

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

Overview					
School	St Cuthberts Catholic Primary School, Hartlepool				
Academic Year	2020-21	Catch-Up Fund	£18,000	Total Pupils	225

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

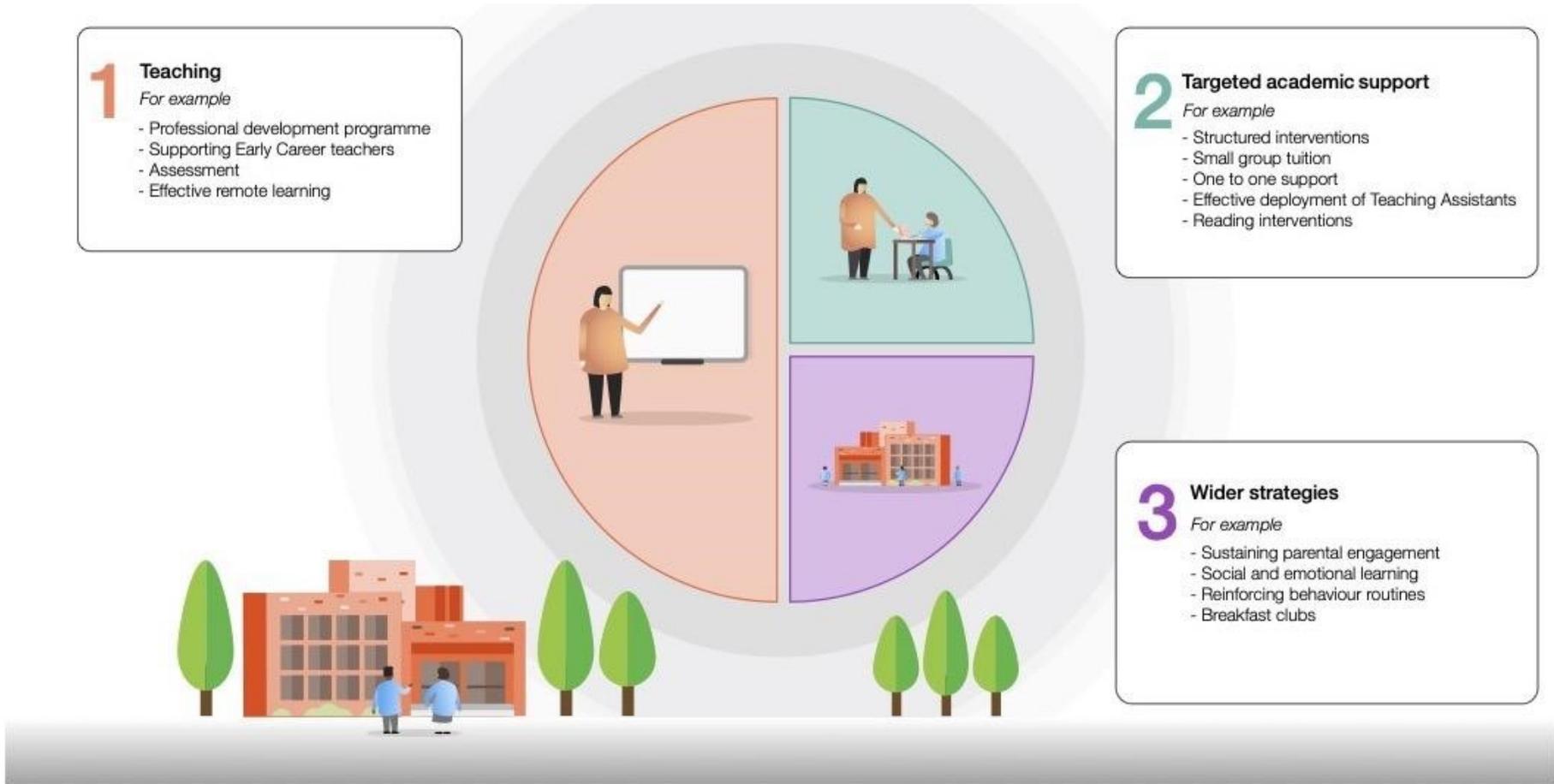
*For example*

- 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	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 arithmetic assessments and in gaps identified in prior year stands for Maths.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps 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 did not 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.
Reading	Children accessed reading during lockdown more than any other subject did. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who do not is now increasingly wide.
Foundation	Knowledge gaps apparent in KS2 due to some children not engaging and the lack of experiential teaching and cross curricular links due to remote IT based teaching.

