https://www.xavier.doncaster.sch.uk/wellbeing1/>

All interventions throughout school have been collated and reviewed. We have found reading continues to be an area of concern throughout school. Further one to one reading support has been put in place throughout school. Interventions have been reviewed and amended where children have met targets or require more specific

easily view whether a child has further needs as well as Pupil Premium such as being on the SEND register, have a vulnerable background or are an EAL child.

Year 5 2020-2021 data:

**Attainment:**

	<b>Reading</b>	<b>Writing</b>	<b>Math</b>
<i>Below</i>	66.7%	88%	75%
<i>Expected or above</i>	33%	13%	25%
<i>GDS</i>	8%	4%	17%

**Progress:**

	<b>Reading</b>	<b>Writing</b>	<b>Math</b>
<i>Below</i>	33%	33%	42%
<i>Expected or above</i>	38%	67%	58%
<i>GDS</i>	29%	46%	33%

*Due to lockdown a higher percentage of children are currently working below ARE however through extra interventions the gaps are being closed in learning and additional progress is being made in these areas.*

		<p>support if interventions have not had the required impact.</p> <p><b>Cost – Extra Booster from Yr 6 Teacher doing booster classes as well as TA</b></p> <p><b>Timetable to be completed each month by class teacher</b></p>	
6	<b>Rationale</b>	<b>Chosen Approaches/ Methods</b>	<b>Desired Outcomes</b>
	<p>GAPs specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p> <p>September Baseline Assessment: To help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19.</p> <p>Standardised assessments in literacy or numeracy used to identify pupils who would benefit from additional catch-up support compared with Year 5 end of Year data.</p>	<p>Detailed and rigorous analysis and tracking, through formative assessment in lessons and through half termly assessments, which then swiftly informs teaching.</p> <p>In small intervention groups, pupils will have a chance to read different texts in a smaller group, read aloud to the teacher and focus on the key skills of retrieval and inference.</p> <p>Maths focus on filling any gaps of missed learning in Year 5 and consolidation on previous knowledge.</p> <p>Improved outcomes for all pupils, with a focus on identified groups, aligned to targets set.</p> <p>Two hours a week are taken by boosters with Class Teacher and Teaching Assistant taking small groups focusing on areas of catch up that those children need.</p> <p>Groups focus on Working Towards, Expected and Greater Depth students.</p>	<p>Pupils who were on – track pre Covid 19 closure and were not then on – track at the end of Summer 2020 are back on – Track to meet their end of year and end of Key Stage attainment.</p> <p>Pupils receive Quality intervention through teaching from a highly knowledgeable and experienced dedicated teacher</p> <p>Pupils are confident in reading and use this to access the curriculum and all aspects of learning.</p> <p>Pupils enjoy reading; they have daily opportunities to read and share stories. They know the importance of reading and the wealth of knowledge reading opens up to them for all aspects of life.</p> <p>The gap between attainment prediction and end of autumn attainment is diminishing, particularly in reading.</p> <p>The gap between identified pupil groups and all other pupils is narrowing.</p> <p>Recovery of lost learning time.</p>

	<p>Looking at data it was identified that the reading data was where the most slippage, particularly amongst boys.</p> <p>Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach. Continue to develop the immersive curriculum which will stimulate child development and progress, with writing tasks linked to the class topic or class text..</p>	<p>Lunchtime and after school boosters with Class Teacher and TAs focussing on individual pupils who need additional catchups. (1 maths after school at 60mins, 2 Maths lunchtime boosters 30 mins, 1 lunchtime reading 30 mins).</p> <p>Wellbeing and resilience training put in place and also CAMHS training and support. Appraisals have been carried out with all staff and areas of focus discussed.</p> <p>External Support and targeted activities for PP children A Resilience pack and training has been created to be given to Staff, children and parents. Each class has discussed resilience with their class, where each child has had the opportunity to discuss what they feel is a 'barrier' to their learning/confidence/good behaviour both at school and at home. Based on the child's voice and what has been discussed, resilience choice cards have been created to be implemented throughout school. Wellbeing classes have taken place on a weekly basis and work has been celebrated throughout school. A specific website page is directed towards Wellbeing, <a href="https://www.xavier.doncaster.sch.uk/wellbeing1/">https://www.xavier.doncaster.sch.uk/wellbeing1/</a></p> <p>All interventions throughout school have been collated and reviewed. We have found reading continues to be an area of concern throughout school. Further one to one reading support has been put in place throughout school. Interventions have been reviewed and amended where children have met targets or require more specific support if interventions have not had the required impact.</p> <p>During lockdown KS2 teachers have organised individual weekly time slots with each child to read one to one with their class teacher. The School Inclusion Manager is available on a daily basis and has contacted any parents requesting support. Class teachers have also continued to make the Inclusion manager aware of any parents they</p>	<p>Weekly interventions with Inclusion Manager for a small number of children showing negative behaviours. Each child has been found to have underlying issues for their behaviour including, self -esteem, home issues and friendship breakdowns. Ongoing work is completed with these children to build confidence and trust. A positive impact has been seen from the sessions with less sanctions being issued by the class teacher. The Well -being Ambassador has worked to ensure resources are sent to staff on a weekly basis and that the children's work in this area has been celebrated on the school website. Links have been provided to parents on the website as well as to staff who can also avail of these. Positive Mental Health has also been sustained by the continued presence of the PE coach</p> <p>All teaching staff have now completed training and are able to produce data for their class showing pupil progress scores. Staff are able to use this information to analyse where best to input interventions to support each child.</p> <p>Class files are now in place throughout school with a breakdown of each child and their needs. Staff are able to easily view whether a child has further needs as well as Pupil Premium such as being on the SEND register, have a vulnerable background or are an EAL child.</p> <p>Mental health and wellbeing lessons are taught on a weekly basis to all children. A Resilience pack and training has been created to be given to Staff, children and parents. Each class has discussed resilience with their class, where each child has had the opportunity to discuss what they feel is a 'barrier' to their learning/confidence/good behaviour both at school and at home. Based on the child's voice and what has been discussed, resilience choice cards have been created to be implemented throughout school. Wellbeing classes have</p>
--	---	---	---

