

St Anthony's Catholic Primary School ,Clayton
DRAFT COVID Catch-Up Funding Strategy £17,040.00

1ST Instalment- £4260 Oct 2020- Every 3 months

Contextual Analysis:

The impact of COVID-19 on schools has been far reaching. During the 2019-20 academic year school closures have resulted in a significant amount of time lost in classrooms. The pandemic also caused issues for schools and families regarding a blended learning approach. At St Anthony's Catholic Primary School we want to address any gaps lost with the utmost urgency. We also need to move beyond the simple notion of 'catch up' and ensure that we are delivering the broad and balanced curriculum required for pupils to be successful in the future.

Curriculum Strategy 2020-21:

- **To mitigate lost learning:** this involves gathering a clear view of the impact of COVID-19 during summer 2020 and put in place rapid changes to address any gaps. This will be of particular focus during Autumn 1 but we recognise that gaps in learning may not show themselves until a later date and that work to plug gaps will continue as part of normal teaching practice.
- **To deliver a broad and balanced curriculum:** this means that we are delivering a high quality and challenging curriculum in line with our usual ethos and as set out previously to COVID-19.
- **To respond effectively when facing future challenges:** COVID-19 took everyone by surprise and we managed the situation as effectively as we could. It is important that we learning from these experiences and make sure no further learning time is at risk in the event of further closures.

Research / Evidence: Covid 19-Support Guidance for Schools-29th Sept 2020

EEF recommends that schools consider how strategies and research can support future planning. Considering a tiered planning model for the 2020-21 academic year will help us to:

- Improve teaching;
- Provide targeted academic support; and
- Implement wider strategies.

Sept 2020

The [Department for Education](#) is working with the EEF and other delivery partners to make Nuffield Early Language Intervention (NELI) available to state-funded primary schools. Online training and resources will be available at no cost for schools where additional targeted support for oral language would be particularly beneficial. The aim is to support the language and early literacy skills of Reception pupils through additional targeted support provided by trained early years staff.

What is NELI?

The Reception NELI programme involves scripted individual and small-group language activities delivered by teaching assistants (TAs), or early years educators, to children identified as being in need of targeted language support. The 20 week NELI programme aims to develop children's vocabulary, listening and narrative skills and in the last 10 weeks also involves work to develop phonological awareness and early letter-sound knowledge as foundations for early literacy. From Jan 2020

Key Issue(s) What problem has been identified?	Non-Negotiables What will you see happening in school to ensure activities are working?	Activities How we intend to address the key issue? What training and resources will we put in place to reach our outcomes?	Outcomes What do we intend to achieve? Short, medium, long term?	Impact What is the impact of our work to address the key issue?
<p>Staff: Being able to quickly and effectively pinpoint gaps in pupils knowledge, skills and understanding.</p> <p>Ensuring pupils receive a broad and balanced curriculum that incorporates clear opportunities for pupils to catch up key objectives.</p> <p>Pupils: Many pupils have not been in school for over six months.</p> <p>Lack of good reading routines at home leading to further gaps in reading fluency and comprehension skills.</p> <p>Phonics skills and fluency for the lowest 20%.</p> <p>Progress and attainment for SEND/disadvantaged pupils is in line with 'other' children (INSIGHT)</p>	<p>All provision will maintain COVID Safe Practice.</p> <p>Plans are reviewed/updated to incorporate objectives to be covered over the half-term.</p> <p>Staff use national resources i.e. White Rose Maths to identify key objectives to be covered in units of work.</p> <p>Timetables reviewed so catch up support can be planned and delivered.</p> <p>Staffing structure will accommodate Catch up Programme.</p> <p>Staff identify key objectives missed and gaps in learning.</p> <p>Pupils are accessing books that are appropriately matched to their phonological ability.</p> <p>Daily phonics and guided reading sessions are in place and targeted at pupil level.</p>	<p>Training: Phonics Leader to continue reviewing practice and delivering further training in phonics (£ - approx).</p> <p>MHST to deliver CPD sessions for staff on mental health. (Catholic Care?)</p> <p>Deliver training for staff on the implementation of the new phonics and reading curriculum.</p> <p>Create and develop a clear home learning strategy and policy to be used for all pupils in school.</p> <p>Resources:</p> <p>School to use additional CT time for overtime for targeted interventions £33 per hour plus on costs</p> <p>Mrs Bartlett returning from maternity leave to add capacity by delivering Quality First Teaching provision – timetabled sessions to groups of children across KS2 on a half termly basis in order to be COVID secure</p> <p>CGP/Rising Stars Achieve 100 Resources purchased (homework / catch up books)</p> <p>School to use Google classroom to strengthen its blended learning practice within key stage 2 for those not in school. Purple Mash to be used for EYFS and KS1.</p> <p>Identify families who require support from laptops or iPads provided by the government portal.</p>	<p>Short Term: By December 2020</p> <p>Staff:</p> <ul style="list-style-type: none"> Updated LTP and MTP plans in place for all subjects. Timetables reviewed to allow for catch-up support. Baselines completed by October half-term. Training provided to staff on key mental health issues. Pupil Review Meetings held with all year groups (October) Assessment data is used to identify gaps for future units of work. Staff are sharing homework/remote learning in line with policy. <p>Pupils:</p> <ul style="list-style-type: none"> Pupils are accessing key learning through school website for homework and as a result of full or partial closure in school. Phonics baseline carried out All pupils are accessing books matched to their reading level. Pupils identified for further catch-up support and attend after school booster sessions Disadvantaged children Lowest 20% are receiving additional support in phonics. Greater % of pupils working in the appropriate phonics phase. Greater % of pupils are attending school on a regular basis. <p>Medium Term: By April 2021</p> <p>Staff:</p> <ul style="list-style-type: none"> Updated LTP and MTP plans in place for all subjects. Timetables reviewed to allow for catch-up/intervention. 	<p>INSIGHT will evidence an increase in the proportion of pupils achieving the expected standards in English (Reading and Writing) Maths (Arithmetic and Reasoning)</p>

