

## Catch-Up Funding Planning Document for the Website

**School: St Mary's Catholic Primary School**

**Date: September 2020: reviewed October 2020 reviewed January 21**

*Please use in conjunction with Covid Catch-up Document from Finance Team £16, 000*

Area	Barriers	CMAT/DFE approach from Sept 2020	Mitigating action	Anticipated Cost <i>Examples of how you could spend your funding</i> Based on estimate of a single form primary/ 180 children/£80 per head= £14,400	Monitoring	Impact
Curriculum recovery	Public Health and DFE guidance from March 20 <sup>th</sup> 2020 has resulted in partial school attendance, a range of approaches to curriculum delivery (including blended learning) and modified curriculum delivery. Students across schools are likely to have gaps in knowledge and insecure components of knowledge.	<ul style="list-style-type: none"> <li>• RE curriculum taught in full.</li> <li>• Identify gaps in knowledge and insecure components of knowledge.</li> <li>• Careful assessment without assumptions.</li> </ul> <p>DfE curriculum expectations for September 2020: <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support</a></p> <p>Ofsted interim approach to inspection from September 2020 <a href="https://www.gov.uk/guidance/education-plans-from-september-2020">https://www.gov.uk/guidance/education-plans-from-september-2020</a></p> <p>EYFS learning and development requirements must be met from 26<sup>th</sup> September 2020 (Ofsted regulatory activity).</p>	<ul style="list-style-type: none"> <li>• Have clear information in school about which children engaged with home learning/ attended school in eligible year groups. Ensure this information is accessible for new class teachers. Information passed onto the next class teacher.</li> <li>• Establish if children are secure in 2019-20 curriculum using a range of assessment methods first two weeks of term. Rapid catch-up to be put in place. A narrowing of the curriculum in school up until October half term then increase to a full curriculum. NFER tests bought and gaps analysis completed by the end of the first two weeks. Year groups eyfs to Y4: KTC phonics assessments completed in the first two weeks and the appropriate phase taught for the year group. Target tracker snapshot taken from first two weeks of term: rigorous monitoring of progress and further training/ support for quality first wave teaching. Analysis showed reading comprehension skills, such as vocabulary understanding and inference were weaker, elements to math's operations-multiplication and division, fractions and problem solving. Whole Class teaching of reading: training from Melanie Hendy 3 sessions with staff.</li> <li>• Where particular concerns with key Maths and English skills are identified, use of additional small group intervention and 1-1</li> </ul>	<p><i>First 2 weeks spent on Assessment: NFER tests bought in to provide consistent testing: £1100 and rigorous gaps analysis: completed by 16<sup>th</sup> Sept. 1:1 tuition/ small bubble group teaching to continue until January- to see about teach first/national tutor programme.</i></p> <p><i>Mel Hendy: whole class teaching of reading: £700: taken from the staff development budget.</i></p> <p><i>Use of existing booster teachers:: tuition pairs/ small groups within classes to begin 16<sup>th</sup> September. Use gaps analysis. Y3,4, 5 1 day a week over 2 terms: £2100: Continue in Lent 1 and Lent 2 online.</i></p> <p><i>Use of part- time teachers: BA to tutor Y6 using gaps analysis. 1 day a week: £1750 for Year 6 on a Wednesday</i></p>	<p>All assessments completed by the 18<sup>th</sup> Sept. Progress meetings with the HT completed by the 25<sup>th</sup> of Sept. Target tracker completed for the beginning of term and then AUT 1 and 2 to monitor progress.</p> <p>October assessment point. Target tracker update by 18<sup>th</sup> Sept and then again Oct 19<sup>th</sup>: to measure progress. Monitoring of TT shows that large majority of children from Aut 1 at b and are accessing the curriculum. Subject leaders monitoring after half term to include.</p> <p>Lent ½ continue with online using Zoom/</p>	<p>Progress meetings/ assessments in place School taking part in the optional NFER testing for Years one and Two. Specific gaps analysis and QLA in place end of SEPT for all classes and assessment folders. Monitored after half term for progress in AUT 1/ LENT 1/2. Full curriculum beginning to</p>

