



# SRS CMAT Catch Up Funding Overview



## 1. Summary Information

<b>School</b>	St Marys Catholic Voluntary Academy, Glossop				
<b>Academic Year</b>	2020-21	<b>Total number of pupils</b>	159	<b>Total Catch up funding budget</b>	£10653
<b>Attendance of pupils 19-20 (Sept 2019 and 20 Mar 2020)</b>	96.04 %	<b>Attendance of pupils 20-21</b>	94.71 %	<b>Number of pupils who have not returned to school</b>	0

## 2a. Barriers to Future Attainment and Progress

### Academic Barriers

<b>A.</b>	Low aspirations from pupils and families.
<b>B.</b>	A number of pupils in each class did not engage with home learning.
<b>C.</b>	NFER testing and teacher diagnostics have identified clear gaps in learning, particularly in Mathematics and GDS Reading.

### Additional Barriers *(including issues such as attendance, social and emotional issues manifesting themselves in behaviours, bereavement, or other areas of loss)*

<b>D.</b>	Attendance of certain pupils, loss of learning, routines and structure.
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## 2b. Intended Outcomes *(specific outcomes and how they will be measured)*

### Success Criteria

<b>A.</b>	Improve aspirations for all pupils.	Improved outcomes in all year groups at expected and Greater Depth standard. Children's motivation and application is improved (Whole school character education/research project)
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<b>B.</b>	Teachers to have identified and addressed gaps in learning due to a lack of engagement in remote learning.	A programme will be developed to ensure that gaps in learning are addressed and children are back on track to make at least expected progress.
<b>C.</b>	Children to have undertaken NFER tests from Summer term or Key Stage 1 SATs. These to be analysed to look for gaps using NFER tool. Gaps in learning identified and worked into planning and interventions to be taught.	Children's knowledge increased and gaps closed. Spring term NFER tests show an improvement in results and 90% of children on track to meet their FFT targets.
<b>D.</b>	Support children's reintegration into school by ensuring that they feel supported and ready for learning.  Close the gaps in pupils learning which have occurred from Covid 19 school closure.	Children feel supported are ready to learn and are happy to be back in school.  By summer 2021 all pupils are back on track to make at least expected.

### 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
i. Century					£
ii. NFER or GL Assessments					£
iii. Other					£
iv. Quality of Teaching for All					
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?
Century education to be used throughout the school to enhance learning and used for homework.	Each child working on Century at school and at home on an individualised learning path.	Every child has returned to school with some gaps in their learning. Century gives them their own path to work on.	Regular feedback from teachers on Century. Children given pre teaching modules to complete on Century.	SR/KTM	Half termly

Timestables Rockstars to be purchased and used as a resource to access in school and at home	To raise mental arithmetic abilities, fluency and aptitude.	Evidence shows that children with low level fluency and recall, struggle to problem solve and reason effectively. The lack of fluency also impacts on their ability to process quickly.	Theme day to launch the programme. Rewards system in place to encourage use of TT Rockstars at home. Regular monitoring by Maths lead and class teachers.	TA	Half termly  £95
<b>Total Budgeted Cost</b>					Cost of Century TT Rockstars £95
<b>v. Targeted Support</b>					
<b>Action</b>	<b>Intended Outcome</b>	<b>What Is the Evidence and Rationale for This Choice?</b>	<b>How Will You Ensure It Is Implemented Well?</b>	<b>Staff Lead</b>	<b>When Will You Review Implementation?</b>
To implement The Herts for Learning KS1 Reading Fluency project.	To accelerate achievement in reading fluency, accuracy and comprehension skills of KS1 pupils.	Due to lockdown, a number of pupils in KS1 have phonic gaps and less time was spent on reading at home. This project will ensure that rapid progress is made and will increase the confidence and reading stamina of all pupils.	Pupils will be assessed before taking part in the project, and after in order to track attainment in reading. Strategies and impact will be monitored through drop in sessions, listening to pupils read and pupil interviews.	JE/NB	Half way through the project (4 weeks) and review at timely intervals throughout.  £780

<p>Supply teacher to be employed a day a week from Advent 2 (25 weeks) to cover classes in KS2, whilst the class teacher works with targeted groups for sessions.</p>	<p>To address gaps in learning to ensure that children are back on track to make at least expected progress by the end of the year, particularly in Maths and GDS Reading.</p>	<p>Due to missed coverage of objectives in Maths, a number of children have gaps in their learning, and would benefit from extra support to ensure that the gaps are addressed. Baseline assessments show that those children on track to achieve GDS in Reading need more focus on accessing higher level comprehension skills. The class teacher will be clearly aware of the gaps in learning for their pupils, and can then address these in group intervention sessions.</p>	<p>Baseline assessments have supported the development of provision maps to identify those pupils who are not on track to make expected progress. The class teacher will work with groups of pupils, and continually review this throughout the year, based on the need of the pupils. The impact of interventions will be evaluated through analysis of data and Pupil Progress meetings.</p>	<p>SB</p>	<p>Ongoing.  £4750</p>
<p>Increase the hours of EYFS Teaching Assistant to cover Reception class, to enable the Phonics Lead to teach intervention sessions across EYFS and KS1. (10 week block)</p>	<p>To address gaps in Phonics knowledge across the key stage to ensure that children are back on track to make at least expected progress by the end of the year.</p>	<p>Due to missed coverage of Phonics phases as a result of lockdown, groups of children have Phonics gaps which is impacting on their Reading and Writing. Rapid progress is needed in order for the children to revisit previous phases, and secure their Phonics knowledge.</p>	<p>Baseline assessments have supported the development of provision maps to identify those pupils who are not on track to make expected progress in Phonics/Reading and Writing. The Phonics lead will work with groups of pupils, based on identified needs. The impact of the Phonics interventions will be evaluated through analysis of data and Pupil Progress meetings. Use of Phonics Tracker.</p>	<p>RG</p>	<p>Reviewed weekly and at the end of the block.  £700</p>