<p>Pupils and families mental health may have suffered as a result of lockdown.</p> <p>Attendance since re-opening is extremely high</p> <p>Families:</p> <p>Families who do not have access to remote learning.</p> <p>Families who do not have the level of English / maths skills themselves to assist with home learning.</p>	<p>SEND pupils continue to receive targeted support at their appropriate level and matched to their IEP.</p> <p>Pupils and families are able to access mental health support from key practitioners.</p> <p>Headteacher sends regular newsletters and messages to families celebrating good attendance</p> <p>Clear system in place to challenge families who have continued poor attendance.</p> <p>All pupils are engaging in weekly homework and home learning tasks if necessary.</p> <p>Teachers provide regular feedback on work done remotely and use work for assessment purposes. (Google Classroom / Purple Mash)</p> <p>Weekly phone calls made to ensure pupils are safe and feel supported when not in school (PIW)</p>	<p>Monitoring: Carry out ongoing Pupil Review Meetings to identify issues linked to COVID-19 (gather feedback from both pupils and staff on their perspective).</p> <p>Governors:</p>	<ul style="list-style-type: none"> ▪ Pupil Review Meetings held with all year groups (March 2021) ▪ Assessment data is used to identify gaps for future units of work. <p>Pupils:</p> <ul style="list-style-type: none"> ▪ Greater % of pupils working in the appropriate phonics phase. ▪ Greater % of pupils are on track to achieve ARE expectations ▪ Greater % of pupils are attending school on a regular basis. <p>Booster/intervention afterschool sessions implemented Spring term – 11 week term</p> <p>Long Term: By July 2021</p> <p>Staff:</p> <ul style="list-style-type: none"> ▪ Updated LTP and MTP plans in place for all subjects. ▪ Timetables reviewed to allow for catch-up/intervention. ▪ Pupil Review Meetings held with all year groups (July 2021) ▪ Assessment data is used to identify gaps for future units of work. ▪ Identify Value added through Catch Up lessons <p>Pupils:</p> <ul style="list-style-type: none"> ▪ Greater % of pupils are on track to achieve ARE expectations. ▪ Greater % of pupils working in the appropriate phonics phase. ▪ Greater % of pupils are attending school on a regular basis. ▪ Pupil questionnaires highlight the impact of curriculum work. ▪ All pupils have had access to quality learning in the event of self-isolation or the close of a bubble. <p>Booster/intervention afterschool sessions implemented – Summer 1</p>			
RAG Rating						
Autumn 2020	Spring 2021	Summer 2021				