			<p>tuition before school, at suitable points in the school day and after school day: started on the 21<sup>st</sup> of September. Phonics interventions in place in small group work with MH from 21<sup>st</sup> of OCT: EYFS to Y4: KS2 Tas</p> <p>January 4<sup>th</sup> Lock down- Remote learning for all children. Ensure staff who were tutors in the Aut term: continue in the Lent 1 and 2 terms: using Zoom/ Ms teams online with groups of children.</p> <p>Evidence and implementation guide for 1-1: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a></p> <p>Evidence and implementation guide for small group tuition: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p> <p>Key questions:  <b>How are leaders ensuring students resume the school's curriculum (including, where necessary, the blend of classroom teaching and remote education)?</b></p> <p><b>Blend of Classroom teaching and remote education:</b></p> <ul style="list-style-type: none"> <li>• Teachers have a planning column that they put in resources and how to do remote learning on lesson plans.</li> <li>• Class web pages show long term learning and daily timetables: for those children to follow at home.</li> <li>• EYFS/ KS1 teachers begin making phonics videos- but use the letters and sounds links firstly: now teaching Making videos using the school scheme of KTC phonics.</li> <li>• Class dojo/ email account to feedback to parents.</li> <li>• Cgp books bought for those children to work on the relevant pages linked to class learning.</li> </ul>	<p><i>Use of EYFS/ Y1/ Y2: 1:1, small group intervention Ks1 phonics/ early reading: support for EYFS 1 day a week: £2000</i></p> <p><i>Cover for staff to update KTC phonics. £500</i></p> <p><i>Total tutor cost: £6000 to Dec : This will be changed to only the teach first tutors: if two tutors are found from the Teach first scheme for after half term: using one tutor for English and one for Maths: Teach first: £5000 each requested 2 to start Advent 2 : <u>pupil premium money</u> used to boost disadvantaged firstly. £4300 one day per week graduate tuition for Maths and English (small group- term time and during some school holidays).</i></p> <p><i>Y6 Catch up books: CGP: £256 CGP catch up books: other years: £600</i></p> <p><i>Accelerated read intervention programme. Additional IT support for an online reading scheme and additional home readers. £4000 – this is to be used from the pupil premium budget not the covid catch up budget. Laptops/tablets lent to disadvantaged children. To begin after the October half term.</i></p> <p><i>Whole school reading recovery process: modelled reading: training from Mel Hendy ( from cpd budget) more focus text books acquired through the Literacy budget: to do shared reading in small groups. Use of accelerated read online books and already existing books in the school library. Training for the modelled read: £700 3 sessions from training and staff development budget.</i></p>	<p>Ms teams for tutor groups.</p> <p>KTC phonics assessment for all children In KS1/ Y3 Intervention in place: MH: KTC phonics updated: KTC: Phonics lead to assess and ensure</p> <p>Close monitoring of impact of additional tuition/ interventions. Review impact at least every six weeks.</p> <p>HT/ DHT/ subject leaders monitoring weekly of the class pages/ class dojo for the remote learning that it runs in parallel with the daily class learning and that it has coverage of the White Rose and Lancashire curriculum. Records kept.</p>	<p>be taught from the start of Advent 2 term.</p>
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<p>Routines and behaviours</p>	<p>During the period of home learning, those children who have not attended school may have experienced reduced routines and expectations for their own conduct and behaviour.</p> <p>Compulsory school attendance has not been in place since from March 20<sup>th</sup>. Lack of routines along with parental and community fear around Covid-19 could potentially impact on the regularity of attendance from Sept 2020. This could be heightened in some schools by the Leicester specific 'lock-down' announced on Monday 29<sup>th</sup> June (first review date 18<sup>th</sup> July).</p>	<ul style="list-style-type: none"> <li>• Additional routines outlined in risk assessment to be followed (including updating behaviour policies to reflect risk assessments).</li> <li>• <b>January 21 Lockdown: full daily timetable of lessons and expectations online: 3 hours at least Ks2 4 hours. Clear protocols and expectations. Vulnerable children left places in school. Engagement monitored daily: school office to ring in the afternoon- if no engagement or work submitted from the day before. Class teachers to keep registers.</b></li> </ul> <p>All children should be in school from start of term (following school transition planning model). Children expected back in school, when it is reopened in the Lent term.</p>	<ul style="list-style-type: none"> <li>• Route to resilience character muscle programme brought in at the beginning of the term. The behaviour policy was Covid adapted, ratified by Governors and through a series of Liturgies with all the children discussed with each class.</li> <li>• Plan programme of tutor group/ class sessions to look at additional measures for Covid-19, including hand hygiene.</li> <li>• Additional staff training on behaviour as a form of communication through weekly bulletins, briefings and materials sent.</li> <li>• Circulate resources and reflection documents from EPn to staff. Joe Dawson in to support children identified with challenging behaviour- materials / guidance used.</li> <li>• Continue clear messaging to parents to raise understanding of expectations of attendance. HT/ SLT/ office staff: follow up attendances daily. Attendance figures reported in newsletters and parents thanked for good attendance: route to resilience programme to engage parents online.</li> <li>• Follow additional steps to support attendance, including use of pastoral support and CMAT additional letter. Daily attendance taken and noted on the DFE form. Parent conversations with the HT, appointed well-being review attendance patterns, use of additional EWO time for those who are persistently PA/ at risk of PA. Monthly communication to EWO.</li> </ul> <p>Key questions:  <b>How are pupils settling back into expected routines and expectations?</b>  <b>What barriers has the school faced (or is still facing) in managing the return to full time education of all pupils?</b></p>	<p><i>Copying of materials and resources estimate £200</i></p> <p><i>Behaviour/ emotion books shown to staff: purchased last year from PSHE budget.</i></p> <p><i>Academy EP support: EWO support:: visits Oct/ Nov: but have contacted when needed. £600 set aside from the school budget for the EWO, not needed from the Covid Catch up budget: follow up in January lockdown.</i></p> <p><i>Additional support from the inclusion service and Oakfield: pupil premium budget used. Additional support from Autism outreach.</i></p>	<p>Monitor rewards and sanctions in comparison to patterns seen in previous two academic years up to Nov 2020. Monitor for whole cohort and consider patterns within groups (gender/ dis). Identify if additional steps will be required. Student discussion forum for KS2+ week 3 Sept to gauge student confidence and understanding of routines and expectations.</p>	<p>Children settled into routines. Reduction in behaviour issues. Well-being and counselling has become a priority. Inclusion service and support from Autism outreach for two pupils.</p> <p>Attendance Aut term 97%  Absence: 2%:  improvement from the year before due to tight monitoring.</p>

