Coronavirus (COVID-19): catch-up funding plan



We believe in quality first teaching and a curriculum that is motivating and inspirational. Time spent away from school has been a barrier to learning for some children and families and the catch-up funding will be used for specific targeted support and for additional resources for children in school. All members of our team have excellent relationships with children and we will utilise staff skills to deliver tailored support for individuals and groups of children, reducing the attainment gap between groups of learners. Diagnostic assessment is used to rapidly identify further areas for support. SEMH is high priority at all times and our curriculum is designed to provide a positive impact on health and wellbeing. Our EEF toolkit consultation outcome can be found on the school website.

**Catch-up plan**

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| **School name:**  |  **St.Mary’s Catholic Primary School, Claughton-on-Brock** |
| **Academic year:** | **2020-2021** |
| **Total number of pupils on roll:** | **35** |
| **Total catch-up budget:** | **£3200** | **First installment:** |  | **Second installment:** |  | **Third installment:** |  |
| **Date of review:** | **5th January 2021 and July 2021** |
| **Disadvantaged Children:** | **0%** |
| **Pupils with EHC plans:** | **6.0%**  |
| **Pupils with SEND support/monitoring:** | **18.0% including EHCP** |

**How we intend to use the catch-up premium**

**Teaching and whole-school strategies**

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| **Action** | **Intended outcome** | **Estimated impact** | **Cost** | **Staff lead** | **Comments** |
| Provide children with an awe-inspiring curriculum that ensures delight in learning, happiness and outstanding teaching and learning experiences.Lesson content is carefully considered in light of what children have missed during lockdown- ensure skills are recapped and taught explicitly to remember moreGolden threads across all subjects are visible and systems of success criteria are features of most lessons for children to have ownership of their learning. | Curriculum areas outside are enhanced with teaching provision to support love of learning and engage with lost learning across a range of subjects. The curriculum is fit for purpose and planning reflects missed learning.Embedding systems allow children to make greater progress and support children in recapping on prior learning. | Work in books, displays around school, the outside learning environments and pupil voice reflect excellent sequences of teaching and learning in all subjects.Children are making expected progress and at age related expectation by the end of the year.Children are happy and engaged in rich learning opportunities and they report lessons are fun and interesting. | Outdoor learning equipment for EYFS and KS1. English and science and art resources for outdoor science areas for KS1 and KS2. **£951.21** | Teachers and SLT | **Areas of learning are more engaging and support learning outside, across the curriculum.**  |
| Monitor, support and aid a smooth transition back to school. Swiftly identify gaps in learning and support children to get back on track. | Children have confidence and self –esteem. They make use of AFL systems for peer and self-assessment to keep moving forwards and monitoring their own learning. | All children are making progress in learning. From starting points, all children are being challenged to reach their fullest potential. | £0 | Teachers, support staff and SLT | **Systems are taking shape in school and children are engaged and enthusiastic about learning.** |
| Develop curriculum plans further with backwards teaching, hooks and ‘stickability’ to inspire all children to remember more.  | The quality of education is excellent and books reflect this quality. Discussion with children, staff and internal data indicates they are making great progress. | At the end of every half term a project or purpose is explicitly clear. ‘Backwards teaching’ is evident.Children remember more and thoroughly enjoy the curriculum. | £0 | Teachers and SLT |  |
| **Total spend:** | **£951.21** |

**Targeted support**

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| **Action** | **Intended outcome** | **Estimated impact** | **Cost** | **Staff lead** | **Comments** |
| Focused interventions: Identify underachievement, due to lost learning, and provide appropriate support packages to rapidly improve pupil progress and attainment.Follow the monitoring schedules and work together to gather next step planning | Children likely to have the biggest gaps swiftly identifiedInternal and external moderations support teacher assessmentPupil progress meetings highlight areas of focus for all children-internal tracker | Children make good progress from starting points and reach age related expectations by Summer Term Children working towards age related expectations reach age related expectation. | October          £112.73November      £428.37December      £315.64Total                £ 856.74 TA2 intervention (57 hours) | Teachers, support staff and SLT | **Children made some progress through intervention across reading, writing and maths. This extra support gave the children further foundations going into lockdown in January.** |
| **Total spend:** | **£856.74** |

