

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

Overview					
School	St Joseph's Catholic Primary - Hartlepool				
Academic Year	20/21	Catch-Up Fund	£8400	Total Pupils	105

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



Identified Impact of COVID 19 (Primary)	
Maths	Gaps in curriculum coverage from both lockdowns. Tables recall and 4 rules not secure. Children’s feedback suggested they struggled with remote learning in maths and some concepts more difficult to teach remotely. Y4/5 identified a concern - 50% on target in Y5 <33% on target in Y4 (high SEN needs)
Writing	Less than 50% of children on target for writing age related expectations. 2 lockdowns have impacted significantly on writing quality. Age related quality of vocabulary, sentence structure / punctuation and composition. Stamina in writing has decreased. Y4/5 identified a concern - 50% on target in Y5 <33% on target in Y4 (high SEN needs)
Reading	KS 2 reading comprehension skills less developed particularly in higher order reading skills. Fluency in reading and comprehension skills a focus in Y1 and Y2. Y4/5 identified a concern - 50% on target in Y5 <33% on target in Y4 (high SEN needs) Phonics attainment on track. Y2 children passed phonics test in Autumn term and Y1 children on track to achieve national expectations for phonics test.
Foundation	Nursery - significant impact on language, social skills and developmental progress Reception - motor skills, letter formation, language acquisition, phonics progress and basic numeracy – lack of resilience and poor retention of concepts. The gaps for those children with learning difficulties and those who are disadvantaged have widened.

Identified Impact of COVID 19 (Secondary)	
KS 3	
KS 4	
KS 5	

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Planned Provisions				
For All Pupils (Universal Offer)				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
To enable remote learning to take place effectively	Purchase of online platform – SEESAW	All children able to access lessons online Majority of children engaged	Mrs Beattie	May 21
Teachers participate in training to upskill quality of writing input	Participation in Pie Corbett writing strategies. June 21		Mrs Williams	Autumn term 21

Planned Provisions				
Targeted Pupils				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
EYFS targeted children – Rapid progress in speaking and listening	Nuffield Early language Intervention TA led intervention		Mrs Dunning	July 21 Reception identified children currently undergoing intervention
Y1/2 Pupils close gaps in phonics and reading to reach age related expectations	Quality first teaching and targeted intervention within class TA allocated to Y1/2 mixed class to support phonic catch up and reading progression	85% of children in y2 passed phonics screening Y1 83% on target for phonics	Miss Constantine	End of summer term
Y3 Gap closed between current baseline and age related expectation in reading.	Year 3 included on reading Plus license x 3 years 20-23		TOS	Summer 21 report and termly report thereafter
Y4/5 intervention Closing of identified gaps during teaching sessions	Teacher x 3 mornings – (10 weeks) targeting lower ability misconceptions and gaps in maths and English		Mr McGregor	Formative assessment on going

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21/22 Y5/6	Current Y4/5 (Y5/6 in 21/22) Third Space learning 15 weeks of 1 hour per week 1 to 1 maths tuition on identified gaps form initial gaps analysis.		Mrs Harding /Mrs Beattie	Initial assessment /weekly choice of objectives and progress information plus final progress report
21/22	Y5/6 cohort teacher x 2 mornings to target children to reach age related expectations 1 term		Mrs Beattie – DHT	Initial assessment /weekly choice of objectives and progress information plus final progress report

Planned Provisions				
Wider Strategies				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
Mental health systems of support for children is effective	Cluster Educational Psychologist Training (use of paid cluster hours) Use of ELSA trained member of staff – Alliance referrals for identified children Being a Parent workshop X2 courses per week for 10 weeks	Identified children accessing support Parents engaged and using strategies	RW	
Use of TA support within school to cover when possible to ensure consistency of care	Part of current hours	Children more settled as familiar face		Weekly
Pupils in all year groups to develop their physical wellbeing on return to school from lockdown	Participate in CAFOD Walk for Water Lunch time PE lesson on rota x2 classes per week (allocated PE Budget) Y6 to participate in 3 days of adventurous activities		SR	Termly