



Holy Cross Catholic Primary School

Post Covid-19 'Catch Up' Funding Plan 2020-21

1. Summary Information

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| School | | | | | |
| Total Number of Pupils | 149 including 23 Nursery children | Total Catch Up Funding | £11,440 | Date: | 30.1.20 |

2. Summary of approach taken by school to develop this strategy

Baseline assessment for 2020 Reception cohort
 Wellcomm Assessment of language and communication - EYFS
 Baseline Standardised Tests completed September 2020
 Reading and Phonics Assessments completed in KS1
 Engagement in Education Endowment Foundation Materials School Planning Guide 2020-2021 and National Tutoring Programme
 Strategy designed in collaboration with all teaching and support staff and redeployment of resource to meet identified academic need has been given the highest priority

Accountability

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| Written by: C. Higgins (HT) September 2020 | Approved by Governors: Autumn Term 2020 – December 2020 |
| Updated: January 2021 | Reviewed by Governors: Spring Term – February 2021 |

Evidence base/link research

Due to the Covid-19 pandemic and the long-term absence from school both in Spring and Summer Term in 2020 and Spring Term in 2021 for the vast majority of pupils it is recognised that school will need to put an action plan in place that addresses the need to target gaps in children's learning. As the school is situated in an area of high deprivation and due to the high percentage of disadvantaged learners, we recognise that the negative impact of school closures is likely to be even worse for many of our economically disadvantaged learners. The Education Endowment Fund has reported, 'It is highly likely that the gap will have widened when pupils return to school, even if the strongest possible mitigatory steps are put in place. Catch-up provision, including assessment of lost learning and targeted support, will be essential. However, it is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school closures.'

The EEF Teaching and Learning Toolkit suggest it can boost progress "by up to five months".

3. Academic priorities to be addressed

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| A | Baseline on entry in Nursery and Reception indicates children are below in all areas but particularly within language and communication. |
| B | Children who have entered Y1 are significantly below for reading and phonics. Year 2 children are expected to take and pass the phonics screening test in December 2020. |

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| C | To ensure gaps in English and Maths are closed for all children in all cohorts. |
| Pastoral priorities to be addressed (including issues which also require action outside school, such as low attendance rates) | |
| D | Wellbeing of pupils following varied experiences of life without school – school being safe and consistent. Support children in their experiences of returning to school – managing their anxieties from news outside of school/ children picking up on parent anxiety. |
| E | Access for all to online remote learning, and pastoral and safeguarding support in the event of the closure of a cohort of children. |
| F | Increase pupil resilience |

| 4. Intended outcomes (specific outcomes and how they will be measured) | | Success Criteria |
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| A | The % of children at the end of F2, on track and in line with age related expectations in language and communication will be in line with national expectations. | Assessments and tracking show rapid progress in children's language and communication skills. |
| B | Phonics- children progress well so that that application of phonics is evident in reading and writing and their independence is improved. Quality of reading and writing work is age appropriate and they meet the expectations when phonics screening takes place. | The % of children meeting the required standard in the Y2 autumn term phonics screening is in line with the national average. Proportion of children on track to meet age related outcomes in reading and writing for each year group (F1, F2, Y1 & Y2) is at least in line with pre-covid outcomes. |
| C | Pupils make rapid progress from baseline assessments in English and maths | Assessments and tracking shows children in interventions alongside quality first aid teaching are making rapid progress from baseline assessments. |
| D | Whole school Mental Health Policy in place and interventions and support in place for identified children. Families feel well supported. | Children's emotional health is not a barrier to learning because children's wellbeing is effectively supported (measured using pupil voice/voice of the |

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| | | child). Families and children's wellbeing effectively supported (pupil voice to ascertain termly and parent questionnaires) |
| E | A strong remote learning package using Goggle Classroom alongside pastoral support package is in place that enables all children to effectively access home learning with clear expectations, if required in periods of self-isolation or local/national lockdown. | All children learning from home have access to electronic devices and internet data and are therefore able to access home learning and make at least expected progress as a result of this. |
| F | Increase in resilience seen across the age range in school | Teachers report that resilience, persistence return, stamina improved and retained. |

| 5. Planned Expenditure | | | | | | |
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| i. 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? | Cost |

