

Catch-Up Funding Planning Document

School: St Francis Catholic Primary School

Date: 01.09.20

Please use in conjunction with Covid Catch-up Document from Finance Team

Area	Barriers	CMAT/DFE approach from Sept 2020	Mitigating action	Anticipated Cost <i>Examples of how you could spend your funding</i> Based on estimate of a single form primary/ 180 children/£80 per head= £16,480	Monitoring	Impact
Curriculum recovery	Public Health and DFE guidance from March 20 th 2020 has resulted in partial school attendance, a range of approaches to curriculum delivery (including blended learning) and modified curriculum delivery. Students across schools are likely to have gaps in knowledge and insecure components of knowledge.	<ul style="list-style-type: none"> RE curriculum taught in full. Identify gaps in knowledge and insecure components of knowledge. (SEE TRANSITION PLAN FOR FULL INFORMATION) Careful assessment without assumptions. <p>DfE curriculum expectations for September 2020: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support</p> <p>Ofsted interim approach to inspection from September 2020 https://www.gov.uk/guidance/education-plans-from-september-2020</p> <p>EYFS learning and development requirements must be met from 26th September 2020 (Ofsted regulatory activity).</p>	<ul style="list-style-type: none"> Have clear information in school about which children engaged with home learning/ attended school in eligible year groups. Ensure this information is accessible for new class teachers. Establish if children are secure in 2019-20 curriculum using a range of assessment methods first two weeks of term. Rapid catch-up to be put in place. This may include a narrowing of the curriculum in primary schools up until October half term. Where particular concerns with key Maths and English skills are identified, consider making use of additional small group intervention and 1-1 tuition before school, at suitable points in the school day and after school day <p>Evidence and implementation guide for 1-1: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p> <p>Evidence and implementation guide for small group tuition: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> <p>Key questions:</p>	<p><i>HLTA employed to support with phonics delivery in Y2 daily. Additional tuition and interventions.</i></p> <p><i>HLTA employed to deliver before school interventions on two mornings per week to support Y3 pupils who have failed phonics assessment/scored low on the assessment in Y3.</i></p> <p>Estimate: £5,000</p> <p>8 x 1-pads to support direct instruct specifically to overcome difficulties of COVID restrictions in the classroom. £3,043</p> <p>8 x webcams £245.36</p>	<p>October assessment point.</p> <p>Close monitoring of impact of additional tuition/ interventions. Review impact at least every six weeks.</p> <p>Close monitoring of impact of direct instructional teaching, including review with DPS.</p>	<p>RE curriculum delivered in full and pupils achieved end of year expectations in line with diocesan averages or above. Progress for all groups was</p> <p>In Y2, 89% of pupils passed phonics screening by end of year. 73% of Y1 pupils passed screening.</p>

			<p>How are leaders ensuring students resume the school's curriculum (including, where necessary, the blend of classroom teaching and remote education)?</p>	<p>Accelerated Reader: £2,384</p>		<p>All Y3 children passed phonics screen after additional phonics.</p> <p>IPads used to support Lexia- see full report for progress.</p>
<p>Routines and behaviours</p>	<p>During the period of home learning, those children who have not attended school may have experienced reduced routines and expectations for their own conduct and behaviour.</p> <p>Compulsory school attendance has not been in place since from March 20th. Lack of routines along with parental and community fear around Covid-19 could potentially impact on the regularity of attendance from Sept 2020. This could be heightened in some schools by the Leicester specific 'lock-down' announced on Monday 29th June (first review date 18th July).</p>	<ul style="list-style-type: none"> Additional routines outlined in risk assessment to be followed (including updating behaviour policies to reflect risk assessments). All children should be in school from start of term (<i>following school transition planning model</i>). 	<ul style="list-style-type: none"> Consider how routines will be re-established as part of reintegration to school. Plan programme of tutor group/class sessions to look at additional measures for Covid-19, including hand hygiene. Consider additional staff training on behaviour as a form of communication. Circulate resources and reflection documents from Joe Dawson to staff. Joe Dawson session on anxiety in children (July 2020) Sessions on mental health and well-being for 3 x LSAs Continue clear messaging to parents to raise understanding of expectations of attendance. Follow additional steps to support attendance, including use of pastoral support and CMAT additional letter. Once you have reviewed your attendance patterns, consider use of additional EWO time for those who are persistently PA/ at risk of PA. <p>Key questions: How are pupils settling back into expected routines and expectations?</p>	<p>3 X LSA training sessions Estimate: £210</p> <p>3 x £120 EWO support – 3 x ½ days to target poor attendance.</p>	<p>Monitor rewards and sanctions in comparison to patterns seen in previous two academic years up to Nov 2020. Monitor for whole cohort and consider patterns within groups (gender/ dis). Identify if additional steps will be required. Student discussion forum for KS2 to check understanding of routines.</p> <p>Discussion with those pupils identified with SEMH needs to review any interventions and their impact.</p> <p>Attendance trends improving, particularly for vulnerable pupils.</p>	<p>Routines were put into place quickly and as a result pupils were happy, safe and well behaved in school. Behaviour incidents were low. Bespoke plans in place for specific children impacted well and children settled well into routines.</p> <p>Attendance at 96.7% overall. Where EWO was involved, attendance directly improved.</p>

