

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

Overview					
School	St Paul's Catholic Primary School				
Academic Year	2020-21	Catch-Up Fund	£17,840	Total Pupils	211

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

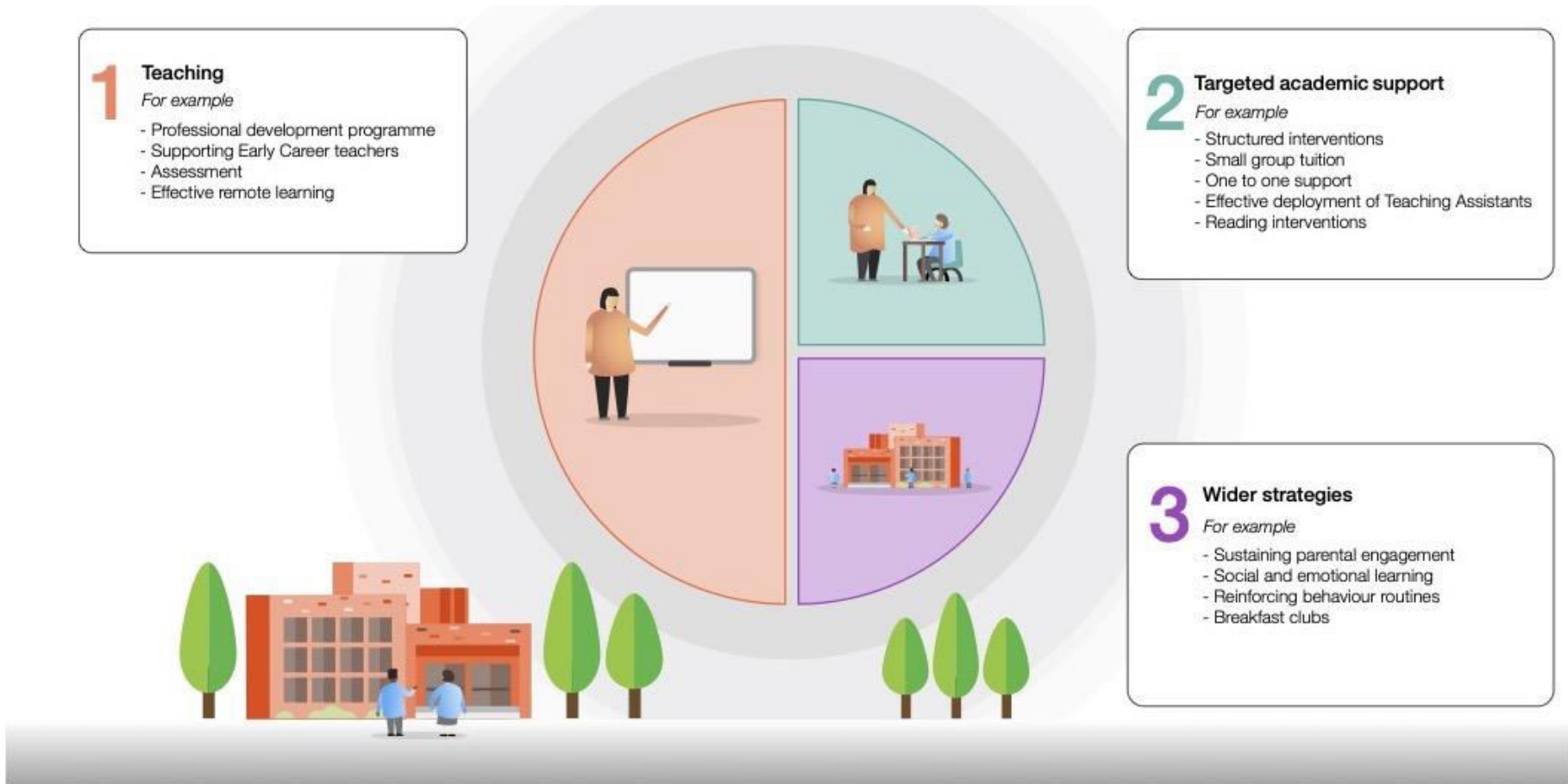
For example

- 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	The majority of pupils engaged with remote learning during periods of school closure which has helped them to acquire maths skills and knowledge, however the impact of disruption in learning over the past 2 academic years is evident. Pupils have had unknown levels of support at home during remote learning which means they are often not where their teacher presumes they will be when returning to topics taught remotely. Their foundations are not always secure for future teaching. Therefore, as a school, it is essential that we prioritise key topics rather than trying to teach everything. Children should experience a positive return to learning maths in school and messages about lost learning must be avoided.
Writing	Pupils have not had to write as frequently or for an extended duration of time during periods of school closure. This means that their physical ability to write is not as developed as it should be, neither is their stamina. Letter formation had not been practised as frequently as it would have been in school. For younger children, gross and fine motor skills have not been developed and practised as often. Periods of school closure have meant that the consistent development of writing skills from year group to year group has been more difficult to maintain.
Reading	Reading has remained a priority through face-to-face and remote teaching but it has been difficult to ensure that every child has engaged fully with sustained concentration and fluency and developing appropriate comprehension skills. Reading widely across the curriculum has also been more difficult to ensure. Children in Early Years Reception class have found it more difficult to acquire phonic knowledge as teaching has not been able to be as bespoke as it would usually have been. Phonic teaching in Reception to ensure children progress, is taking up a substantial amount of time during the school day.
Foundation	Teachers need to adjust Foundation subjects to ensure that gaps in learning from the previous year group can be included in current teaching. Subject leaders are reviewing Curriculum Plans so curriculum coverage ensures the progression of skills and knowledge.

Planned Provisions				
For All Pupils (Universal Offer)				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
