

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

Overview					
School	Sacred Heart Catholic Primary School				
Academic Year	2020-2021	Catch-Up Fund	£31,760	Total Pupils	397

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

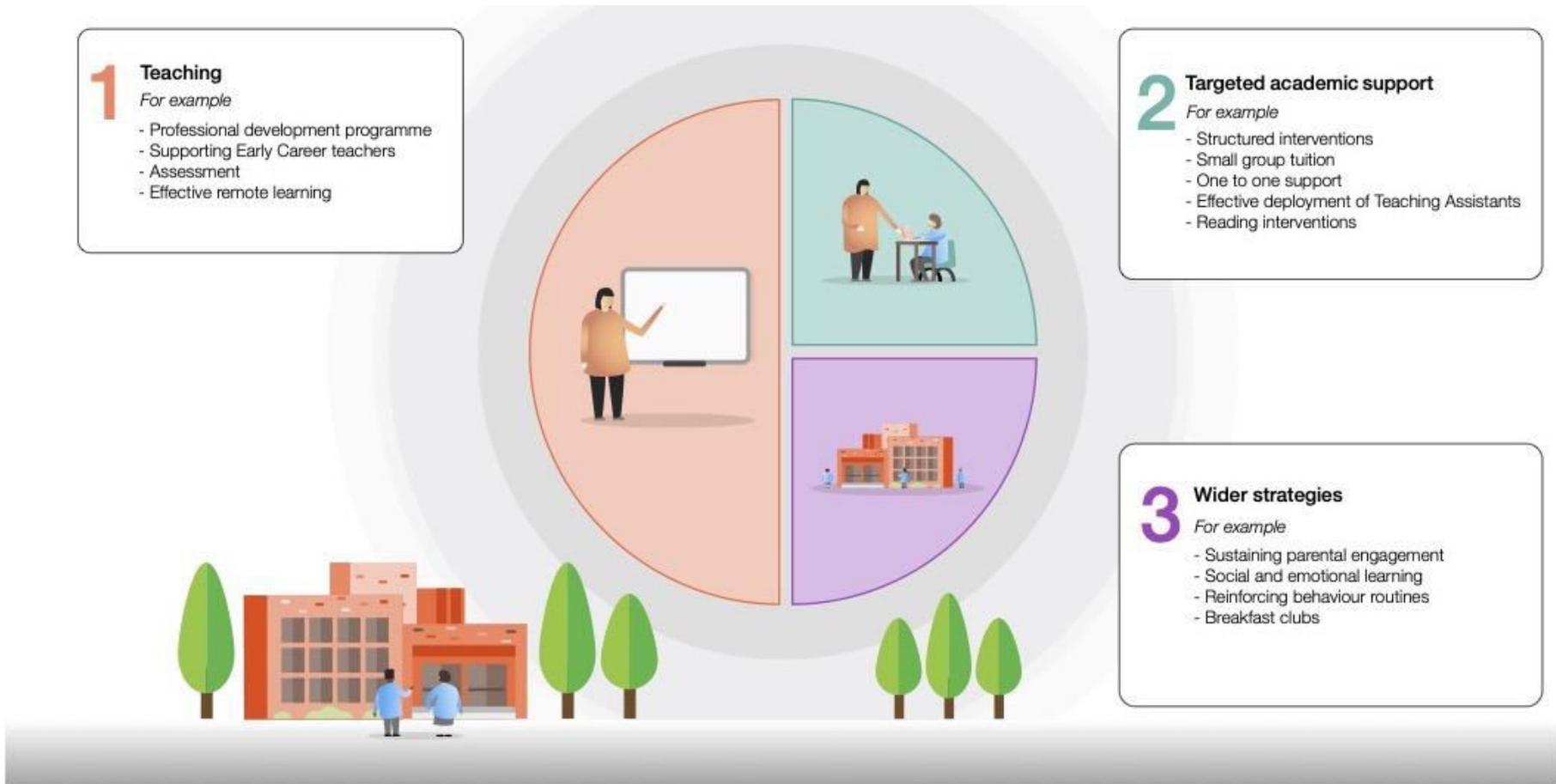
*For example*

- 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	Specific gaps have been identified in year groups across the school. Children do still enjoy maths but targeted support has been put in place.
Writing	Children have had limited opportunities to write extensively so handwriting is a focus. Spelling has been highlighted across KS1 and KS2 as a weakness.
Reading	Children accessed online phonic lessons in Reception and Year 1 whilst some Year 2 and KS2 used Reading Plus. Gaps have been identified in vocabulary and comprehension across the school.
Foundation	Blending is poor particularly with a certain group of children, letter and number formation needs to be a priority. Language and social skills poorer than normal at this point in the year.

