

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

Overview					
School	St. Augustine's R.C. Primary School				
Academic Year	2020-2021	Catch-Up Fund	£ 15,280	Total Pupils	191

DfE Guidance
<p>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 <a href="#">actions for schools during the coronavirus outbreak</a>.</p> <p>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.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> with evidence-based approaches to catch up for all students.</p> <p>To support schools to implement their catch-up plans effectively, EEF has published the <a href="#">school planning guide: 2020 to 2021</a>. This will provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice.</p>

## 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

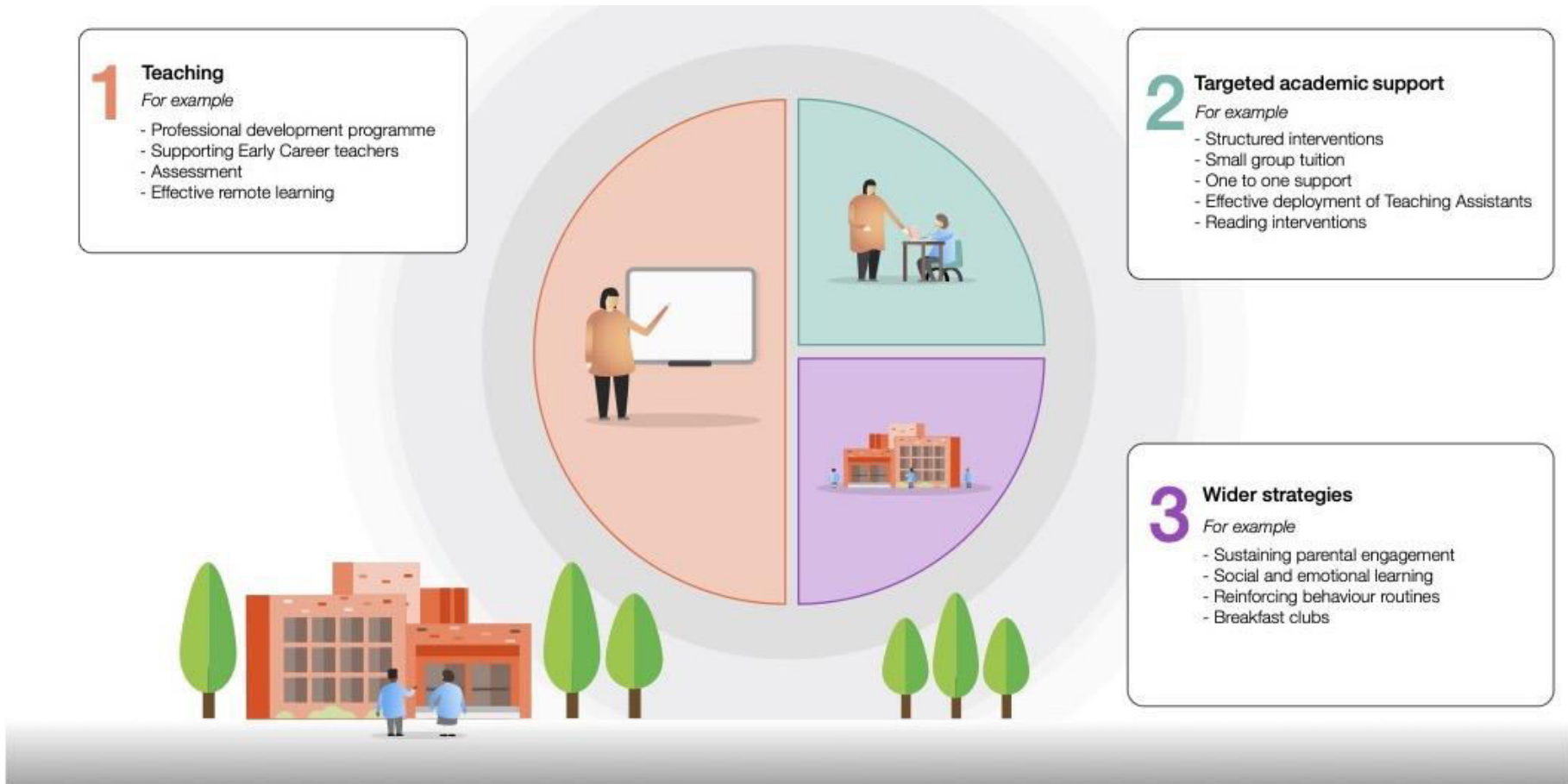
*For example*

- 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	Loss of basic skills, particularly in younger year groups, and in small group of pupils in every cohort, who did not engage in remote learning.
Writing	Loss of basic skills -punctuation, grammar and handwriting/presentation. Lack of confidence to produce longer pieces of writing.
Reading	Y1 and Reception had delayed embedding of phonic knowledge to Phase 3. Small groups of pupils in other years had not made progress in fluency and comprehension due to lack of engagement with books during school closures.
Foundation	Limited access to foundation subjects curriculum due to focus on Core subjects in Remote learning and reduced curriculum experiences linked to protective measures.
Social and Emotional	Evidence of increased anxiety in small numbers of pupils. Reports from parents of masked anxiety, manifesting at home. Separation issues for a small number of pupils.
Physical	Poorer levels of fitness amongst pupils.

Planned Provisions				
For All Pupils (Universal Offer)				
Desired Outcomes	Strategy	Impact	Staff Lead	Review dates
Updates to school's reading scheme will provide wider choice of texts to engage readers.	Procurement of additional books for school scheme (identified through book bands)  'Read 5 ways' strategy adopted by Years1 –6	Increased choice and opportunities for reading	HT, DHT English Subject Leaders	July 2021 October 2021  April 2021 July 2021
Training for all staff in school's adopted strategies ensures a consistent effective approach to the	Talk 4 Writing Training Summer term 2021	<i>Predicted impact, content of writing improves through scaffolded approach,</i>	English Subject Leaders	October 2021  December 2021

teaching of Writing		<i>which increases confidence for longer writing. Teaching and support staff are upskilled.</i>		
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Planned Provisions				
Targeted Pupils				
Desired Outcomes	Strategy	Impact	Staff Lead	Review dates