			<p>Routines and expectations set quickly: children adhering to the staggered playtimes well and not mixing bubbles. For the staggered times, the lunchtime has been reduced by ten minutes.</p> <p>Barriers: only 2 pupils whose parents needed to follow the attendance process: children returned to school. Barrier is due to children needing to self-isolate for 10 days at different times and some for repeated sessions: ensuring the remote learning and pastoral support ensures they do not fall behind.</p>			
Health and well-being	<p>The Health and well-being of children may have been impacted by:</p> <p>Anxiety about Covid-19 and direct family experience of Covid-19, including bereavement</p> <p>Reduction in physical exercise and opportunities for physical development</p> <p>Poverty, including lack of access to a healthy diet.</p>	<p>Continue partnership work with families.</p> <p>DfE resource list for mental well being <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/online-science-pe-wellbeing-and-send-resources-for-home-education#mental-wellbeing">https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/online-science-pe-wellbeing-and-send-resources-for-home-education#mental-wellbeing</a></p>	<ul style="list-style-type: none"> <li>• Sign-post families to additional support in the community. Wellbeing guides and materials signposted to families weekly on the website and on the newsletter. Staff carry out wellbeing activities as part of PSHE and the curriculum. RSHE curriculum training given to staff in the Autumn 1 term: plan to begin trialling Life to the full after Christmas: <b>LENT 1 taught online.</b></li> <li>• Free baseline fitness test for all children in school Aut 1 and from PE premium sports coach to work with children at lunchtimes and with each class teacher for PE lessons after half term to improve fitness.</li> <li>• If necessary, support families with applications for support such as free school meals. Covid budget used to get wonde vouchers for FSM when self-isolating.</li> <li>• Target pastoral and family support. Give parents leaflets</li> <li>• <b>Additional well-being activities highlighted on the weekly timetable and time away from the screen. Teacher's ppa time 1 s well-being time for children.</b></li> </ul> <p>Key questions: <b>how any identified and specific health and well-being issues for particular pupils are being addressed and what may be needed at a local and/or national level to support this.</b></p> <p>DSL meetings fortnightly to discuss vulnerable children and catch ups with staff. SENCO to meet staff half termly to identify well-being issues of SEND children.</p> <p>Well-being TA rings parents fortnightly and ELSA counselling put in. Use of existing SEAL and well-being materials in school</p>	<p><i>2 Tas trained ELSA: £500 each: £2000 total: to provide additional counselling. This is taken from the Training and development budget: additional funding taken from the third tranche of the Covid Catch up budget. See below. cover potential need to increase hours. School TA who trained for route to resilience: lead well-being TA in school: time given weekly to liaise with families. Well-being books/ ELSA support</i></p> <p><i>EYFS staff and pupil premium time leads: £400 cover, so they have spent time to advise parents to apply for free school meals. PE premium budget to improve fitness: £3000</i></p> <p><i>PE premium budget: Coaches from Premier sports to continue to work with the vulnerable and Key worker children.</i></p>	<p>7 children added to the FSM list including 5 from EYFS due to the work from the EYFS teacher and pupil premium lead.</p> <p>More children added to the ELSA list. Well-being areas for staff and pupils set up in school and resourced.</p>	