Planned Provisions				
For All Pupils (Universal Offer)				
Desired Outcomes	Strategy	Impact intended	Staff Lead	Review date
<p><b><u>RQT support and DRICE training</u></b></p> <p>Recently qualified teachers are secure in all teaching standards and develop their practice to be at least good or better.</p>	<p><b>Support for recently qualified teachers after a shortened NQT year 2019 – 2020. Supporting development of teaching and learning.</b></p> <p><b>Whole staff CPD for teaching and learning.</b></p>	Quality of teaching improves across school and RQT teachers are fully supported to achieve high standards of wave 1 quality teaching.	Emma Daly	December 2021
<p><b>Lexia – reading intervention – whole staff training</b></p>	All teachers and TAs will have training on how to use Lexia resources	Reading gaps will decrease with increased	Fiona Colley	April 2022

All staff to understand where and how Lexia can be used as an intervention – how to track progress and impact.	effectively and when and where to use it to target identified gaps.	comprehension skills and phonological knowledge across school.		
<b>Royal Shakespeare</b> company training – active teaching-rehearsal room techniques Teachers are trained in active learning and rehearsal room techniques to improve acquisition of language in children and impact on writing and reading.	Teachers trained PD day - Royal Shakespeare company and our Hub school Archibald Primary. Training will ensure that all staff are equipped with skills to work and plan writing schemes of work linked to Shakespeare which elevate language and writing across school.	Staff teach writing more effectively across school, children more engaged and language acquisition	Joanne Wilson	July 2022

<b>Planned Provisions</b>				
<b>Targeted Pupils</b>				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date

<p>Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p><b>Teacher allocated to KS2 to support in each cohort. This will enable the class TA to provide the 1 to 1 and small group support required.</b></p> <p>Planned to continue for 2021-22 if successful M6 teacher mornings to give intensive sessions to small groups across school.</p>	<p>Identified groups make improved progress in Reading, writing or maths. Gaps quickly addressed daily through quick intervention following lesson.</p>	<p>Emma Daly Joanne Wilson</p>	<p>July 2021 and April 2022</p>
<p>Identified children who have gaps in mathematical knowledge. They will master number bonds, tables and the required processes of place value, addition, subtraction, multiplication and division</p>				

<p><b><u>Intervention programme</u></b> Additional provision for identified children</p> <ul style="list-style-type: none"> <li>• SEMH needs via 1:1 ELSA sessions with trained TA</li> <li>• Booster sessions for children in Y6 from January 2021 to support closing the gap at KS2 end and supporting those identified children with extra tuition time</li> </ul> <p>Extra hours for EYFS practitioner to support good outcomes for all children in Reception towards EYFSP outcomes</p>	<p><b>TA additional time for planning for additional intervention for identified children (ELSA support for identified children and additional hours for EYFS practitioner to support identified children for support)</b></p>	<p>Children develop resilience and a range of mental wellbeing strategies to use when required in challenges of life.</p>	<p>Joanne Wilson Emma Daly</p>	<p>April 2022</p>
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Planned Provisions				
<b>Wider Strategies</b>				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date

<p><b>Tapestry assessment tool</b> for Early Years Enables staff to plan and assess more effectively and to meet depth and breadth of learning required in new EY expectations for Sept 2021.</p>	<p>New assessment tool purchased to support changing assessment and early excellence and new expectations in EYFS. Training for EY Staff</p>	<p>Improved progress in Ey – gaps identified quickly and addressed and parents more involved in learning of child.</p>	<p>Carol Ann Gilbraith</p>	<p>December 2021</p>
<p><b><u>Summer Support</u></b> Transition for Y6 to Secondary School ensures that all children are accurately assessed, information sharing is comprehensive and secondary colleagues are well informed (particularly for vulnerable identified children) of needs</p>	<p>Transition Project with LA and Transition Lead working this year on transition tool refinement and development for use in Summer 2021 transition process to secondary school for Year 6 pupils</p>	<p>Children are Y7 ready and are supported in transition to EMS.</p>	<p>Emma Daly and Y6 teachers</p>	<p>July 2021</p>