

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

Overview					
School	Holy Family RC Primary School, Darlington				
Academic Year	20-21	Catch-Up Fund	£15,840	Total Pupils	198



HOLY FAMILY RC
PRIMARY SCHOOL



Bishop
Hogarth
Catholic Education Trust

DfE Guidance

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](#).

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.

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.

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.

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

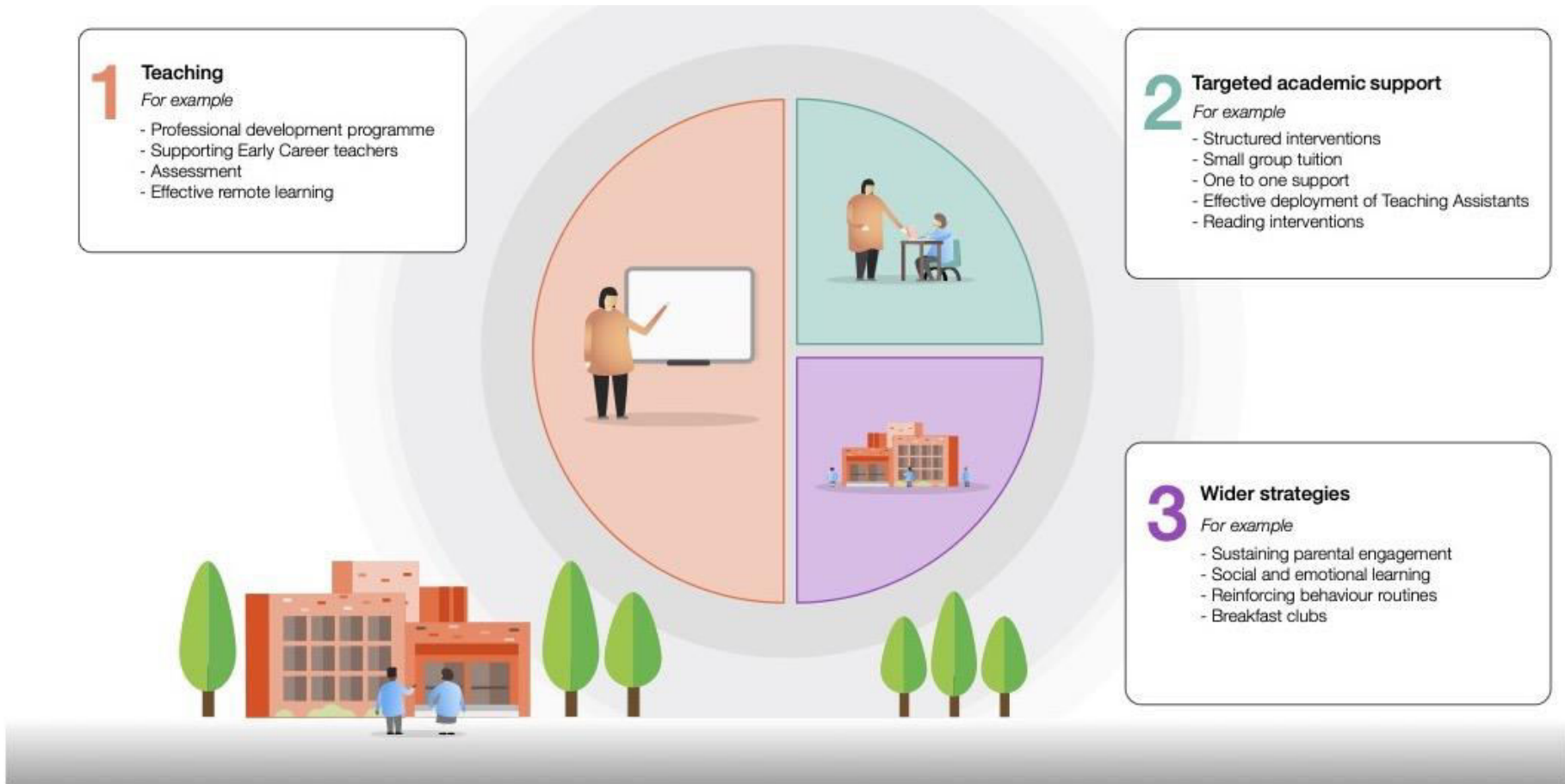
For example

- 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)
<ul style="list-style-type: none"> • Increase in children experiencing anxiety/ issues affecting their emotional well- being following lockdown • Some children unable to access remote learning due to family members using household devices for work etc • Variation in lockdown experience of remote learning support eg some pupils had parents attention, some parents were working through the day and children were left to access independently • Standard of work done at home was not as high as we would expect in school • Learning behaviours: children are tired more easily as they're not used to the expectations of school, some are extremely dependent on adult input/ encouragement as they have been used to high levels of support, some need to re-familiarise with classroom routines eg listening • Some children have not kept up their phonics practice and have not read as much whilst at home. Many reading books have not returned to school. • Parents have become used to very direct communication strategies employed through lockdown eg Dojo messaging • Teachers must now be equipped to navigate a part remote/ part face to face system.

