

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



Overview					
School	St Joseph's Catholic Primary School Billingham				
Academic Year	2020-21	Catch-Up Fund	£14,720	Total Pupils	184

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

1 Teaching

For example

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

2 Targeted academic support

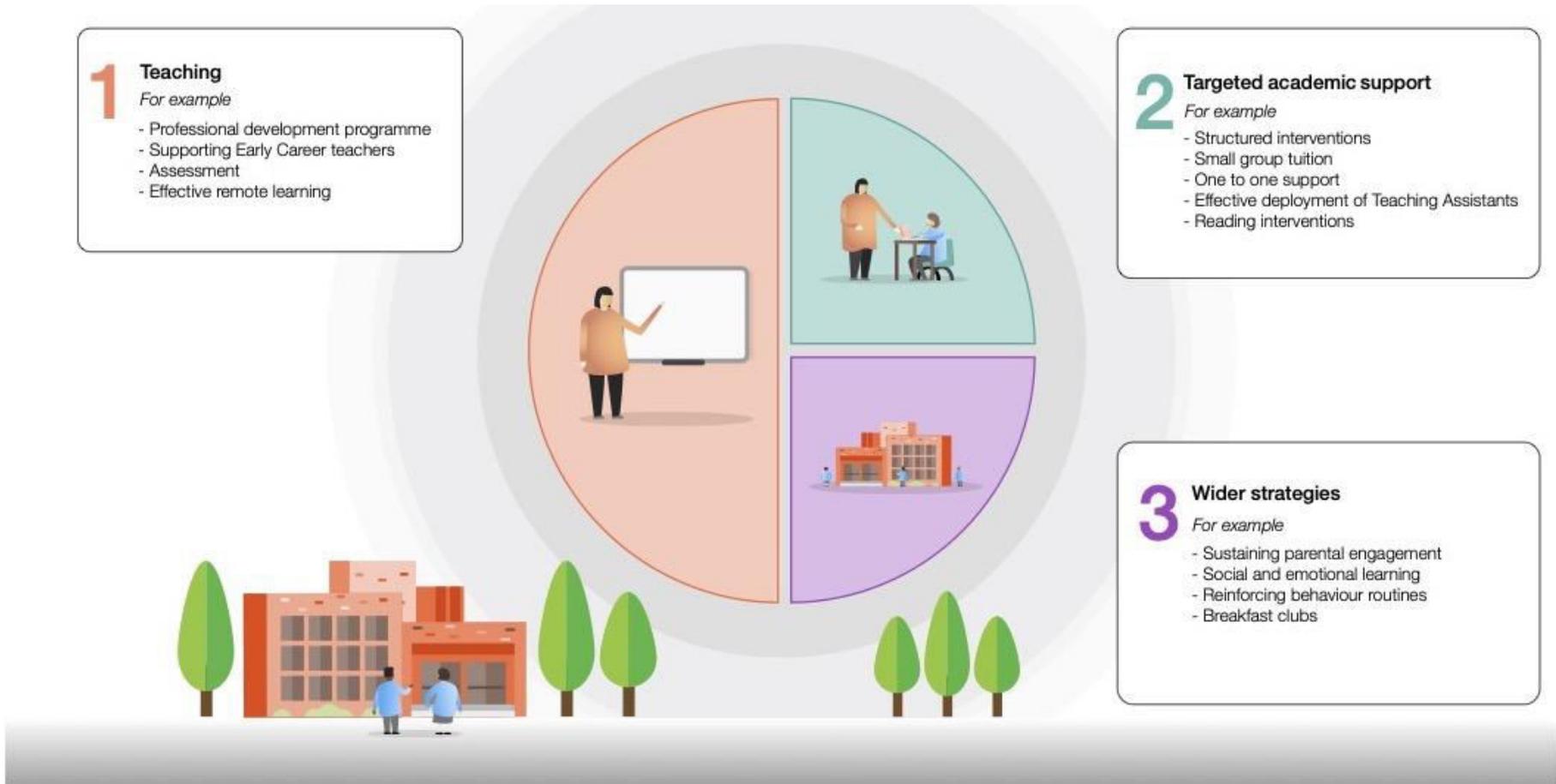
For example

- 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	The majority of pupils have acquired maths skills whilst engaging in the remote learning however this is not at the rate they would have if attending school. Many of the new skills acquired are not as embedded as they are when taught in the classroom and there are gaps in learning across the school.
Writing	Based on teacher assessment following the second closure of schools, the standard and quality of writing was not as expected for all year groups. This is being addressed through the embedded whole school strategies and quality first teaching.
Reading	The closure of schools during Covid 19 has impacted on phonic development in Early Years and KS1. In addition to this there has been an impact on the fluency in reading and the development of inferential skills in KS2.
Foundation	The content of the curriculum covered during the terms of closure was covered but not to the extent it would have been if the children were attending school.

Planned Provisions				
For All Pupils (Universal Offer)				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
Whole class gaps in maths skills are identified to inform the planning of the teaching and impact on the learning in order to make accelerated progress.	Power Maths Assessments		Mrs Moodie	Autumn 2021
Accelerated progress is made in reading to impact on phonics development, inferential skills and fluency.	Reading Plus Programme KS2 Read Write Inc Resources KS1/EY		Mrs Moodie Mrs Bradshaw	Following Pilot-to implement by end of Summer 2021 Both interventions reviewed Termly through assessment

Planned Provisions				
Targeted Pupils				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
Pupils who have the most gaps in their learning will	Teaching Assistants provide targeted intervention in maths , phonics and		Mrs Whyte Mrs Moodie Phase 2	Ongoing Through assessment and

accelerate in filling the gaps in order to progress more quickly in their learning.	reading under the direction of the class teacher using the programmes stated above and power maths. This would be in small groups.		Mrs Ross Phase 1 Mrs Dybell Early Years	Pupil Progress Summer 2021
Pupils who have struggled with a concept in whole class teaching will have this immediately addressed in order for the whole class to move on more quickly in filling identified whole class gaps.	Teaching Assistants provide Immediate Intervention (II) every afternoon for identified pupils particularly in maths. This would be as small groups or 1-1. Total staff costs for targeted and 1-1 intervention		Mrs Whyte Mrs Moodie Phase 2 Mrs Ross Phase 1 Mrs Dybell Early Years	Ongoing Through assessment and Pupil Progress Summer 2021

Planned Expenditure				
Wider Strategies				
Desired Outcomes	Strategy and Cost	Impact	Staff Lead	Review date
Parents support the learning at home to impact on the progress and the gaps filled at school.	All pupils are provided with a pack of resources to support in any home learning. This includes whiteboards, pens, pencils, maths support materials etc		Mrs Whyte	Summer 2021
Parents support the learning at home to impact on the progress and the gaps filled at school. All children access quality online learning to reinforce and extend their learning in the classroom.	Seesaw Online Platform		Mrs Whyte Mrs Bradshaw Mrs Moodie	Autumn 2021