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| Quality first Explicit teaching and instruction in all curriculum subjects | Through consistency on quality first teaching of basic skills in the autumn term, attainment in maths and English will be in line with 2019 by Christmas Rigour will not be lost in the delivery of the wider curriculum subjects and evidence in books will support that. | P8 of EEF Guide to supporting school planning states that explicit instruction is a key component of high-quality teaching | Baseline standardised tests completed Sept. 2020 and termly after to measure progress Pupil Progress Meetings at the end of the autumn term | CH PB C. Hall | Sept. and termly | Additional cost £0.00 |
| Focus on effective diagnostic assessment across the curriculum and particularly in English and Maths Identification and purchase of resources (standardised tests) alongside diagnostic assessment directly linked to gap analysis and identification of gaps in learning, to support all pupils in closing gaps | Effective diagnostic assessment will be deep rooted in classroom practice and will be linked to metacognitive strategies for recall and application of the learning of new knowledge and skills. As a result of the clear identification of gaps in learning, interventions and support is focused to address these gaps and the gaps are closed as quickly as possible to allow access to class teaching. | EEF states 'High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor pupils' progress' | Termly standardised tests with progress analysed alongside pre and post unit tests Pupil Progress Meetings | CH PB C Hall | Termly | Additional cost £1500 |
| Metacognitive strategies are explicitly taught to children to be applied in all curriculum areas. | Staff training and CPD opportunities relating to the EEF research on metacognition. | P8 of EEF Guide to supporting school planning states that explicit teaching of metacognitive strategies is a key component of high-quality teaching. | Pupil Progress Meetings and opportunities for effective assessment of progress. | CH and PB | Termly | Additional cost £0 |
| Excellence in the provision of remote digital and learning. | Through Goggle Classroom and access to loaned laptops, children will have access to adequate technology, peer interactions online will | P12 of EEF Guide to supporting school planning states how a focus on high quality well implemented remote | Parent, Teacher and Pupil Surveys Level of engagement in online learning. | CH | Half Termly | Cost of Goggle Classroom £1500 (this has been funded by the DFE) |

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| Primarily Google Classroom is our preferred vehicle to provide online learning to children. | improve learning outcomes. Retrieval strategies such as quizzes will help pupils retain key information. Staff training and engagement in ongoing CPD | learning will be beneficial for all children | | | | |
| ii Targeted support | | | | | | |
| Engagement in RWI –Early Language Intervention to support identified children. | <p>Improve children’s oral language and early literacy skills so that the gap is closed</p> <p>Staff CPD and resources and training to support the delivering of early language intervention for children in EYFS and KS1.</p> | English Hub endorsed intervention project funded by the DFE. | Full participation in the intervention and research in order to determine full impact Baseline and ongoing assessments | LJ | Half Termly | Resources & training No Cost Staff deployment to deliver intervention - £2,000 |
| <p>TAs to deliver interventions for identified children in all year groups.</p> <p>Children identified as requiring additional support through diagnostic testing and tracking will receive small group/one to one support to address specific gaps in their learning as required.</p> | <p>Use of a dedicated members of support staff to work on an individual and small group basis with children to:</p> <ul style="list-style-type: none"> • Address misconceptions in learning • Re-cover learning to full embed and cement understanding • Address gaps in learning which may be presenting as a barrier to progression. | P15/16 EEF Guide to supporting school planning states ‘the evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. The use of TAs to deliver high quality interventions, which complement the work of the teacher, could be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils’ | Entrance/Exit Testing following intervention Termly standardised Tests Termly Pupil Progress Meetings | PB CH | Termly | Delivery of interventions £4000 |

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| Engagement in National Tutoring Programme Support | Holy Cross s is to work with Ranstead Education to provide 1:3 tutoring with 3 children from Years 2, 3, 4, 5 and 6 | EEF endorsed research project | Full participation in the programme in the spring term 5 groups of three children tutored once weekly for 15 weeks. Focus on developing literacy skills. | AB | End of Spring Term | £131.25 per block 15 hour block X 30 Total £ 3,937.50 |
| iii. wider strategies | | | | | | |
| Supporting pupils' social, emotional and behavioural needs | Our PSHE curriculum that supports children SEMH development. | P20 EEF Guide to supporting school planning recognises the impact of Covid on children's social, emotional and behavioural needs and the fact | Half Termly Monitoring and Review of | SLT | Half Termly | £0 |

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| Communication and support for parents including pastoral care support | <p>Parents feel that school is a safe place for their children and attendance is good. The attendance team will address absence directly while sensitively exploring parents and pupils' concerns that may be inhibiting school attendance.</p> <p>During periods of self-isolation and home learning, parents feel supported and able to facilitate their child's learning.</p> | P21 Guide to supporting school planning EEF 'Close engagement during this challenging time was clearly crucial to ensure that pupils were supported to learn and thrive, and that parents were able to provide this support without the expectation that they fulfil the role of teacher.' | <p>Children will feel safe and ready to learn; this will be reflected in the calm and purposeful atmosphere in school alongside high levels of attendance and parent confidence. Parent survey at the end of the autumn term</p> <p>A clear plan for parental communication include parents evening will be put in place. Parent communication will be tailored dependent on the age of children Google Classroom, the school website and Twitter will be used to inform parents and positive relationships will be maintained through the SLT meet and greet on the playground each morning.</p> <p>Teacher/Pupil Voice Case Studies</p> | CH GH DP | <p>Daily & weekly analysis of attendance</p> <p>Half Termly review of communication</p> | £0 |
| Remote Learning training and provision | The teaching staff will be proficient in the use of Goggle Classroom and agreed online learning platforms | Directive from DFE for remote learning to be in place from 22 nd October | C. Hall to support staff in implementation process for remote learning. | CH PB C. Hall | Monthly review and coaching as required | £500 (this was funded by the DFE) |
| Total budgeted costs | | | | | £11,437.50 | |