All pupils experience great teaching which improves outcomes	<p>Increase the amount of teaching assistant support time in the classroom.</p> <p>Provide whole school CPD for teachers and teaching assistants to support the development of writing</p> <p>Early Excellence CPD for EY and KS1 Staff</p>	<p>Increased consistency in the classroom for both teachers and pupils. Opportunities for teachers and teaching assistants to access professional development.</p> <p>Up-skilled Teaching Assistants who can impact on pupil progress. Planning and assessment can be shared to provide pupils with high-quality feedback and targeted intervention*</p>	<p>Sheena Sinclair</p> <p>Marie-Louise Peacock</p> <p>Ruth Cooke</p> <p>Rachel Miller</p>	Autumn Term 2021
Pupils continue to make good progress in core subjects	<p>White Rose Hub Subscription for whole school approach to teaching mathematics</p> <p>Number Sense Maths</p> <p>Literacy Shed Plus Subscription</p>	Curriculum Planning is enhanced and supported to ensure high quality teaching and learning.	<p>Victoria Wilson</p> <p>Rachel Miller</p>	Summer Term 2021-Autumn Term 2021

Planned Provisions				
Targeted Pupils				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
Pupils who have the most gaps in their learning can be offered immediate and consistent intervention.	*High quality one to one and small group tuition (See above – increased TA support in classrooms)	Pupils benefit from additional practise and effective feedback leading to better outcomes.	Class Teachers supported by SENDCo, Maths, and English leads (MLP/VW/RM)	Summer Term 2021-Autumn Term 2021
Pupils are happy and confident at school and are appropriately supported to ensure they can access learning	Sensory and therapeutic resources are available and incorporated into daily routines. Specific plans and activities are in place using the Thrive Approach.	Self-regulation creates a more positive mindset which increases engagement in learning with better outcomes (Meta cognition and learning)	Marie—Louise Peacock Sarahjane Davies	Autumn Term 2021

Planned Provisions				
Wider Strategies				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
Remote learning is effective because teachers can provide high quality teaching using this platform.	Purchase of Seesaw -Premium Version Seesaw is a platform for pupil engagement. It creates a loop between teachers, pupils and families. Parents gain an insight into their child’s learning and feel more involved in supporting them. It is incredibly easy for children to use as a portfolio of their learning and progress over time. Children can instantly upload pictures and videos	Pupils can access high quality remote learning. Parents are able to support remote learning to impact positively on pupil progress. Pupils benefit from high quality feedback to support their learning	Phase Leads Supported by SW (Teams Champion) RC/RM/VW/SW	Ongoing

	explaining their learning in class and this can be allocated to specific folders e.g. 'Maths'			