

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

| Overview | | | | | |
|---------------|---|---------------|---------|--------------|-----|
| School | St John the Evangelist Catholic Primary | | | | |
| Academic Year | 2020-21 | Catch-Up Fund | £13,920 | Total Pupils | 174 |

| 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

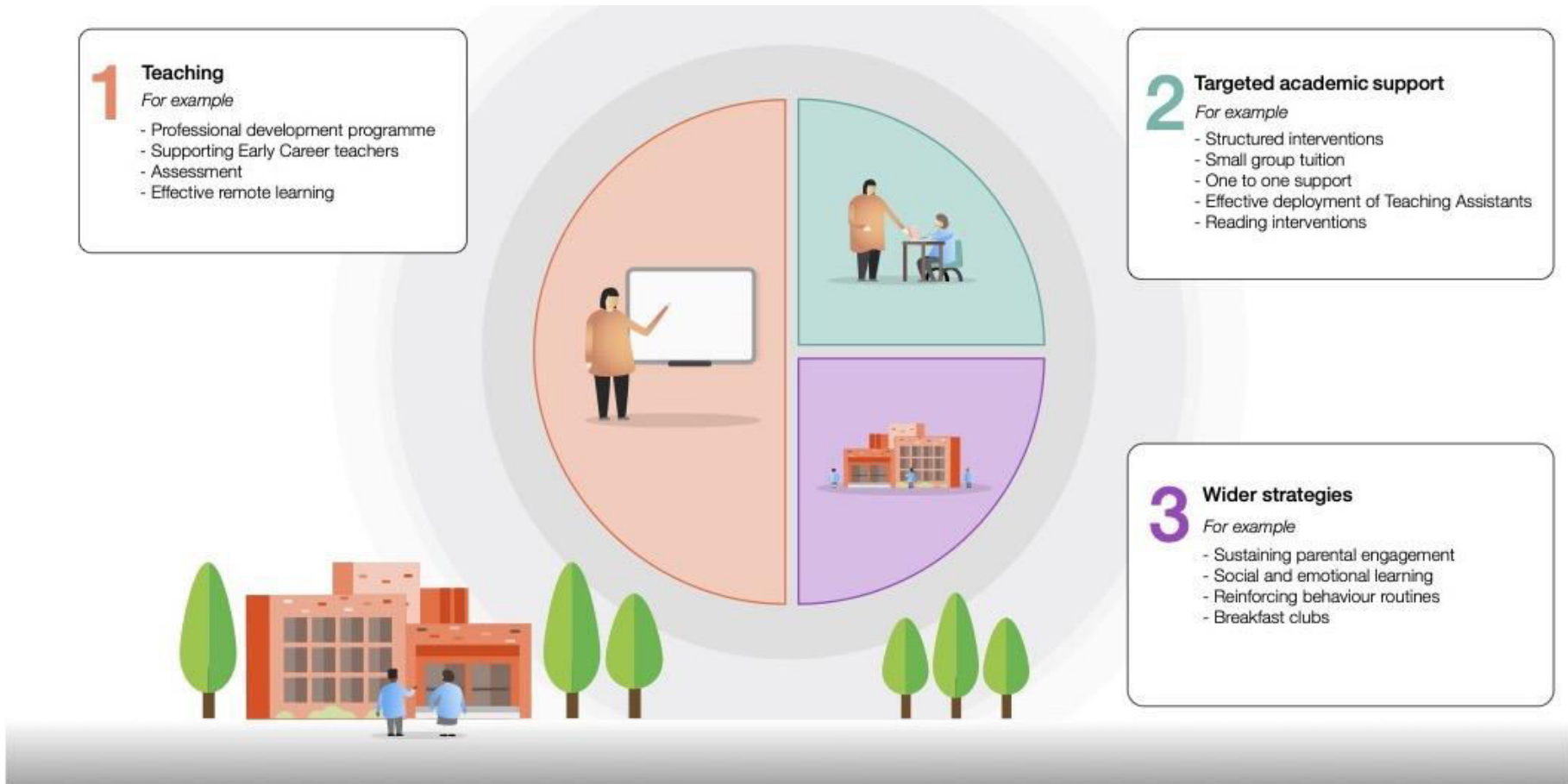
For example

- 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 | 4 operations not secure in all children (at appropriate year group expectation) Gaps in curriculum coverage as some concepts more difficult to teach remotely. Gaps in previous year group coverage – to be addressed to ensure secure foundations. |
| Writing | Spelling patterns less secure (appropriate level) Insecure punctuation (appropriate level) Stamina for writing decreased. Standard of composition impacted. |
| Reading | Decrease in number of pupils competent in phonics – impact on early reading skills. Reading comprehension skills less developed than would have been expected. |
| Foundation | Gaps in: Language acquisition Phonics knowledge – letter recognition/diagraphs Composition of numbers to 10 2d shape Measurement – non- standard measures |

| Planned Provisions | | | | |
|---|---|--------|------------|-------------|
| For All Pupils (Universal Offer) | | | | |
| Desired Outcomes | Strategy | Impact | Staff Lead | Review date |
| Improved understanding of tier 2 vocabulary. Increased evidence of correct use in writing. | Continue to develop a broad and engaging curriculum with a focus on vocabulary acquisition. Staff CPD to develop vocabulary spine through school. | | LH | 9.6.21 |
| Pupils close gap between current baseline and age related expectation (pre-Covid expectation) in reading. | Ongoing diagnostic assessment using reading domains to identify areas for development for each pupil. (VIPERS lessons.) Identification of pupils for focussed intervention . | | | |

| | | | | |
|--|--|--|----|---------|
| Pupils close gap between current baseline and age related expectation (pre-Covid expectation) in maths | Maths – Ongoing diagnostic assessment against ready to progress document. Staff CPD to reinforce agreed strategies including quality of teacher modelling and explanation. Staff CPD – wider use of representations. | | LN | 9.6.21 |
