

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

Overview					
School	St William's Catholic Academy				
Academic Year	2020-21	Catch-Up Fund	£10,400	Total Pupils	130

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

### 1 Teaching

*For example*

- Professional development programme
- Supporting Early Career teachers
- Assessment
- Effective remote learning

### 2 Targeted academic support

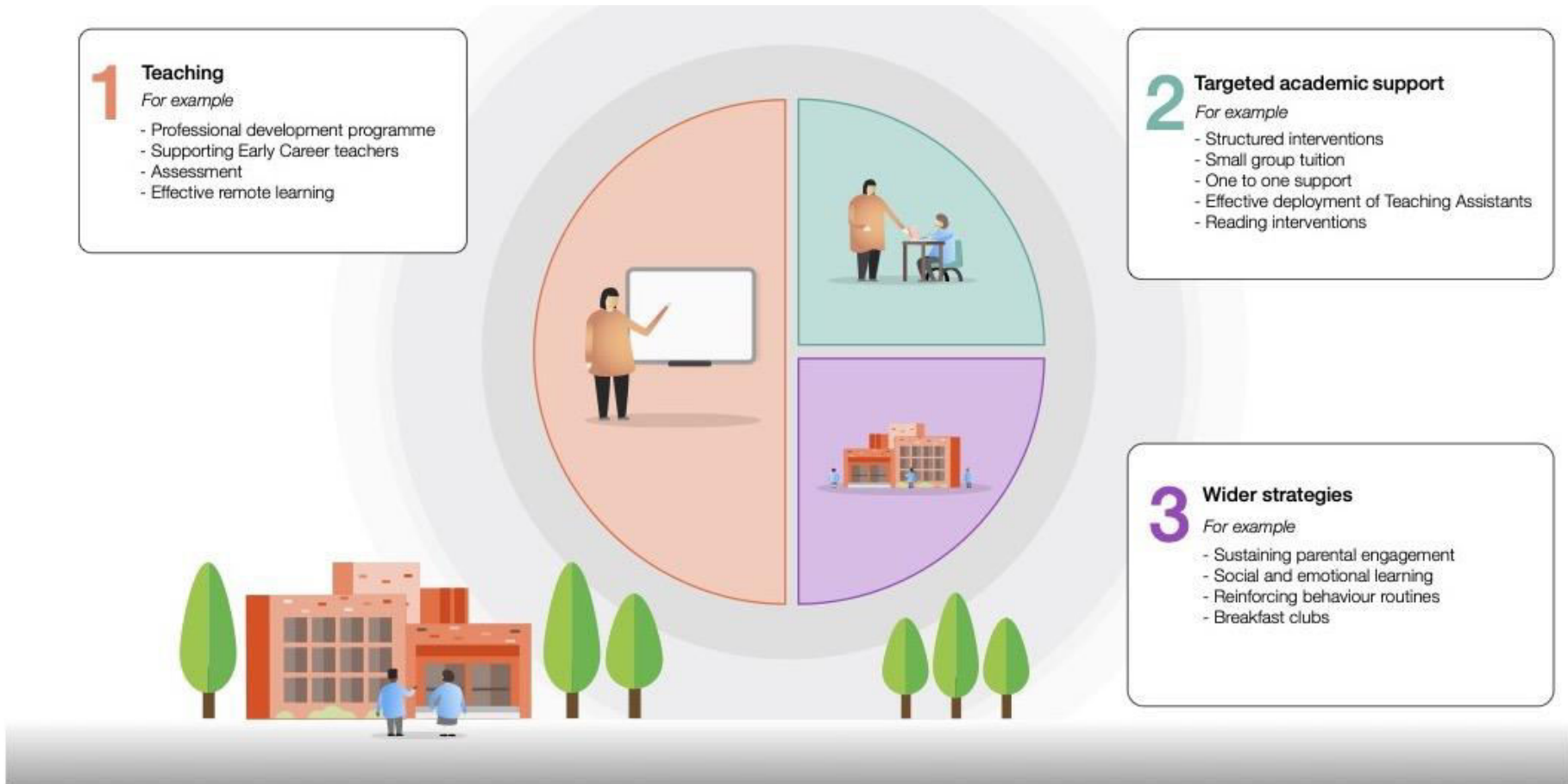
*For example*

- 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	BA ability children are below age related expectations, needing teacher / TA based intervention. Some children needing additional support during lessons to aid with recording of work (EY)
Writing	Some children are slightly below age related expectations but are making progress
Reading	Some childrens comprehension skills are not at the expected level. Feedback shows children have not been reading at home as much as they would have done had they been in school.
Foundation	All children are broadly achieving well, however some children needing TA / teacher support during lessons children who require 1 to 1 support need to record anything.
Additional	Some children show some signs of separation anxiety. Presentation of work has deteriorated

Planned Provisions				
For All Pupils (Universal Offer)				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
To purchase new reading books for newly developed school library ensuring children continue to develop a love of reading	Purchasing a range of reading for pleasure books to allow children to develop a love of reading and making the school library somewhere that children are enthused about using.	We are confident that allowing children to access books that appeal to them and match their interests will help further develop their love of reading	M Tiplady	July 21

Planned Provisions				
Targeted Pupils				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
To support children with gaps in learning in reading , writing and maths through targeted 1-1 and small group intervention work, allowing them to close any gaps in knowledge.	Teachers and teaching assistants to implement range of intervention sessions to take place to support children with gaps in knowledge. 1-1 and small group work.	Initial impact has been positive, children are beginning to fill gaps. Small group interventions are reviewed regularly to ensure children most in need are able to get support as further gaps are identified.	M Tiplady	Ongoing
To employ additional 1-1 temporary TA to support pupil with behavioural needs.	Temporary TA to support child returning to school with a range of social, emotional and behavioural issues that have been impacted by lockdown.	Very positive initially. We are seeing fewer episodes of the emotional and behavioural issues that were negatively impacting on education	M Tiplady	July 21

Planned Provisions				
Wider Strategies				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
To allow children to improve reading and comprehension skills and further develop a love of reading.	Contribution to accelerated reader program.	Ongoing – longer term project which needs to be fully embedded however initial feedback from staff has been positive.	M Tiplady	July 21