

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

St Bede's Catholic Academy, Stockton On Tees.

Overview					
School	St Bede's Catholic Academy				
Academic Year 20-21	Based on October census 2020	Catch-Up Fund	£15,120 allocated by DfE	Total Pupils	189 95 pupils (50.8%) in Reception to Year 6 are disadvantaged (PP), plus there are two service children in these year groups, which increases the figures to 97 / 51.9%. Including nursery, 108 pupils (50.7%) are disadvantaged (PP), plus two service children, increasing the figure to 110 / 51.6%. 10% of pupils are identified as SEND. We envisage this will increase due to current nursery cohort.

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.

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	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes. However they are quite simply 'behind'. 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 assessments carried out in the autumn term.

Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. SPaG specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p> <p>We are aware too much time was screen based for children and there was little engagement with reading activities. This has reduced concentration and fluency.</p> <p>Fine motor skills in younger children have declined; previous skills learnt regarding name writing and letter formation were lost in some children. The language skills and pre reading skills of EYFS have been significantly affected.</p>
Reading	<p>Although children accessed reading during lockdown more than any other subject, this is something that was more accessible for families. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increased. There was too much time spent on screens and this has impacted on their engagement and concentration levels. Phonic knowledge was weak and unconsolidated. There have been no opportunities to meaningfully apply and consolidate new sounds.</p>
Foundation	<p>There are now significant gaps in knowledge and loss of some skills and experiences – whole units of work have not been taught, meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum as they move through the year groups. Children have also missed out on the curriculum experiences e.g. trips, visitors and memorable curriculum moments.</p>

Planned Provisions				
For All Pupils (Universal Offer)				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
	<p>Additional hours of experienced teacher.</p> <p>Additional Interventions carried out by TAs</p> <p>Play therapist/psychotherapist, four hours per week reserved.</p> <p>Speech therapists 3-5 hours per week from NHS</p>			

	work directly in school. Occupational therapists			
Teaching and whole school strategies shared that will support excellent teaching. Backed up by EEF research. Accurate pupil assessment and feedback. Quick and accurate identification of gaps and next steps in learning. Delivery of class-based interventions in each year group for groups and individual children. Curriculum amended temporarily to allow catch up in R W and M (see	To continually improve the quality of teaching and learning so that pupils develop skills and knowledge they need to succeed in life, with a focus on disadvantaged children. Ensure staff have in-depth subject knowledge across the curriculum, but particularly in the acquisition of reading fluency and comprehension. The learning is effectively adapted to meet individual needs and so build their skills and understanding, enabling rapid progress of disadvantaged. This will be carried out by BP and comprehensive interventions programme and pre and post teaching opportunities. Ensure that secure effective pedagogy meets individual pupil needs ensuring that teachers receive appropriate training and knowledge of latest evidence-based research is shared (modelling, questioning of children, reading comprehension, importance of reading, phonics training for staff). Further develop use of formative and summative assessment, ensuring it has maximum impact on individual pupil achievement across the curriculum.	All staff are up to date with latest research and the impact of excellent teaching on the progress and attainment of disadvantaged children. Student outcomes are improved and staff confidence in delivering high quality lessons is raised. They refine teaching skills in modelling and pre and post teaching. Learning is fluid and adapted to each child's needs. Reading and vocabulary improve at KS2. Knowledge gaps will be identified and planning adapted to address these. This will ensure that attainment across the Curriculum is maintained and pupils attain in line with National Expectations. The use of manipulatives in Maths will ensure that children are able to use concrete aids to build their understanding of	BRA LD	On-going review, monitoring, and support for staff where required. SLT meetings, feedback from year groups.

<p>Ofsted guidance).</p> <p>Formal assessments of children in June 2021 to act and gap analysis and baseline for new academic year in Sept 2021.</p>		<p>abstract topics. Maths outcomes do not widen because of Covid and evidence of outcomes continue to improve across the school.</p> <p>A personalised approach to CPD will ensure quality first teaching for all children. All teaching will be at least good.</p>		
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Planned Provisions				
Targeted Pupils				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
	<p>Additional hours of experienced teacher.</p> <p>Interventions carried out by TAs</p> <p>HLTAs</p> <p>Play therapist/psychotherapist, four hours per week reserved.</p> <p>Speech therapists 4 hours per week from NHS work directly in school.</p> <p>Occupational therapists</p>			
<p>Provide bespoke, timely and effective intervention to improve outcomes in key</p>	<p>Structured additional support for small group interventions across the School, both in school and also to extend the</p>	<p>To minimalised impact of school closure by using experienced and</p>	<p>Bridey Peare BRA Susan Lawrence</p>	

<p>areas</p> <p>For gaps in learning to be closed /reduced in identified and assessed children who are disadvantaged.</p> <p>Support in the mental health and well-being of individual pupils through play therapy and psychotherapy.</p> <p>To help calm and regulate identified children through targeted occupational therapy.</p> <p>To address ever increasing speech and language problems identified in early years through NHS speech and language therapists.</p>	<p>school day for all groups so they still retain a broad curriculum.</p> <p>This will be carried out over two days by an experienced and outstanding teacher known to the children. Her part time hours will be increased.</p> <p>Teaching assistant will carry out the following interventions based on assessments carried out by class teachers.</p> <p>Small group/1-1 tuition in Spring 2/ Summer term for those children who, despite high quality classroom teaching, are still falling behind expectations.</p> <p>Use of external professional services to support children who need specialist but immediate intervention, without excessive NHS waiting times.</p>	<p>outstanding teachers and well trained TAs. This will result in the gaps created by school closure, to decrease. They will deliver interventions such as</p> <ul style="list-style-type: none"> • Sound training • Phonics training and interventions. • Reading fluency support. • Maths (back to basics catch up) • Speaking and listening interventions <p>By increasing targeted time spent on reading and maths 1:1 and small group tuition, data analysis will indicate gaps in reading and maths will begin to reduce.</p> <p>By ensuring a personalised approach to interventions and support given to those children with EHCPs,</p>	<p>(interventions manger and PP champion)</p> <p>Liz Duffield DHT and SENDCo</p>	
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		IEPs and targeted support will be supported in reaching their targets. Gaps reducing between Disadvantaged and non-disadvantaged. Data will identify a gap of < %		
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Planned Provisions				
Wider Strategies				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
Staff and pupils to ensure all feel safe and secure being back in school. To build on all stake holders' resilience being within school and how we move on from Covid 19. Support for staff: ways to support work life balance and well-being. Adapt practise where possible, e.g. marking, lesson planning etc. working from home.	signage additional cleaners deep clean fogging additional cleaning products and PPE chair back storage bags for children	Children, staff and Governors understand what has happened and how we move from strength to strength to support all for the rest of lives. Resilience in things we encounter. Children are aware of the world around them and how they can feel well and happy during tough times. Staff feel supported, valued and listened to in order to address concerns about transmission and safety in workplace.	BRA CEO SBM	