Secure phonic knowledge of knowledge of phonics to phase for Reception and some Year 1 pupils.	<ul style="list-style-type: none"> <li>• Small group intervention to revise and develop phonic knowledge.</li> <li>• Y1 pupil group access Reception Class phonics input for revision</li> <li>• Procurement of phonic texts to match Letters and sounds phases and groups</li> </ul>	Secure Phonics and Early Reading Skills	Reception Class Staff Year 1 Teacher	July 2021 October 2021
Focussed teacher support enables recovery of basic skills in core subjects	<ul style="list-style-type: none"> <li>• Teacher led small group interventions. Autumn term 2 Summer term2 2021-21 &amp; continuing next autumn term (2021-22)</li> <li>• TA led small group interventions autumn term, spring 2, summer term 2020-21 Continuing into autumn term 2021-22</li> <li>• DHT/SENDCo led 1 to 2 tuition Summer term 2; 2020=21</li> </ul>	Recovery of skills and accelerated progress towards age expected standards for some pupils in identified areas of Core Subjects.	Class Teachers Teaching Assistants	July 2021 October 2021 December 2021
Children feel safe and happy	<ul style="list-style-type: none"> <li>• Individual and small group work</li> </ul>	Therapeutic work	ELSAs	April 2021

to come to school	<p>with ELSA Autumn term, spring – 3 weeks. Summer term 2020-21</p> <ul style="list-style-type: none"> <li>• Drawing and Talking therapy training for ELSA</li> <li>• Lego therapy sessions for individual pupils ELSA sessions 1.5 hours Summer term 2021</li> </ul>	addresses emotional issues, enabling improved attention and learning behaviours		<p>May 2021 July 2021 October 2021</p>
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Planned Provisions				
Wider Strategies				
Desired Outcomes	Strategy	Impact	Staff Lead	Review dates
<p>Staff are equipped with strategies to support children emotionally</p> <p>Children feel safe and happy to come to school.</p>	<ul style="list-style-type: none"> <li>• Deployment of ELSA to provide well-being/mental health support and signposting to resources –for staff. and parents/carers Spring 2 3 hours in total.</li> <li>• ELSA Leading sessions with some year groups.</li> </ul>	Successful return to school and resumption of familiar lesson formats, enabling learning to progress.	ELSAs	<p>April 2021 July 2021 October 2021</p>
Children have increased opportunities to take part in physical exercise during the school day	<ul style="list-style-type: none"> <li>• Increased use of exercise progs in class across the day</li> <li>• Additional PE sessions including regular running sessions</li> <li>• Procurement of playground equipment to encourage participation in physical activity.</li> </ul>	Evidence of increased fitness of pupils in curriculum PE lessons. Positive impact of physical activity on mental health.	Sport/PE and Well-Being Leads.	<p>July 2021 October 2021</p>