

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

Overview					
School	St Teresa's Catholic Primary School				
Academic Year	20-21	Catch-Up Fund	£24,480	Total Pupils	306

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 <a href="#">actions for schools during the coronavirus outbreak</a>.</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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 <a href="#">school planning guide: 2020 to 2021</a>. 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)**

Children at St Teresa’s were most impacted in their transition points. We identified that our EY children had missed the term where crucial transition takes place. With the 2020 cohort having lower baseline results we knew that this would massively impact their ability to access the Year 1 curriculum. Our Year 4 children were also identified as needing extra support to transition into Upper KS2.

Our remote learning offer meant that during the second lockdown, children had access to the same level of high quality direct teaching and learning that they usually access. Engagement was high and those children who were not engaging were invited into school under the vulnerable pupils category. We were able to provide laptops for children who had no access to technology and provided very well resourced packs for all children to enable them to fully access our provision.

Our children have limited access to books at home and some of our younger children do not have adults able to read to them. We ensured that reading books were being sent home with the children and that adults in school were virtually reading to our children daily. Children also had access to our ‘virtual library’.

On return to school we identified that some of our children were showing some separation anxiety after being at home with their families for so long.

Planned Provisions				
For All Pupils (Universal Offer)				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
To ensure that staff had the ability and resources to deliver our remote learning policy	Staff to have access to a range of CPD. We developed in house ‘Teams’ Champions to be able to support less confident staff. Training days were dedicated to remote learning training and planning.	Our remote learning offer was a success with children fully engaging in a virtual school day.	SLT	
To ensure that the pandemic had minimal impact on the provision of CPD for teachers.	Staff were encouraged to attend relevant virtual training. .	Staff were able to attend more CPD than planned due to it being virtual and no supply costs.	SLT	

Planned Provisions				
Targeted Pupils				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
To ensure that identified children in Year 5 have targeted support to enable them to catch up quickly to ensure that they are able to access the demands of the UKS2 curriculum	<p>High quality teaching is crucial to enabling children to make maximum progress. We employed an NQT to enable a smaller teacher to children ratio.</p> <p>He also led intervention groups with other identified children in UKS2.</p>	The children are more able to access the demands of the curriculum and are identified as having made better progress being in a smaller group.	Alex Wren	July 2021
To enable our Year 1 children the opportunity to access an EY style curriculum to enable them to be Year 1 ready by the Spring term	A large group of our reception cohort were identified as having very low baseline. They then missed 1/3 of their reception year which meant that they were not ready for Year 1. We hoped that by allowing these children time in Autumn term to access EY provision that they would be better skilled to make progress during Year 1. A TA was employed to ensure that this was possible.	The children fully accessed the EY provision on offer and were able to begin Y1 curriculum in Spring term.	Edwina Bryant	Jan 2021
To improve the vocabulary of our EY children	EEF recommended the Neli reading programme as an intervention. TA to attend the training and be able to deliver targeted intervention to identified children.	Unable to assess at this point due to repeated lockdown.	Joanne Tinkler	July 2021

Planned Provisions				
Wider Strategies				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
To support the children emotionally with their return to school	Discussions with staff regarding support for the children and where they themselves could access emotional support. Worry monsters bought for the younger children.	Staff are accessing emotional support through SAS. Worry monsters are regularly used by younger children	PS	ongoing
To support our school community during periods of lockdown and build their confidence in the Covid compliance of school on the children's return.	Weekly calls to identified families from our family liaison worker and HT. HT to video reopening plans to ensure that all in our school community can access them and follow up with phone calls where needed.	Parents reported that they felt supported by school and that concerns were reduced after speaking to HT	PS	ongoing