Safeguarding	<p>Whilst schools have remained open to vulnerable children from the 27<sup>th</sup> March 2020, many vulnerable children have either not attended school or have only partially attended school.</p> <p>Widely published data on social care referrals suggests that at some points during the Covid crisis referrals to children's social care fell by approximately 50% <a href="https://www.theguardian.com/society/2020/apr/08/fears-for-child-welfare-as-protection-referrals-plummet-in-england">https://www.theguardian.com/society/2020/apr/08/fears-for-child-welfare-as-protection-referrals-plummet-in-england</a></p>	<ul style="list-style-type: none"> <li>The safety of pupils remains of paramount importance. Schools safeguarding systems will revert from those established during the period of home learning back to those which will maintain the safety of pupils at school.</li> <li>All schools should undertake the Safeguarding Ready aspect of the CMAT Leadership Ready.</li> </ul>	<ul style="list-style-type: none"> <li>School to complete Safeguarding Ready and resolve any aspects that are deemed to be unsatisfactory.</li> <li>Schools to provide training and monitor that staff are recognising signs of any potential safeguarding concerns. Staff training on the 24<sup>th</sup> of August and then weekly reminders in the staff briefing and bulletin. Half termly updates and on any INSET days.</li> <li>Ensure regular audit of CPOMs and reflection on any patterns which are developing post school shut down/partial closure. <a href="https://www.scie.org.uk/care-providers/coronavirus-covid-19/safeguarding/children">https://www.scie.org.uk/care-providers/coronavirus-covid-19/safeguarding/children</a></li> </ul>	<p><i>Use of Barnardos See, hear, Respond service NHS services and services highlighted in Route to Resilience session:</i></p> <p><i>Cover for staff visits: DSL audit: use of the supply budget set aside.</i></p>	<p>By September 20<sup>th</sup> EHCPs have been reviewed to ensure all aspects being met and any concerns identified with LA informed of next steps.</p> <p><b>October/ Feb half term assessment window to identify those SEND children who are not on track to meet expected progress/ small stepped learning goals.</b></p>	<p>Reduced involvement and referrals. CPOMS securely in place – with all staff reporting on it. Clear pattern of reporting.</p>
SEND	<p>School closures/ partial opening has impacted on SEND provision, with some vulnerable SEND children having an experience of education which is mainly remote.</p> <p>Risk assessments have impacted on aspects of typical practice, including therapeutic interventions and elements of assessment and review, including EHCP review. For EHCP students, schools may not have been able to meet all aspects of provision.</p> <p>There are currently delays a local authority level in terms of the processing and review of EHCP..</p>	<ul style="list-style-type: none"> <li>From 26<sup>th</sup> September temporary changes to law on EHCP end. <a href="https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus/education-health-and-care-needs-assessments-and-plans-guidance-on-temporary-legislative-changes-relating-to-coronavirus-covid-19">https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus/education-health-and-care-needs-assessments-and-plans-guidance-on-temporary-legislative-changes-relating-to-coronavirus-covid-19</a></li> <li>From this date or before EHCP provision should be met and schools must plan as part of reopening to do this.</li> </ul>	<ul style="list-style-type: none"> <li>Continue partnership work with families, LA, (Educational Psychologist provision). Autism outreach.</li> <li>Additional SENCO time required during autumn half term for assessment, EHCP review and to put in place steps to support children with SEND needs with full-time return to school.</li> </ul>	<p><i>£750 for three days external cover of SENCO to support with transition of SEND students back to full time education, helping to identify steps to any barriers.</i></p> <p><i>1 whole day for SENCO in the Aut term: some supply budget used to cover.</i></p>		<p>All but 2 children EHCP children settled well into routines: have made progress: interventions for them class based. IEP targets have improved through moderation.</p>
				<p><i>Total planned cost: £14,000 from Covid Budget if th 2team teach tutors acquired Additional costs from school budget for staff development and training: £3000 Pupil premium: £4000 accelerated read PE premium budget: £3000 for Premier sports coach Reserve: £2,500 for allocation following October/ January assessment reviews.</i></p>		