**SRSCMAT Catch Up Funding Overview**

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| 1. **Summary Information**
 |
| **School** | Christ the King Catholic Voluntary Academy |
| **Academic Year** | 2020-21 | **Total number of pupils** |  | **Total Catch up funding budget** |  |
| **Attendance of pupils 19-20****(Sept 2019 and 20 Mar 2020)** |  | **Attendance of pupils 20-21** |  | **Number of pupils who have not returned to school** |  |

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| **2a. Barriers to Future Attainment and Progress** |
| **Academic Barriers**  |
|  | Attention spans - Lack / loss of stamina in terms of concentration and ability to focus on a task such as reading - poorest readers stagnant. |
|  | Language and communication – particularly prevalent amongst our youngest children – manifesting as poorer phonics / spelling results reported across school.  |
| **C.** | Some children at expected or above in March are now tracking below due to lockdown. |
| **Additional Barriers** *(including issues such as attendance, social and emotional issues manifesting themselves in behaviours, bereavement, or other areas of loss)* |
| **D.**  | Social and emotional difficulties across the range of children manifesting as behaviours such as being withdrawn, lack of engagement or emotional outbursts. |
| **2b. Intended Outcomes** *(specific outcomes and how they will be measured)* | **Success Criteria**  |
|  | To improve outcomes for our lowest 30% of readers across Key Stage 2. | Children will be able to read with sustained concentration appropriate to their age. |
|  | To improve spelling and phonics data across school. | Assessment data for these children will improve and the attainment gap will decrease. |
|  | To boost children in Y6 to achieve expected or above following lockdown. | Y6 children will achieve expected or above in line with their previous tracking. |
|  | To support and respond to children’s emotional needs in order to remove barriers to learning. | Targeted support in place for specific children leading to fewer behaviours being displayed and fewer outbursts. |

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| **3. Planned Expenditure**  |
| The three headings enable you to demonstrate how you are using the catch-up funding to provide targeted support and supporting whole school / year group or individual strategies. Please note - funding should not be spent on IT hardware, but may be spent on software, in discussion with your DoPS. |
| **Top Slice Spending – Finance use only** | **Total spend** |
| 1. **Century**
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| 1. **NFER or GL Assessments**
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| 1. **Other**
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| 1. **Quality of Teaching for All**
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| **Action** | **Intended Outcome** | **What Is the Evidence and Rationale for This Choice?** | **How Will You Ensure It Is Implemented Well?** | **Staff Lead** | **When Will You Review Implementation?** | **Evaluation of impact** |
| Deployment of TAs / CPD | Maximise support for children across school | To upskill TAs in fine / gross motor skills as lockdown shows a decrease in these. | TAs asked to feedback following course completion, tracking groups, monitoring | MW | £700 – End of Lent term | CPD completedIn class interventions implemented – Physical Literacy / fine motor skillsSpecific resources used from the specialist delivering the course to support children. |
| Curriculum design | Recovery curric – ensure gaps are filled & learning needs met | Specific, targeted support to ensure gaps are closed | Monitoring and tracking | HC / MW | End of Pentecost | \*See additional detail box for evaluation |
| **Total Budgeted Cost** | £700 |
| 1. **Targeted Support**
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| **Action** | **Intended Outcome** | **What Is the Evidence and Rationale for This Choice?** | **How Will You Ensure It Is Implemented Well?** | **Staff Lead** | **When Will You Review Implementation?** | **Evaluation of impact** |
| Tuition boosters  | Reduce gap in learning | Tracking shows a gap in learning – evidence for efficacy of teacher-led targeted group tuition  | Careful tracking, systematic approach, liaison with class teacher, teacher-led | LB | End of Lent term | Teachers targeted children in their classes as needed. Teachers moved up with their classes so were aware of gaps and needs and planned appropriate support  |
| YARC assessment and Bounce Back phonics | To identify specific gaps in reading and spelling | To offer specific support to children based on the results of the YARC and phonic assessment | Training for staff, monitoring and clear tracking of outcomes | JC / KR | End of Lent term | Purchased – YARC used diagnostically to highlight areas of need in phonics or comprehensionPhonics boost intervention groups implemented using this information |
| **Total Budgeted Cost** | £5585 |
| 1. **Other Approaches (including links to personal, social, and emotional wellbeing)**
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| **Action** | **Intended Outcome** | **What Is the Evidence and Rationale for This Choice?** | **How Will You Ensure It Is Implemented Well?** | **Staff Lead** | **When Will You Review Implementation?** | **Evaluation of impact** |
| To create a safe space | Library to be further equipped | Children require a space to support their emotional wellbeing | Clear action plan outlining needs and resources | KR / VG | End of Pentecost | Library completely revamped and timetabled to support each class |
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| **Total Budgeted Cost** | **£2500** |
| **4. Additional Detail (if applicable)** |
| \*Attendance in school at 97.9% showing good engagement and needs met (PP chn 97%)Focus on wellbeing – extra curricular clubs offered focused on gaps e.g. debating club, school newspaper club, engineering club, online safety etcPlay Therapy targeted vulnerable children, particular focus on transition.West End in Schools workshop – all childrenAll classes went on school trips – summer 1Summer school – free holiday club offered to support PP and vulnerable childrenIn addition to the above, we employ a play therapy specialist to support our most vulnerable children and families. We employ an outdoor learning specialist who plans alongside class teachers to meaningfully enhance learning and wellbeing, as well as key life skills, throughout school.Tuition last year was done within the class staffing as our class teams moved up with the children after the first lockdown, to support transition and academic achievement. This enabled teachers to “hit the ground running” with those children who had clear gaps in their learning following lockdown. Please see our plan for the year – school-led grant funding regarding plans for tuition this academic year. |

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| **5. Approved and Authorised By** |
| **Role** | **Signature** | **Date** |
| **Headteacher** |  |  |
| **Director of Performance and Standards** |  |  |
| **Finance Director** |  |  |
| **Schools to share with the Local Governing Body to assist in monitoring processes** |

The EEF is publishing this guide to help teachers and school leaders support their pupils following the Covid-19 closures.

It offers an overview of relevant evidence and links to key resources. It is designed in particular to support and inform schools’ decisions about how to use catch-up funding announced in June 2020.

<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1>

