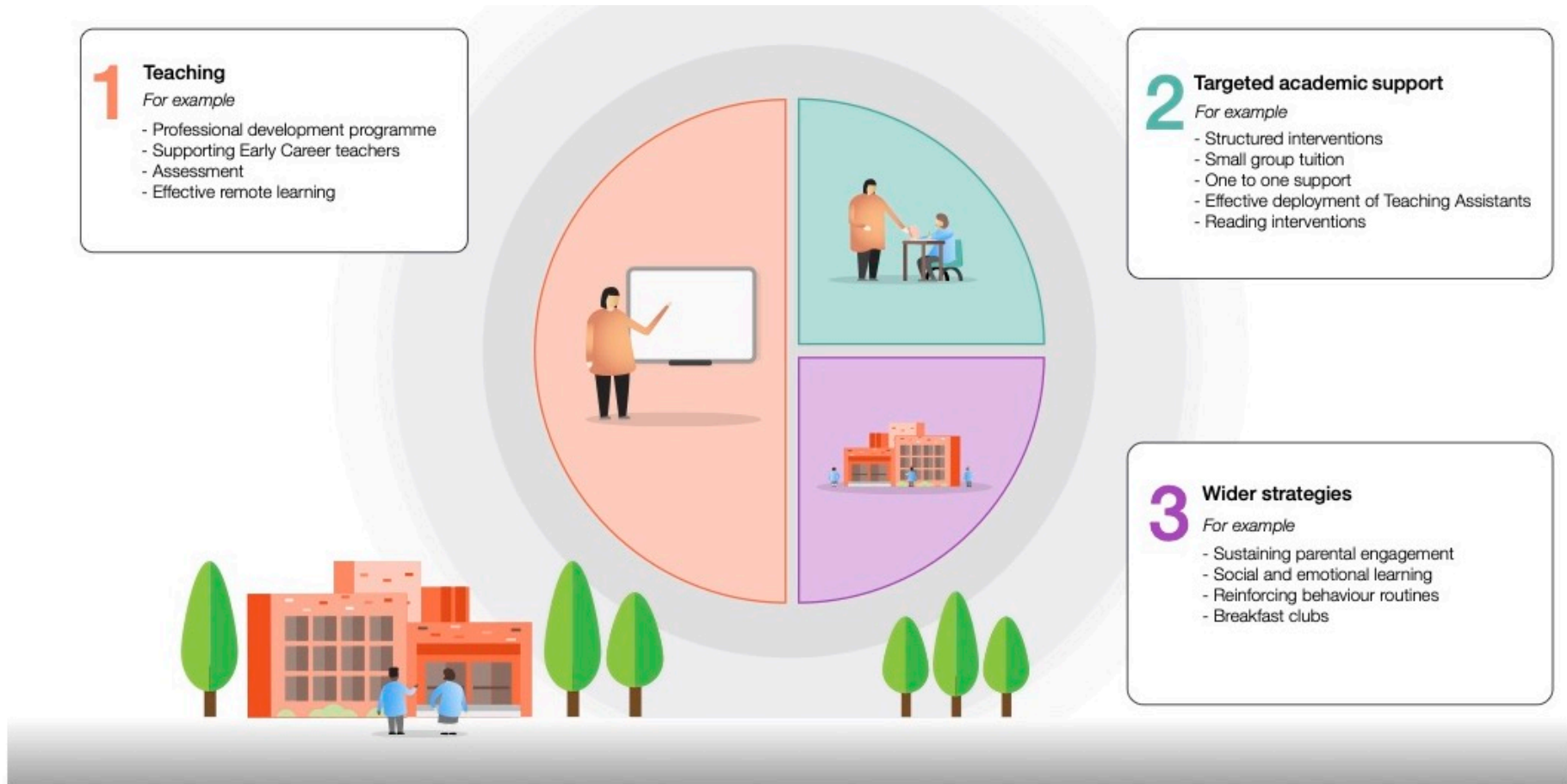


## Coronavirus (COVID-19): Catch-up Funding Plan

Overview					
School	St Patrick's Catholic Primary School				
Academic Year	20-21	Catch-Up Fund	21040	Total Pupils	263