PE coach to teach additional PE sessions across KS2 x20 weeks. Class teacher to focus on working with groups of pupils on Century.	To allow for the class teacher to intensively support their class in addressing objective gaps in Maths and SPAG.	The use of Century and the intensive support from the class teacher will ensure that pupils are given the support to both accelerate learning and close the gaps.	Tracking of objectives on Pupil Tracker allows teachers to have a clear grasp of the curriculum areas that individual pupils need to focus on. Diagnostic assessments on Century will create an individual pathway for each pupil. The impact of the sessions will be evaluated through analysis of data and Pupil Progress meetings.	SR	Reviewed weekly and at the end of each block.  £1282
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**Total Budgeted Cost**    £7607

**vi. Other Approaches (including links to personal, social, and emotional wellbeing)**

<b>Action</b>	<b>Intended Outcome</b>	<b>What Is the Evidence and Rationale for This Choice?</b>	<b>How Will You Ensure It Is Implemented Well?</b>	<b>Staff Lead</b>	<b>When Will You Review Implementation?</b>
A member of staff to be trained to deliver Lego therapy to groups of children.	Lego therapy will support groups of pupils in looking at problem solving, expression, exploration of emotions and stimulate the imagination of pupils.	Whilst the Nurture group is already in place for high need pupils, it is felt that Lego therapy will support the socialisation of different pupils in Key Stage 2 and will complement the Nurture group well.	Regular feedback from staff, pupils and parents. SLT drop ins to Lego therapy sessions.	RH/TA	The groups of pupils taking part will be reviewed half termly.

<p>To increase the hours of a teaching assistant to support in the delivery of Forest Schools, alongside an external provider (Inside Out Forest School).</p>	<p>The delivery of Forest School will provide regular opportunities for emotional development and facilitate interaction with the natural world in a positive way, where children can learn to manage their own emotions and respond to challenges and risk.</p>	<p>The Teaching Assistant can support in the delivery of Forest School, and also develop their own skills and practice to deliver Forest School in EYFS throughout the year.</p>	<p>Regular feedback from Forest School lead. Regular drop ins to sessions. Pupil Voice.</p>	<p>SR</p>	<p>Forest School will be reviewed half termly as different classes of pupils take part.</p>
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<b>Total Budgeted Cost</b>					£1350
					<b>Total- £8957</b>

**4. Additional Detail (if applicable)**

**5. Approved and Authorised By**

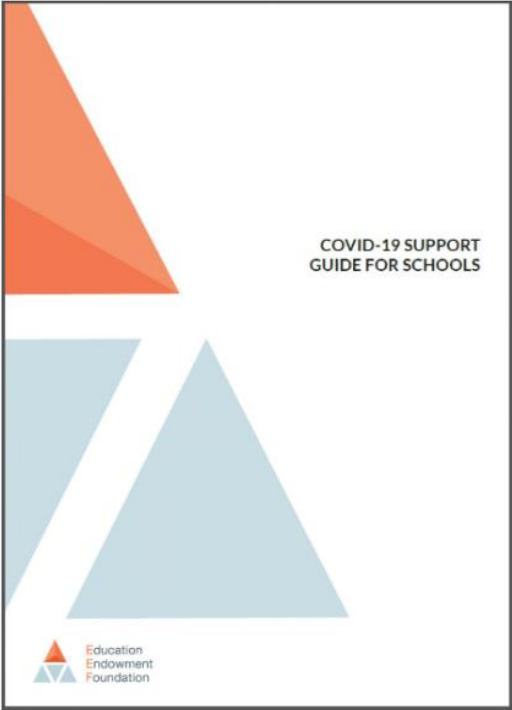
<b>Role</b>	<b>Signature</b>	<b>Date</b>
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<b>Headteacher</b>	<b>Paul Ackers</b>	<b>11.11.2020</b>
<b>Director of Performance and Standards</b>	<b>Jeremy Spencer and Kate Mann</b>	<b>12.11.2020</b>
<b>Finance Director</b>	<b>Phil Curtis</b>	<b>12.11.2020</b>
<b>Schools to share with the Local Governing Body to assist in monitoring processes</b>		

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>



📄 Covid-19 Support Guide for Schools