



SRS CMAT Catch Up Funding Overview

1. Summary Information

School	St Elizabeth's Catholic Voluntary Academy				
Academic Year	2020-21	Total number of pupils	204	Total Catch up funding budget	£13,668
Attendance of pupils 19-20 (Sept 2019 and 20 Mar 2020)	95%	Attendance of pupils 20-21	98.24%	Number of pupils who have not returned to school	0

2a. Barriers to Future Attainment and Progress

Academic Barriers

A.	Families are prioritising subjects for home learning with closed (correct/incorrect) responses eg maths and some reading tasks. They have neglected writing skills, as evidenced in our recent baseline activities.
B.	Quality of home reading being carried out – especially around the coverage of question domains.
C.	High proportion of parents working from home and unable to support home learning.

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

D.	High proportion of families who do not own multiple devices to support home learning and older children (or working parents) have the greater share of time online.
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2b. Intended Outcomes *(specific outcomes and how they will be measured)*

Success Criteria

A.	For attainment in reading and writing to be above National Average at the end of KS1 and KS2 at both expected and greater depth.	<p>Termly assessment data from Y1-Y6.</p> <p>Pupil progress meetings and achievement team meetings to plan intervention.</p> <p>Intervention programmes linked to gap analysis with termly reviews evaluations of impact and adapted accordingly.</p>
B.	The percentage of pupils in EYFS achieving a GLD by July 2021 is above the National Average.	<p>Gap analysis.</p> <p>EYFS teacher making accurate assessments and planning activities and interventions to close gaps.</p>
C.	Communication with parents to be reported as good throughout all classes.	<p>To use a whole school approach to communication with parents using School Cloud and class emails.</p> <p>Parents to be surveyed on this approach.</p>
D.		

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	£
ii. NFER or GL Assessments	£

iii. Other					£
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?
Purchase T4W consultancy T4W package £8,500 Supply £1,710 Total £10,210	To ensure staff have the best pedagogical strategies in place to close gaps in writing.	The baseline results for children show writing is poor. The home learning that parents have been more readily supporting has been around closed question responses. Longer sessions which encourage children's perseverance with concentration were not undertaken by many families during lockdown.	For the consultant to provide a bespoke plan suited to the needs of our cohorts and staff. To provide the staff with time to implement new practices with their class in a low risk environment which promotes their level of confidence in undertaking new pedagogy.	RSP AC EA	End of each term with assessment data and at each review session with the consultant.

Train KS1 teachers, TAs and KS2 TAs in supporting phonics and KS2 staff in T4R. Resources from RWI £591 Supply costs £2569	To ensure staff have the best pedagogical strategies in place to close gaps in reading and phonics. To support phonics interventions throughout the school.	The home learning that parents have been more readily supporting has been around closed question responses and listening to children read. The deeper questioning skills and inference were not a priority for many families. Longer sessions which encourage children's perseverance with concentration were not undertaken by many families during lockdown.	Provide coaching sessions for staff using teachers from schools within the Trust, who have expertise in the fields of reading and phonics. Build in time for teachers to evaluate and review their work with appropriate professional discussions. Use a hybrid approach of Letters and Sounds (which is already used) alongside the good strategies used in Read Write Inc to provide teachers with knowledge of quality phonics teaching to be reviewed termly.	RSP AC EA and GH (shadowing)	End of each term with assessment data and at each review session with the staff and subject specialists from Trust schools.
Total Budgeted Cost					£13,370
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?
Total Budgeted Cost					
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?
Purchase School Cloud	Communication across the school is of a consistent and uniformed approach with parents. To allow for regular communication with parents regarding their child's next steps in learning.	Parents feedback from the Edurio Survey suggested they were not feeling part of the school community, they were concerned with their child's progress and wanted to be kept up to date with information from teachers.	Whole school buy in to the use of School Cloud. Training given and then used for parents' consultation evenings, SEND meetings, parent meetings throughout the year.	RSP AC DH SH to assist with tech	After the first use of School Cloud and then evaluate and review.
Total Budgeted Cost					£298

4. Additional Detail (if applicable)

5. Approved and Authorised By

Role	Signature	Date
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Headteacher	<i>AJ Clemens</i>	23.10.2020
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>

