



SRS CMAT Catch Up Funding Overview

1. Summary Information

School	St Margaret's Catholic Voluntary Academy				
Academic Year	2020-21	Total number of pupils	28	Total Catch up funding budget	£1876
Attendance of pupils 19-20 (Sept 2019 and 20 Mar 2020)	94.2%	Attendance of pupils 20-21	97.84%	Number of pupils who have not returned to school	0

2a. Barriers to Future Attainment and Progress

Academic Barriers

A.	Children have come back not reading regularly and this has shown itself in phonics and reading assessments. This has had an impact on children accessing the curriculum across all subjects.
B.	Mathematic gaps. Children coming back to school with missing mathematical skills. Children have gaps in their learning across subjects and teachers need to recognise what they need to pre-teach before starting up new strands.
C.	Childrens' communication and language skills is holding them back in their education.

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

D.	Children have come back anxious and the school's ELSA needs more time to work with children who need 1:1 to develop coping strategies.
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2b. Intended Outcomes *(specific outcomes and how they will be measured)*

Success Criteria

A.	Children to be reading at home or in school at least 5 times a week (reading record book/ Reading stars' reward scheme). Children having quick 1:1 phonics sessions to catch up on phonics (phonics tracker).	Children to be reading for pleasure and at age expected expectations by Easter. For children to have filled in the gaps on the phonics tracker. For our target of 85% to achieve the phonics screening.
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. Teachers to use gap analysis to direct their guided teaching and scaffold learning.	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.
C.	Children to be able communicate their ideas and emotions more freely.	70% of children attaining their GLD in communication and language. In year 1-3 children to be more confident when speaking and enjoying a wide variety of books.
D.	Children to be identified and referred for ELSA. 12-week programme carried out with children based on their specific needs.	Children using the skills taught through ELSA back in the classroom. Children being able decrease their anxiety and thus enhance their learning.

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	£176
ii. NFER or GL Assessments	£200
iii. Other	£1,876
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 and uses diagnostic assessment. Effective assessment is integral to supporting great teaching (EEF).	Regular feedback from teachers on Century. Children given pre teaching modules to complete on Century. Teachers to assess who is accessing Century at home.	All teachers.	October/ December.
Whiterose workbooks bought for Y1-Y6.	Workbooks used by children instead of worksheets. If children need to self-isolate they can continue to keep up with the class.	Children off school for long and short periods due to self-isolation. Teacher in school and unable to produce videos for children to keep up with so children can be directed to White rose videos to work on.	Feedback from children and parents. The work produced. Assessment of children's knowledge on return to school.	All teachers	October- workbooks will be purchased ½ termly.
Total Budgeted Cost					£400
v. Targeted Support					
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?

Part time TA to increase her weekly hours by 3.5	TA to work with children from all bubbles with being heard read/ phonics booster sessions/ comprehension skills.	Children not reading for pleasure and phonics in Y1-Y2 is showing large gaps. Evidence from EEF shows small regular session on a 1:1 to basis can impact the progress made by children.	Phonics tracker to assess phonics and impact. Children gaining stars on the schools' reading award scheme.	NC	Weekly until phonics screening.
Teachers and TA to work on communication and language strategies. Focussed weekly activities either as a group or 1:1. To submit an interest in the NELI programme.	Children being able to express their feelings and emotions more.	NELI programme recommended by EEF. EEF studies show the importance of professional development.	Teachers planning and assessment.	AB	Weekly
Total Budgeted Cost					£1,176
vi. Other Approaches (including links to personal, social, and emotional wellbeing)					
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?

<p>ELSA to work every afternoon on ELSA and drop two afternoons on reading and phonics skills. ELSA to continue to access her follow on support programme.</p>	<p>All the children who have been identified as benefitting from ELSA to complete the programme by Easter.</p>	<p>More children have come back to school with anxiety issues, due to various triggers. Behavioural issues are starting to come to the surface especially as the children get tired throughout the term. EEF recognises the need for ongoing follow on support for trained practitioners.</p>	<p>ELSA to continue with her ongoing training and work with support group. ELSA given an afternoon of planning time to produce an individual programme for each child they are working with.</p>	<p>AP</p>	<p>December 2020 after the first 12 week programmes finish.</p>
<p>To purchase ELSA materials for the whole school.</p>	<p>Children using the resources to help with their mental health.</p>	<p>Many children have returned with mental health issues arising from specific circumstances from home. ELSA training and website have specific resources for example marriage break ups/ domestic violence. Not all children need the 12-week programme with an ELSA but would benefit from 1:1 with a teacher or TA using resources linked specifically to that child.</p>	<p>Specific time timetabled for 1:1 sessions related to mental health. Notes from TA/ Teacher. Discussions in pupil progress meetings and staff meetings.</p>	<p>Class teachers</p>	<p>Each 1/ 2 term. December 2020/ February 2021.</p>
Total Budgeted Cost					£300

4. Additional Detail (if applicable)

All TA led 1:1 work will be carried out in secure COVID 19 settings. Use of screens.

5. Approved and Authorised By		
Role	Signature	Date
Headteacher	Grainne Beaumont	22/10/20
Director of Performance and Standards		
Finance Director		
Schools to share with the Local Governing Body to assist in monitoring processes		

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>