| Improve outcomes in early phonics | Introduce RWI into Nursery. | | WV | 30.6.21 |

| Planned Provisions | | | | |
|---|---|--------|------------|-------------------------------------|
| Targeted Pupils | | | | |
| Desired Outcomes | Strategy | Impact | Staff Lead | Review date |
| Pupils close gap between current baseline and age related expectation (pre-Covid expectation) in reading. Ability to decode improves Comprehensions skills improve (VIPERS) | Additional RWI intervention sessions daily (EY/KS1) Comprehension Express Intervention Reading Plus reading programme Immediate in class Intervention (TA deployment to support) | | LH | 8.6.21 30.4.21 8.6.21 |
| Pupils close gap between current baseline and age related expectation (pre-Covid expectation) in maths. Pupils secure the foundations to build upon. | Additional small group/ 1:1 sessions to target misconceptions. Immediate in class intervention. (maths TA deployment) | | LN | 8.6.21 |
| Pupils develop stamina for | Small group shared writing to support | | LH | 8.6.21 |

| | | | | |
|---|--|--|--|--|
| writing as evidenced through CWAS and scrutiny of work. | generation of ideas. TA deployment to support | | | |
|---|--|--|--|--|

| Planned Provisions | | | | |
|--|---|--------|------------|-------------|
| Wider Strategies | | | | |
| Desired Outcomes | Strategy | Impact | Staff Lead | Review date |
| Effective systems of support for pupil/staff mental health embedded. | Mental Health Champion CPD Additional nurture sessions based on screening outcomes Lessons focussing on emotions and self-regulation strategies in place throughout school. Staff CPD to support. Mental Health provision tiered map completed and shared with staff and parents/carers. | | JR/JC | 8.6.21 |
| All pupils to re-connect with adults in school through consistency of staff. | School staff used to cover rather than supply HLTA deployment | | JR | 8.6.21 |
| Parents/Carers supported to engage effectively with their child's learning. | Half termly sharing of targets with parents/carers via Class dojo. Signpost to resources to support learning. | | JR | 8.6.21 |