

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

Overview					
School	St. Gregory's Catholic Academy				
Academic Year	2020/21	Catch-Up Fund	£16,640	Total Pupils	208

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

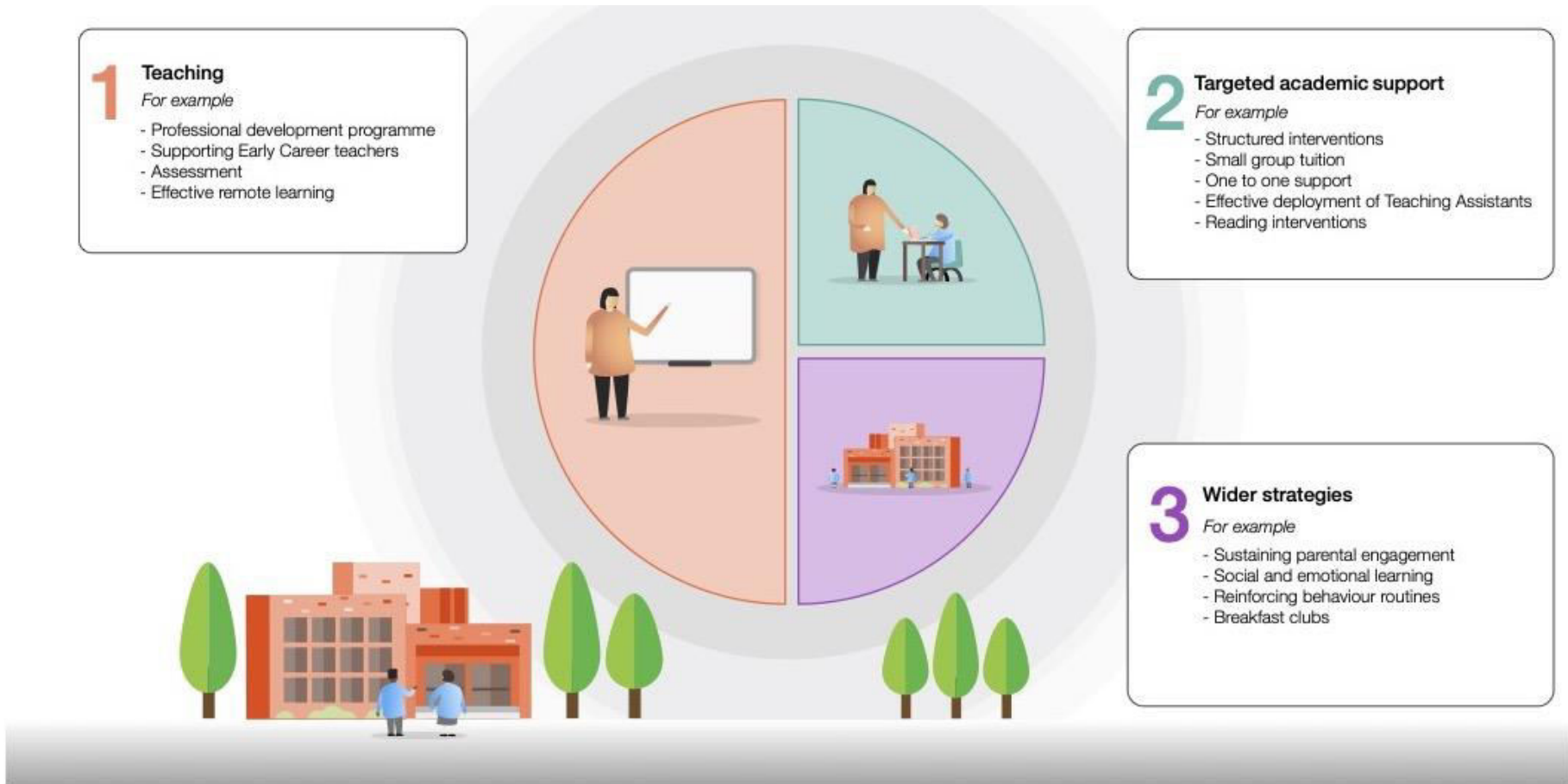
For example

- 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	Autumn term assessments identified gaps in calculations and recall of basic skills. Mathematical content not taught in all year groups due to lockdowns in March 2020 and January 2021. Isolation periods also caused disruption in specific year groups and Remote Learning was not successfully deployed to all children due to lack of engagement or lack of parental support.
Writing	This area was significantly affected by the time children spent at home. Lack of writing practice and parental support and understanding of this area of the curriculum hindered the development of basic writing skills, including vocabulary, punctuation and syntax. In EYFS and KS1 the development of fine motor skills was also particularly affected and has been detrimental to letter formation and writing in these key stages.
Reading	Phonic knowledge and early reading skills were deeply affected by both lockdowns. Again, parental knowledge and support played a vital role in the lack of opportunities to develop the children's reading. Families who have limited reading material at home and library closures impacted on the children's exposure to new vocabulary and the prospect of reading for pleasure. Screen time was significantly increased during both lockdowns, which subsequently impacted on the children's desire to read 'a book'.
Foundation	As with all other subjects, the impact on the children's learning is significant due to programmes of study not being taught in full and valuable curriculum experiences missed. Subsequently, the children have not been able to make links between sequential knowledge and skills.

Planned Provisions				
For All Pupils (Universal Offer)				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
Identified gaps will be closed or narrowed in all year groups.	In-depth assessment (QLA analysis grids) to inform teaching and learning in English and Maths.	Children make progress towards ARE.	MB & AMW	On-going reviews – half termly.

Planned Provisions				
Targeted Pupils				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
Identified gaps will be closed or narrowed for targeted groups in all Key Stages.	Targeted provision by additional teacher for identified children in English and Maths. Reading Plus (1 year license)	Gaps close or narrow and children make accelerated progress towards identified targets.	MB & AMW LC & LA – English JB - Maths	On-going reviews – half termly.

Planned Provisions				
Wider Strategies				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
Children acquire essential knowledge to prepare them for future success in society and their chosen career.	Cultural capital experiences will be provided in all Key Stages, starting September 2021, enabling experienced class teachers to deliver additional COVID catch-up sessions.	Gaps close or narrow and children make accelerated progress towards identified targets.	MB & AMW	On-going reviews – half termly.