

Coronavirus (COVID-19): Catch-up Funding Plan

Overview					
School	St Bega's Catholic Primary School				
Academic Year	2020 - 2021	Catch-Up Fund	£11,840	Total Pupils	148

DfE Guidance
<p>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 curriculum expectations for the next academic year in actions for schools during the coronavirus outbreak.</p> <p>While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.</p> <p>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.</p> <p>To support schools to implement their catch-up plans effectively, EEF has published the school planning guide: 2020 to 2021. This will provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice.</p>

EEF Model for Evidence based Strategic Planning

1 Teaching

For example

- Professional development programme
- Supporting Early Career teachers
- Assessment
- Effective remote learning

2 Targeted academic support

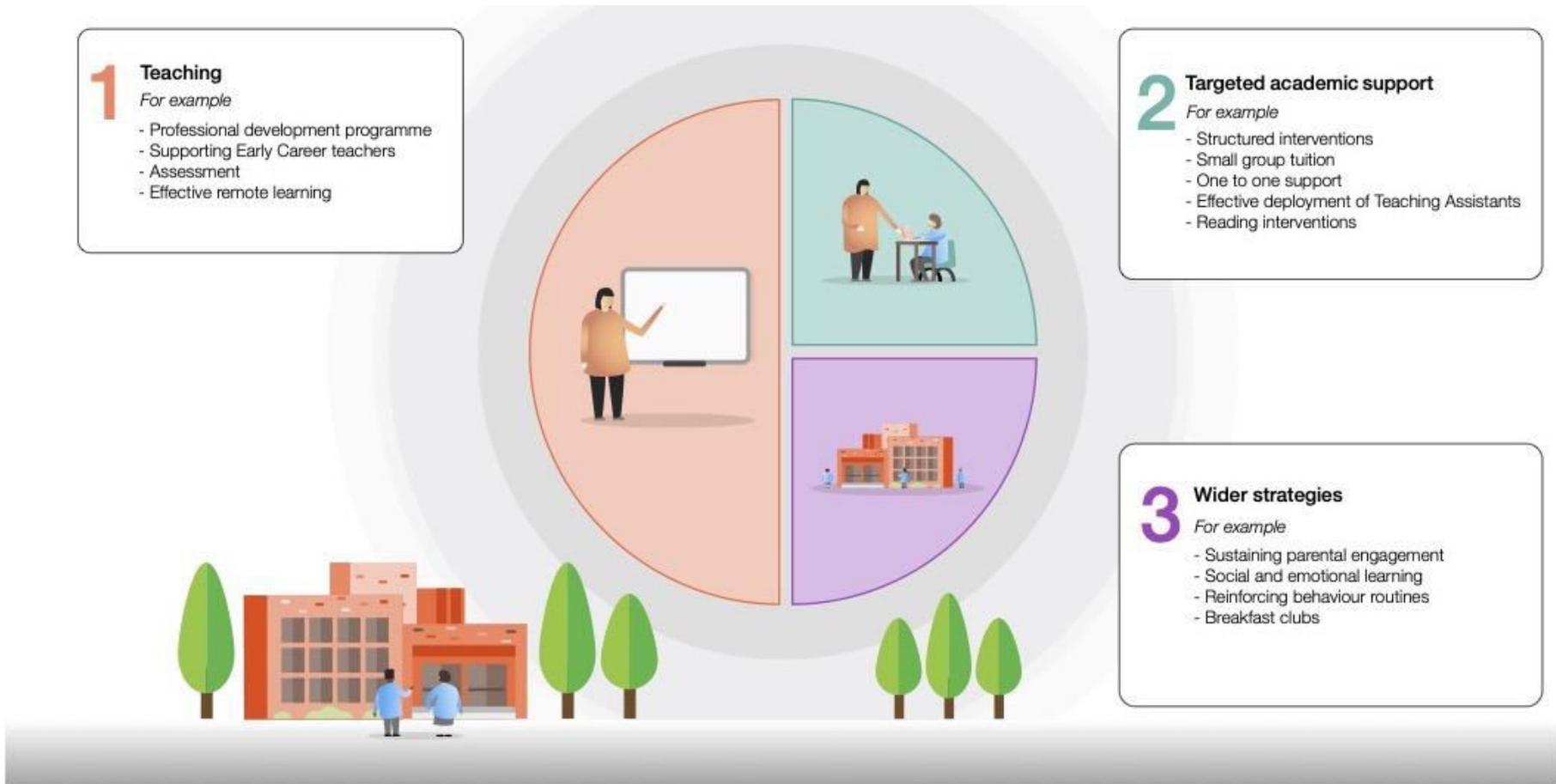
For example

- Structured interventions
- Small group tuition
- One to one support
- Effective deployment of Teaching Assistants
- Reading interventions

3 Wider strategies

For example

- Sustaining parental engagement
- Social and emotional learning
- Reinforcing behaviour routines
- Breakfast clubs