**Wider strategies**

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| **Action** | **Intended outcome** | **Estimated impact** | **Cost** | **Staff lead** | **Comments** |
| Purchase of high interest and topic KS1 and KS2 books.Purchase of high quality ‘Non-fiction books for KS2 children. To support any lost learning and to continue to foster a love of reading.Purchase ‘Graphic Novel KS2 texts to support the current range of guided reading books  | Diversity and inclusion books support wellbeing and curriculum knowledgeHigh quality non-fiction books on a range of subjects that subject the KS2 curriculum  | Class novels and library books will inspire children and further develop love of reading. Children will continue to be confident readers and children with less confidence will be engaged to read more.Children to access guided reading through engaging graphic novels. To further develop and support a love of reading, these graphic novels allow children to access guided reading using books with a different structure, which are engaging. | Different Culture Books (Black Authors and Illustrators and All Included books)  £122.28KS2 Reading Planet Books  £307.92Graphic NovelsProject X Books  £765.00 | **SLT and class teachers****SLT and class teachers****SLT and class teachers** | **Children enjoy engaged with a range of inspirational books to foster a love of learning across KS1 and KS2** |
| Bring in new tracking system | SLT and teachers able to have a complete overview and analysis tool – to look at learning and progression for different groups of children across KS1 and KS2 | SLT and teachers are able to pinpoint areas of reading, writing and maths that are strong and weak across the curriculum. | £0 Made by Mr. Gilmour | **SLT** | **User friendly tracking system is at the centre of pupil progress meetings and tailoring support for children across reading, writing and maths** |
| Learning By Questions and Discovery Education Subscription Bring in Lego Education 4.0 Coding kits to enhance curriculum opportunities and provision. | Teacher able to identify gaps in learningTeacher and children to use engaging and supportive ICT resources  |  To encourage precision teaching and identifying gaps in learning – by using learning by questions. The teacher can assess the needs of the children and act on it instantly, whilst learning is engaging.Engaging children with deeper learning across the curriculum using engaging ICT tools. | £331.20 – Discovery Education£250 – Learning By Questions£0 – Use St.Francis resources (collaboration school) | **SLT and class teacher** | **Children in KS2 will use Learning by Questions to support them in the next academic year.** **Incredible engagement from children across KS1 and KS2 using lego coding kits.**  |
| **Total spend:** | **£1346.20** |

**Summary report**

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| **What is the overall impact of spending?**  |
| Learning resources, of purpose, have improved across school. Children received excellent support through the use of ICT and extra teaching. Children’s learning can be assessed and gaps identified in learning using new assessment tools.   |
| **How will changes be communicated to parents and stakeholders?** |
| **Parents and governors will be kept informed of how new resources are used in school and how they can be used at home to support development. They are informed by using Seesaw and through governor meetings/reports.**  |
| **Final comments** |
| **Autumn 2 All children across school have been discussed through Pupil Progress meetings. Intervention groups have been****identified and adult support has been put in place (new TA appointment). All pupils who were identified as WT****or WB have made some progress, with a focus on gaps in learning through Covid.****Organised clubs have been put on hold due to Covid-19 restrictions.****Spring 2 Coming out of a second lockdown. 100% of children have completed work across school using Seesaw as the****main online learning tool. Quality of teacher videos have targeted normal classroom teaching with high****expectations. 30 - 35% of children in school. Epic! Reading has developed further reading online, due to being****unable to give out reading books. The online tracker has allowed for teachers to identify gaps in learning, this has become a priority for learning in English and maths. Organised clubs have been put on hold due to Covid-19 restrictions.****Summer 2 All children across school have been discussed within pupil progress meetings. Gaps continued to be identified****and supported through quality teaching first and targeted TA support during lesson time. Small intervention****groups continue where needed.****Bug Club programme to be introduced in school to support phonics and reading progression in Class 1.****Lunch time clubs to be further developed, child-led – decided by the children, from their interests.** |
| **Final spend:** | **£3584.35** |