Planned Provisions				
For All Pupils (Universal Offer)				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
Pupils make accelerated progress in literacy upon return to school.	Additional resources to impact upon the teaching of phonics in EYFS and KS1 and reading and spelling in KS2. Purchase books and materials, which are fully aligned to Letters & Sounds, provide additional reading books as well as linked online resources and books which will provide extended opportunities for children to learn beyond the school day.	Children in Rec and KS1 to quickly recap phonic knowledge. Children in KS2 to get straight back into reading skills and reading for pleasure EEF* recognises that targeted intervention in Literacy skills is crucial as extensive evidence shows that long-term negative impact of beginning the next phase of education without appropriate skills is significant	VSmith JWeatherall All staff	July 21
Teaching staff are confident in the use of Remote Learning Tools through high quality CPD.	Teachers to receive high quality CPD in: - The use of remote learning during the Autumn Term.	Effective remote teaching EEF* state that ensuring every teacher is supported and prepared for the new school year is essential to achieving the best outcomes for pupils.	JWeatherall M Shield	By Dec'20

Pupils have access to technology to access scaffolding, practice and feedback from their teachers when required, to accelerate curriculum progress.	Access to technology for pupils who haven't been able to access remote provision through the purchase of 10 iPads for use by children who don't have the technology available to them. Support for parents in accessing Microsoft TEAMS and class dojo	All pupils have access to learning at home. EEF* note that pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home.	BHCET IT manager JWeatherall	By Feb 21
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Planned Provisions				
Targeted Pupils				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
Structured interventions meaning that identified pupils make accelerated progress	1:1 and small group English and Maths Tuition - programme designed by class teacher and delivered by experienced teaching assistant, carefully timetabled to ensure consistent delivery.	EEF* references a three way relationship between the tutor, teacher and pupils impacting upon small group or 1:1 tuition is effective	R Sm (Senco) Class teachers	July 21 ongoing
Pupils make accelerated progress in their phonic development.	Additional resources to impact upon the teaching of phonics in EYFS and KS1, which are fully aligned to Letters & Sounds, provide additional reading books as well as linked online resources and books which will provide extended opportunities for children to learn beyond the school day. Continuation of online phonic/ word/spelling apps used over lockdown to provide some continuity in learning throughout the blended approach	EEF* recognises that targeted intervention in phonic development and understanding is crucial as extensive evidence shows that long-term negative impact of beginning the next phase of education without appropriate skills is significant.	V Sm (Eng lead) Cwi Year 1 teacher	July 21

Planned Provisions				
Wider Strategies				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
Sustaining parental engagement	By maintaining communications with families via Class Dojo/ Microsoft Teams which were so successful during lockdown Purchase of an additional two ipad devices to be used in school to maintain communications/ assist with uploading remote provision	Improved perception of communication between school/ home from parents Parents feel supported during periods of home learning, queries answered promptly, additional help provided where and when needed	C Wildsmith M Shield All teaching staff	July 21
Pupils have access to bereavement counselling and emotional well being support upon return to school and ongoing.	School has bid to be part of the Trailblazer project and so will have a Mental Health Practitioner in school each week to support pupils. Additional staff Mental health first aid trained.	Pupils feel supported to handle a range of emotions coming out of their lockdown experiences and have strategies for positive mental health and well being. EEF* recognise that interventions might focus upon other aspects of learning such as behaviour or pupils' social and emotional needs	MHP JWeatherall RSmith HCrees	Ongoing but initial review July 2021
Re-establishing routines and positive learning behaviours	Establishing a Lego therapy group with each child taking a role JRaper trained in this strategy Purchase of lego	reinforcing those positive classroom behaviours of listening, speaking clearly, following instruction and focussing	JRaper RSmith	July 21

* References Education Endowment Foundation COVID-19 Support Guide for Schools