Planned Provisions				
For All Pupils (Universal Offer)				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
Pupils in Reception, Year 1 and Year 2 to have access to texts to develop fluency and comprehension both at home and at school.	RWI books purchased, Book Bag Books purchased to supplement and extend reading.	For children's reading to be as good as it should be, or even better.	Miss T Wilson Mrs A Palmer	July 2021
RWI training for all teachers and certain TAs who deliver RWI or 1:1 intervention.	Training provided by external RWI provider	Children who do not make the necessary progress to have bespoke 1:1 tuition in order to catch up.	Miss T Wilson Mrs A Palmer	July 2021
Pupils in Nursery and Reception improve letter and number formation.	Daily letter and number formation with 1;1 or small groups.	Children can form numbers and letters correctly using RWI approach. Correct sitting position. Correct pencil grip.	Mrs H Walker	May 2021
Language and social skills across EYFS poorer than normal at this point in the year.	Staff modelling play and ensure quality between adult and child and child and their peers.	Improved social interactions.	Mrs H Walker	May 2021
Spelling across the school to	Training provided in-house during	Spelling lessons have positive impact	Mrs A Palmer	May 2021

improve.	staff training time.	on children's spellings and children know spelling rules and families.	Mrs A Howell	
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Planned Provisions				
Targeted Pupils				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
Blend sounds, independently, during reading for a group of targeted children in reception	TA 1:1 and small group work using RWI.	Children to confidently blend.	Mrs H Walker Miss T Wilson	
Consolidation and missed learning addressed in maths, particularly number in Year 1.	TA led intervention after school. DH	Children who do not make the necessary progress to have bespoke small tuition in order to catch up.	Mrs L Scott Mrs A Howell	July 2021
1:1 and small group tuition in Y2.	A TA appointed and allocated to Year 2 to support with 1:1 and small group work. AR	Children who do not make the necessary progress to have bespoke small tuition in order to catch up.	Mrs A Howell	Feb 2021
Consolidation and missed learning addressed in reading in Year 3 and Year 4.	TA led intervention after school. AF CMc AA	Children who do not make the necessary progress to have bespoke small tuition in order to catch up.	Mrs A Howell	July 2021
Consolidation and missed learning addressed in reading, writing and maths in Year 5.	Additional teacher used to lead groups on a morning. GN	To ensure children make the necessary progress.	Mrs A Howell	July 2021

Planned Provisions
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<b>Wider Strategies</b>				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
<p><b>Support parents and carers</b> Children have greater access to learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence.</p>	<p>Additional on-line learning resources purchased to support children at home. SeeSaw</p> <p>Times Table Rockstars and Reading Plus</p>	<p>Children able to continue their lessons remotely through SeeSaw.</p>	<p>Mrs E-K Darnton Mrs A Palmer</p>	<p>July 2021</p>
<p>Children have access to appropriate stationery and paper-based learning so that all can access learning.</p>	<p>Stationery packs provided which included: whiteboards, whiteboard pens, exercise book, laminated resources eg clock faces, bar modelling etc.</p>	<p>Children able to access paper-based learning or have resources to help them in remote lessons.</p>	<p>Mrs A Howell</p>	<p>July 2021</p>
<p><b>Access to technology</b> Teachers have laptops equipped with webcams and allow teachers to access school based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>SeeSaw learning platform to support home learning.</p> <p>Webcams and remote access</p>	<p>Teachers and pupils were able to access remote learning both through SeeSaw and live sessions.</p>	<p>Mrs E-K Darnton Mrs A Palmer</p>	<p>July 2021</p>