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



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Identified Impact of COVID 19 (Primary)	
Early years	An increase in pupils lacking independence. E.g. putting own coat on, accessing areas independently. A reliance on adult support is apparent. In some, the acquisition of a wider vocabulary base is not at the level expected for this stage in the year. Fine motor skills and stamina for mark-making in Nursery/ Writing in Reception need to be developed.
Writing	Identified across school. Vocabulary and punctuation were flagged up universally on return from lockdown. Focus on handwriting and presentation.
Reading	Early reading – phonics impacting Years R-2 Stamina for reading independently, access to texts and comprehension skills.
Maths	Reduce the identified specific gaps in knowledge and skills.
SMSC	Pupils to receive help to regulate their emotional well-being.

Planned Provisions				
For All Pupils (Universal Offer)				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
All children leaving EY will be Y1 ready, including self-care. Pupils will access AoL independently and be given access to more mark-making/writing opportunities.	Additional targeted TA support.	Teaching staff be supported to maintain QFT without the need to carry out intimate care needs. Pupils will gain more self-confidence and build stamina for writing to be school-ready.	S Clark, V Railton	May 31 <sup>st</sup> 2021 July 10 <sup>th</sup> 2021
Gaps in mathematical skills and knowledge will be closed through interventions and prioritising specific areas close identified areas of weakness.	Maths Lead to collate data and realign scheme of work across school to ensure identified gaps are closed. Release time will be given for this.  Targeted interventions and catch up sessions where necessary TA support.	Gaps in learning across each year group minimised and detailed handover to ensure smooth transition for next academic year.	H Brown	May 31 <sup>st</sup> 2021 July 10 <sup>th</sup> 2021

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	Prepare for the transition to next academic year with accurate analysis.			
Handwriting & presentation to improve across all subjects. Punctuation, spelling and grammar to make sustained progress towards ARE. An extensive use of broad vocabulary across all subjects where gaps are identified.	Purchase of Spelling Shed and Vocabulary Ninja for use from Y1-6.  Vocabulary Ninja CPD through English Hub and Chris Quigley CPD with BHCET. English lead to attend and disseminate across school (release time required.)	Writing improvement evidenced across school towards ARE.	S Hamilton	May 31 <sup>st</sup> 2021 July 10 <sup>th</sup> 2021
All pupils will have accessed up to, or beyond phase 4 phonics by the end of reception. KS1 pupils will be working at the minimum level for the PSC or beyond by the end of the summer term.  Reading for Pleasure will continue to be high-profile throughout the school with a new school library as a resource.  Pupils to continue to develop a range of comprehension skills using VIPERS.	Accurate assessment and analysis to be carried out on all R/KS1 pupils by Reading Lead.  Training to be delivered by Reading Lead to ensure continuity when delivering RWInc  New texts purchased for school library and Reading Passport boxes.  Literacy Shed Plus to support.	Phonics improvement accurately measured and gaps closed evidenced by assessment data.	K Dagleish	May 31 <sup>st</sup> 2021 July 10 <sup>th</sup> 2021

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Planned Provisions				
Targeted Pupils				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
Targeted pupils to participate in group or (where deemed necessary) one-to-one sessions to support their specific SEL needs.	We Eat Elephants scheme of work Targeted sessions.	Pupils will be equipped with coping techniques and strategies to support their specific SEL needs.	D Fletcher	July 21

Planned Provisions				
Wider Strategies				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
All pupils will access SEL sessions and be given the opportunity to talk about their experiences, anxieties and concerns RE: Covid or beyond.	Whole-class We Eat Elephants sessions. As above.	Pupils will be equipped with coping techniques and strategies to support a range of SEL needs. (This may feed back in to targeted Strategies.)	D Fletcher	Half termly after each module.
All children to access cultural capital activities and experiences.	Specialists used to support the arts, music and sporting/outdoor education activities.		S.Williams	July 21.