			<p>What barriers has the school faced (or is still facing) in managing the return to full time education of all pupils?</p>			
Health and well-being	<p>The Health and well-being of children may have been impacted by:</p> <ul style="list-style-type: none"> Anxiety about Covid-19 and direct family experience of Covid-19, including bereavement Reduction in physical exercise and opportunities for physical development Poverty, including lack of access to a healthy diet. 	<p>Continue partnership work with families.</p> <p>DfE resource list for mental well being https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/online-science-pe-wellbeing-and-send-resources-for-home-education#mental-wellbeing</p>	<ul style="list-style-type: none"> Sign-post families to additional support in the community. If necessary, support families with applications for support such as free school meals. Target pastoral and family support. <p>Key questions: how any identified and specific health and well-being issues for particular pupils are being addressed and what may be needed at a local and/or national level to support this.</p>	<p>£600 ELSA training</p>	<p>Regular RAG rating of pupils in emotional support groups to review impact. Identify what has improved for the pupils since interventions/support began.</p>	<p>Food bank in place for families in need of additional support which included healthy options.</p> <p>ELSA worked with targeted pupils and this improved school attendance and pupils' emotional resilience.</p>
Safeguarding	<p>Whilst schools have remained open to vulnerable children from the 27th March 2020, many vulnerable children have either not attended school or have only partially attended school.</p> <p>Widely published data on social care referrals suggests that at some points during the Covid crisis referrals to children's social care fell by approximately 50% https://www.theguardian.com/society/2020/apr/08/fears-for-child-welfare-as-protection-referrals-plummet-in-england</p>	<ul style="list-style-type: none"> The safety of pupils remains of paramount importance. Schools safeguarding systems will revert from those established during the period of home learning back to those which will maintain the safety of pupils at school. All schools should undertake the Safeguarding Ready aspect of the CMAT Leadership Ready. 	<ul style="list-style-type: none"> School to complete Safeguarding Ready and resolve any aspects that are deemed to be unsatisfactory. Schools to provide training and monitor that staff are recognising signs of any potential safeguarding concerns. Ensure regular audit of CPOMs and reflection on any patterns which are developing post school shut down/partial closure. https://www.scie.org.uk/care-providers/coronavirus-covid-19/safeguarding/children 	<p>Additional Cover for SENCO to complete tasks related to safeguarding.</p> <p>£200/day x 2.5 days</p> <p>£500</p>	<p>By September 20th EHCPs have been reviewed to ensure all aspects being met and any concerns identified with LA informed of next steps.</p> <p>October half term assessment window to identify those SEND children who are not on track to meet expected progress/ small stepped learning goals.</p>	<p>Safeguarding audits completed by Trust show compliance.</p> <p>Additional training and refreshers to all staff-staff confident how to address issues. Overviews of cases open to</p>

						social care completed every two weeks and clear actions identified and acted on.
SEND	<p>School closures/ partial opening has impacted on SEND provision, with some vulnerable SEND children having an experience of education which is mainly remote.</p> <p>Risk assessments have impacted on aspects of typical practice, including therapeutic interventions and elements of assessment and review, including EHCP review. For EHCP students, schools may not have been able to meet all aspects of provision.</p> <p>There are currently delays a local authority level in terms of the processing and review of EHCP..</p>	<ul style="list-style-type: none"> From 26th September temporary changes to law on EHCP end. https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus/education-health-and-care-needs-assessments-and-plans-guidance-on-temporary-legislative-changes-relating-to-coronavirus-covid-19 From this date or before EHCP provision should be met and schools must plan as part of reopening to do this. 	<ul style="list-style-type: none"> Continue partnership work with families, LA, Joe Dawson (Educational Psychologist provision). Additional SENCO time may be required during autumn half term for assessment, EHCP review and to put in place steps to support children with SEND needs with full-time return to school. 	<p><i>Lexia for catch-up for bottom 20% of readers/pupils with difficulties with spelling etc.</i> <i>Estimate:£3,000</i></p> <p><i>Supply cover for SENDO:</i> <i>Estimate: £200/day x 2.5days: £500</i></p> <p><i>Purchase of headphones for pupils to be able to access Lexia in the ICT suite during catch-up sessions. £300</i></p>		<p>Lexia interventions completed with SEND pupils and progress evident in small steps trackers.</p> <p>All SEND plans reviewed and appropriate support put in place.</p>
				<p><i>Total planned cost: £15,897</i> <i>Reserve: £583 for allocation following October/ January assessment reviews.</i></p>		