		<p>feel are struggling at home. Further support is then put in place where necessary and 9 further children have been offered a place in our school bubble. The Inclusion Manager has worked with external agencies to create a 'care plan' where further support will be put in place for parents and children. A parent session is to be arranged and available to any parents to encourage parental engagement, this session will promote support in the local area. A second parent session is being arranged for Year 5 and 6 parents to discuss and support with mental health, the use of social media and the impact this has on children</p> <p><b>Cost –</b> Extra Booster from Yr 6 Teacher as well as TA</p> <p><b>Timetable to be completed each month by class teacher</b></p>	<p>taken place on a weekly basis and work has been celebrated throughout school.</p> <p>Year 6 2020-2021 data:</p> <p><b>Attainment:</b></p> <table border="1" data-bbox="1397 384 2154 571"> <thead> <tr> <th></th> <th><b>Reading</b></th> <th><b>Writing</b></th> <th><b>Math</b></th> </tr> </thead> <tbody> <tr> <td><i>Below</i></td> <td>38%</td> <td>59%</td> <td>45%</td> </tr> <tr> <td><i>Expected or above</i></td> <td>62%</td> <td>41%</td> <td>55%</td> </tr> <tr> <td><i>GDS</i></td> <td>38%</td> <td>17%</td> <td>31%</td> </tr> </tbody> </table> <p><b>Progress:</b></p> <table border="1" data-bbox="1397 679 2154 866"> <thead> <tr> <th></th> <th><b>Reading</b></th> <th><b>Writing</b></th> <th><b>Math</b></th> </tr> </thead> <tbody> <tr> <td><i>Below</i></td> <td>14%</td> <td>38%</td> <td>10%</td> </tr> <tr> <td><i>Expected or above</i></td> <td>86%</td> <td>62%</td> <td>90%</td> </tr> <tr> <td><i>GDS</i></td> <td>28%</td> <td>21%</td> <td>34%</td> </tr> </tbody> </table> <p><i>Due to lockdown a higher percentage of children are currently working below ARE however through extra interventions the gaps are being closed in learning and additional progress is being made in these areas.</i></p>		<b>Reading</b>	<b>Writing</b>	<b>Math</b>	<i>Below</i>	38%	59%	45%	<i>Expected or above</i>	62%	41%	55%	<i>GDS</i>	38%	17%	31%		<b>Reading</b>	<b>Writing</b>	<b>Math</b>	<i>Below</i>	14%	38%	10%	<i>Expected or above</i>	86%	62%	90%	<i>GDS</i>	28%	21%	34%
	<b>Reading</b>	<b>Writing</b>	<b>Math</b>																																
<i>Below</i>	38%	59%	45%																																
<i>Expected or above</i>	62%	41%	55%																																
<i>GDS</i>	38%	17%	31%																																
	<b>Reading</b>	<b>Writing</b>	<b>Math</b>																																
<i>Below</i>	14%	38%	10%																																
<i>Expected or above</i>	86%	62%	90%																																
<i>GDS</i>	28%	21%	34%																																

### Costings.

All costing are worked out on a monthly basis by the School Business Manager. An example of the sheet which staff complete is provided below



# St Francis Xavier

## Catholic Primary School

Roberts Road, Balby, Doncaster, DN4 0JN  
Tel: 01302 344678  
Web: [www.xavier.doncaster.sch.uk](http://www.xavier.doncaster.sch.uk)  
Email: [admin@xavier.doncaster.sch.uk](mailto:admin@xavier.doncaster.sch.uk)

### St Francis Xavier Catch up Record Form

Please return the format the end of each month. This will enable us as a school to evidence the level of interventions when submitting request for payment..

Catch Up – Name /Subject	
Day and Time	
Dates	
Delivered by	
Children invited	

Attendance Initial of each child		
Week 1	Week 4	Week 7
Week 2	Week 5	Wek 8
Week 3	Week 6	Week 9

### Baseline Assessment

Child's Name	Start Reading Score/Age	End	Objectives covered session by session – brief description.
			Session 1