Identified Impact of COVID 19 (Primary)	
Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Recall 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 and in basic speed in fluency work. Lack of concrete resources at home Some topics more difficult to teach remotely – fractions Some over reliance on parents to support/complete work from some children Lessons needing to be taught at a slower pace</p>
Writing	<p>Children have missed ‘units’ of learning and in doing so have lost essential practicing of writing skills. Lack of opportunities for extended writing SPaG specific knowledge has suffered, leading to lack of fluency in writing. Poor retention of basic punctuation Pupils who evidently did not write much during lockdown have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Standard of handwriting and overall presentation has declined Parental involvement (KS1) makes it difficult to assess what pupils have completed themselves</p>
Reading	<p>Not all children reading regularly Lack of 1-1 reading with adult Parents answering questions for the children – particularly in younger classes meaning difficult to fully assess understanding 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 widened. Lowest 20% and SEND did not engage with reading Lack of reading for pleasure More difficult texts not fully understood Older children did not experience teacher reading class novel</p>
Foundation	<p>History & Geography Not all children accessing Seesaw so when children returned some hadn’t begun research at the start of the topic Lack of retention of some knowledge found when children returned and activities repeated Lots of activities that usually support a topic were unable to be completed at home Difficulties to explain and give reasons for decisions and events</p>

Planned Provisions				
For All Pupils (Universal Offer)				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
To provide enriched reading opportunities for pupils	Purchase of additional reading books for KS2 to supplement existing materials.	<i>Once reviewed</i>	JShepherd	July 2021
To reinforce basic maths skills and application of number.	Additional maths resources to be purchased to support learning in classroom in KS1	<i>Once reviewed</i>	JShepherd	July 2021
To reinforce basic maths skills and application of number.	Additional maths resources to be purchased to support learning in classroom in KS2	<i>Once reviewed</i>	HNorman	July 2021
To provide access to digital intervention to support a range of pupil's needs and abilities.	To supplement cost of additional IPADS purchased under Digital Poverty Bid	<i>Once reviewed</i>	JRoberts	July 2021
To ensure consistent and effective delivery of Talk 4 writing as means of delivery part of the English curriculum.	All staff including TA's to attend full Talk4 Writing training through 4 twilight sessions.	<i>Once reviewed</i>	JDolphin JShepherd	First review end Autumn 1 2021 and half termly thereafter
For pupils to have access to texts to develop fluency and comprehension.	Accelerated Reader licence for KS2	<i>Once reviewed</i>	JShepherd	Report summary end Autumn 1 2021 and termly thereafter

Planned Provisions				
Targeted Pupils				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
To negate dips in reading fluency and comprehension and maths.	- Supply Teacher cover to provide 10 half day sessions to year 5 to release class teacher for 1:1 and small group reading and writing intervention.	<i>Once reviewed</i>	R Docherty/H Norman	July 2021
	- Supply Teacher cover to provide 10 half day sessions to year 5 to release class teacher for 1:1 and small group maths intervention.		R Docherty/H Norman	
	- Supply Teacher cover to provide 8 half day sessions to year 3/4 to release class teacher for 1:1 and small group reading, writing and maths intervention.		L Railton	
	- Supply Teacher cover to provide 8 half day sessions to year 4 to release class teacher for 1:1 and small group reading, writing and maths intervention.		JPowell	
	- Supply Teacher cover to provide 2 full day sessions to year 2 to release class teacher for 1:1 and small group reading, writing and maths intervention.		JShepherd	
		<i>Once reviewed</i>		

Planned Provisions				
Wider Strategies				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
<p>Access to Technology To improve communication with parents and access to learning at home for Early Years and Key Stage 1</p> <p>Remote Learning Plan to be in place to ensure any children isolating are able to participate in school lessons where appropriate.</p> <p>Parents/carers feel supported with questions or concerns they may have</p>	<p>Upgrade online learning resource SeeSaw to include features that support communication with parents and increase the likelihood that they can sustain home learning whilst increasing children's independence in learning.</p> <p>Parent Support Advisor will work with parents/carers to ensure appropriate understanding of restrictions and isolation guidelines (costed within our current staffing).</p>	<p><i>Once reviewed</i></p>	<p>K Robertson</p> <p>H Norman</p> <p>R McMorris in liaison with JD and HN</p>	<p>July 2021</p> <p>July 2021</p> <p>Ongoing review</p>
<p>Summer Support Transition for Y6 to Secondary School ensures that all children are accurately</p>	<p>Transition Project with LA and Transition Lead working this year on transition tool refinement and development for use in Summer 2021 transition process to</p>		<p>C McMurdo R McMorris J Dolphin</p>	<p>July 2021</p>

assessed, information sharing is comprehensive and secondary colleagues are well informed (particularly for vulnerable identified children) of needs.	secondary school for Year 6 pupils.			
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