



# St Joseph's Catholic Academy



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

Overview					
School	St Joseph's Catholic Academy				
Academic Year	2020/2021	Catch-Up Fund	£22,400	Total Pupils	280

**DfE Guidance**

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](#).

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.

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.

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.

## 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	Most pupils engaged in blended learning during lockdown and accessed teaching and learning in maths. The skills they learned were assessed on their return to school which identified that groups of children in every class were not on track to meet end of year targets, based on their predicted trajectory of progress and gaps were identified. A non-negotiable maths offer is in place for the whole school to address the gaps in skills.
Writing	Following the second lockdown, teacher assessment showed the standard and quality of writing was not as expected for all year groups. To address this school has adopted a comprehensive non-negotiable writing offer including quality first teaching and writing consolidation across the curriculum.
Reading	Phonics development in Early Years and KS1 has been impacted as has fluency in reading across the school and the development of comprehension, specifically inference and deduction skills, in KS2. A non-negotiable reading offer is in place across the three phases to address this with daily phonics intervention and reading.
Foundation	Some foundation subjects eg Art were not covered as well remotely during partial school closure or to the extent they would have been should the children have been in school and therefore gaps have been identified in pupils learning.

Planned Provisions				
For All Pupils (Universal Offer)				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
High quality teaching and learning using blended approach during lockdown so that pupils both in and out of school could access same teaching and learning opportunities.	Purchase of webcams and visualisers		HT Computing Lead	Ongoing
Gaps in skills are identified to inform teaching and learning.	NFER test papers		Assessment Lead	Reviewed termly
Accelerated progress is made in reading to impact on phonics development, comprehension skills and fluency.	Accelerated Reader		English Lead	Reviewed termly through assessment
Pupils have access to online	Bug club		HT	Spring 2022

reading scheme during lockdown to enable continued reading practice and progress. EYFS and Year 1 to continue to use this scheme to develop reading fluency and comprehension.			English Lead	
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Planned Provisions				
Targeted Pupils				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
NELI Programme targeting reception pupils with relatively poor spoken language skills to improve vocabulary, narrative skills, active listening and phonological awareness.	Teaching assistants deliver three 30-minute sessions per week which are delivered to groups of five children during the Spring and Summer terms (20 weeks). Children also attend an additional two 15-minute individual sessions per week. All sessions focus on listening, narrative and vocabulary skills. Work on phonological awareness is introduced in the final ten weeks.		English Lead	Summer 2021
Pupils identified as having most gaps in their learning will accelerate to be inline with their peers by the end of the current academic year	Teaching Assistants provide targeted intervention in maths, phonics and reading under the direction of the class teacher. Sessions are delivered in small groups and focus on basic skills and gaps identified in tests.		HT Class teachers SENDCO Class TAs	Ongoing Assessment Pupil progress meetings
Pupils identified during whole class teaching will be targeted immediately and misconceptions addressed on the same day.	Whole class back to basics intervention session every afternoon delivered to identified small groups or 1-1 in class by TAs and whole class by teachers.		HT TAs	Ongoing daily assessment
Rainbows programme	TAs and Teachers trained to deliver		HT	Ongoing

supports identified pupils who have experienced loss to manage their feelings and foster positive relationships between home and school	support to their pupils in a small group situation. This peer group support is an important part in helping children to deal with their issues of grief, loss and anxiety so that they are able to access their school work.		DHT TAs	
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Planned Provisions				
Wider Strategies				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
Parents further support learning at home to ensure gaps are closed.	Pupils provided with resource pack to support with home learning. (stationery, resources etc)		HT	Summer 2021