**Holy Cross Catholic Primary School**

 **Post Covid-19 ‘Catch Up’ Funding Plan 2020-21**

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| **Key Priority 1**  | **To interventions using the National Tutoring Programme and utilise ‘Catch Up’ Funding to fund the reminder of the tutoring costs’. This additional funding and NTP interventions will target the gaps identified in children’s learning as a result of school closures due to COVID-19.**  |
| **Evidence Base/****Linked Research** | **Due to the Covid-19 pandemic and the long-term absence from school 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”.*** |
| **Lead person accountable for the plan:** HT with DHT**Governor/s responsible for the plan:** FGB | **Finance Plan- How much will the plan cost:**Resource Costs, Additional Staffing (tutoring) costs & CPD costs**Catch up funding allocated to school - £11,440 (£80 per child)** |
| **Success Criteria** |
| **1** | All pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year. |
| **2** | School to engage with the National Tutoring Programme - The National Tutoring Programme (NTP) aims to support schools in providing a sustained response to the coronavirus pandemic and to provide a longer-term contribution to closing the attainment gap.  |
| **2** | Children are supported in ‘making up’ the gaps in their learning and attainment as a result of ‘lost teaching time’ due to Covid-19 which will enable the school to return to normal educational routines as quickly as possible. |
| **3** | The reviewed curriculum & provision for children, following the enforced absence from school due to COVID-19, is planned to meet every child’s needs. Planning, teaching, intervention & assessments combine to ensure that any “gaps” in learning/knowledge caused by the enforced absence from school are addressed through a range of strategies. |
| **4** | All staff & leaders maintain high expectations in relation to all aspects of the Quality Of Education & this is reflected in the good quality learning in all classes from Sept. 2020. |
| **5** | All pupils, irrespective of their starting points have access, as appropriate, to an Integrated curriculum offer – including a blend of face to face school learning and ‘remote/online learning’ opportunities. (online learning is available for more wider use if required as a result of a local lockdown or pupils being absent from school e.g. due to self-isolation)  |
| **6** | Assessments completed in September identify gaps in children’s learning so a bespoke ‘recovery curriculum’ is effectively planned to target gaps.  |
| **7** | Decisions on the use of ‘Catch Up’ funding are made following assessments and the use of research to inform decision making so that it is ensured funding is targeted where it will be most effective at closing gaps.  |
| **8** | Through focused support, children’s social and emotional needs are met, following their return to school after the COVID-19 pandemic.  |
| **9** | The school continues to respond appropriately (in line with DFE and Public Health guidance) to the COVID-19 pandemic in respect of its opening and provision. |
| **10** | Subject leaders have a good understanding of the progress children are making within their subject. They have developed a curriculum that enables the children to gain knowledge, skills and provides enrichment opportunities closing the cultural capital deficit. |
| **Monitoring (**explicitly against success criteria/ milestones- see annual monitoring plan for specific detail) |
| **Who -** *Staff member/s responsible* | **What -** *What monitoring activities will be taking place?* | **When**  | **External Validation** |
| *Assessment Lead & DHT/SENDCO*  | *Baseline Assessments – Reading Spelling, Mathematics and Phonics Testing* | *September 2020* | *Action Plans to be shared with Govs at Sept. FGB*  |
| *Monitoring of tutoring sessions*  | *Monitoring on-going progress of children receiving tutoring* | *On-going* | *Analysis to be shared with FGB, WSL and NLE.* |
| *SLT & Subject Leaders* | *Termly Assessment Tracking Grids and on- going assessments completed half termly* | *Termly (see monitoring schedule)*  | *Analysis to be shared at termly FGB.* |
| **Actions** (required to achieve Success Criteria) | **Lead person responsible** | **Timescale****start/end** | **Training/ CPD needs** | **Cost** |
| School will engage with the National Tutoring programme The National Tutoring Programme (NTP) aims to support schools in providing a sustained response to the coronavirus pandemic and to provide a longer-term contribution to closing the attainment gap. School will be able to access subsidised high-quality tuition from an approved list of providers for identified children. | SLT | November 2020 | NTP to provide tutor to support school | NTP is heavily subsidised by the DFE and school will use the ‘Catch Up’ funding to fund the reminder of the tutor’s costs which is estimated to be 25%. |
|  ‘Baseline Assessments’ to be completed for all year groups. Data fromassessments to be analysed and used to identify gaps in children’s learning. Standardised tests to be used, in addition to phonics, spelling and reading screening. SLT to work with CT’s to use gap analysis to plan ‘recovery curriculum’ for individual year groups so as to address gaps. | HT & DHT | Sept. 2020 to End of Autumn Term | 1 x Staff Development Meeting(Autumn 1) | SDM TimeFGB Meeting Time1 x day for SLT  |
| Summer school for the year groups that did not attend during the partial re-opening of school from the 1st June 2020. The Summer School opened to children in Years, 2, 3, 4 and 5. This ensured that all children across the whole school were able to return to school before September 2020.The summer school enabled children to feel secure in returning to school following their long-term absence. The summer school focused on mental health and well-being. Physical health and re-establishing relationships and friendships. | SLT and Engage and Change Charity | July – August 2020 | None | Summer school cost - £4,300 (this included snacks, refreshments, and sports coaches alongside the Summer School leaders) |
| **Autumn Term Summary Evaluation of Impact (refer to Success Criteria & Milestones only)** |  |
| **Spring Term Summary Evaluation of Impact (refer to Success Criteria & Milestones only)** |  |
| **Summer Term Summary Evaluation of Impact (refer to Success Criteria & Milestones only)** |  |