

Catch-Up Funding Planning Document

School: St John Fisher CVA

Date: 23.09.20

update 1: 16.10.20

update 2: 17.12.20

update 3: 30.5.21

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/ 200 children/£80 per head= £16,000	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. 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>Academic Coaches St John Fisher</p> <p>Service Level Agreement: 2020-21</p> <p>Name of Coach and Agreed Days of Week</p> <table border="1" data-bbox="1464 1094 1733 1482"> <tr> <td data-bbox="1464 1094 1599 1259">Paul McMahon</td> <td data-bbox="1599 1094 1733 1259">Wednesdays AM only from 17.9</td> </tr> <tr> <td data-bbox="1464 1259 1599 1482">Alby Ridgewell</td> <td data-bbox="1599 1259 1733 1482">Fridays (full day). Training from W/B 1st September. In school</td> </tr> </table>	Paul McMahon	Wednesdays AM only from 17.9	Alby Ridgewell	Fridays (full day). Training from W/B 1 st September. In school	<p>Baseline summative tests – first week back</p> <p>October assessment point.</p> <p>Pupil progress forms – Oct 16th</p> <ul style="list-style-type: none"> - Dec - Mar - June 28th <p>Close monitoring of impact of additional tuition/ interventions.</p> <p>Review impact at least every six weeks.</p>	<p>Focus on LAPS. (ADV 1) Year 6. May 2021: most children on track to achieve EXS. Unlikely to be the case if it wasn't for the additional tuition.</p> <p>Focus on (LAPS/ MAPS) Year 6 ADV2</p> <p>In R/W/M, the tuition group made more progress than their non-tuition peers (6.2 v 6)</p> <p>Focus on LAPS/ MAPS Year</p>
Paul McMahon	Wednesdays AM only from 17.9									
Alby Ridgewell	Fridays (full day). Training from W/B 1 st September. In school									

Evidence and implementation guide for small group tuition:
<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/>

from
W/B
7th
September

Maximum cost to employing school per day for full academic year: the maximum cost per day for an academic coach for a full academic year will be £5000, including on-costs. This includes an allowance for potential national pay increases.

£5000 (AR), £2500 (PMcM)

Close monitoring of impact of additional tuition/
interventions.
Review impact at least every six weeks.

5 Lent. HAPS Year 3/4*
During lockdown, tutors continued tuition on-line

Focus on LAPs/MAPS Year 5 Pent. HAPS Year 3/4

Increased progress compared to peers esp. in Maths and Reading

Begun a year 6 after school for Maths – revision and investigation focus. ADVII 85% take-up 22/26 pupils

Begun a year 5 after school for Maths – reasoning and investigation focus. Pent 1

Begun a year 3 after school for Maths – revision and investigation focus. Pent 2

Lunchtime club for Year 4 on MTC checks.
Improvement in scores and times for this cohort.

<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. 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><i>Copying of materials and resources estimate £200</i></p> <p><i>Possible Employment of EWO consider use of additional EWO time for those who are persistently PA/ at risk of PA. £1500</i></p> <p><i>Additional time for arrival and depatures ambassador. Estimate £1500 AJ</i></p>	<p>Monitor rewards and sanctions in comparison to patterns seen in previous two academic years up to Nov 2020.</p> <p>Monitor for whole cohort and consider patterns within groups (gender/ dis).</p> <p>Identify if additional steps will be required.</p> <p>Student discussion forum for KS2+ week 3 Sept to gauge student confidence and understanding of routines and expectations.</p> <p>There has been a reduction in behaviour incidents this year. We put this down to separate breaktimes and lunchtimes, and less competitive and more co-operative games within bubbles.</p> <p>Children have been superb at adapting to the changes in routine.</p>	<p>EWO employed introduced to all parents.</p> <p>Bespoke letter to all parent regarding PA.</p> <p>ADV 1: Attendance currently is 96.8% (90% nat.)</p> <p>ADV 2: Attendance 96.7%</p> <p>Just 1 bubble closure throughout the entire year.</p> <p>Feedback and observation of the children indicates that the vast majority have settled in very well. There is high attendance and good support and engagement from parents. The children have proved themselves to resilient and adaptable in the face of many changes to routine and structure.</p> <p>Mrs Johnson does a tremendous job as our liason with parents in the mornings and some evenings with</p>
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					<p>parents in relation to logistical issues, update and keeping the positive energy up! SLT member (mainly HT) also out each morning to clarify and communicate with parents.</p> <p>The main barriers we have faced is parental anxiety about returning to school. In June, attendance for year R/1 & 6 was a 50%. A strategy of more frequent communication, more social media updates and demonstrative videos transmitted the picture of the school community working together for the child's safety and well-being. This in turn led to a 10 – 15% upturn in attendance.</p> <p>Along with the improving local and national picture, this strategy has again been implemented in the lead up to re-opening on September 1st.</p>
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						<p>SEN children are back with high attendance too – one child is on a phased timetable.</p> <p>We have one bespoke concern with a child which involves external agencies and our SENCO.</p> <p>No ELE/home learners.</p> <p>An excellent remote education offer from SJF during 2nd lockdown led to high engagement and less ‘catch-up’ when children returned. Click here for more details.</p> <p>Click here to see more examples of our home learning.</p>
Health and well-being	<p>The Health and well-being of children may have been impacted by:</p> <p>Anxiety about Covid-19 and direct family experience of Covid-19, including bereavement</p> <p>Reduction in physical exercise and opportunities for physical development</p> <p>Poverty, including lack of access to a healthy diet.</p>	<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><i>AJ = counselling, bereavement</i></p> <p><i>Additional time for pastoral support may be required. Estimate £5000.</i></p> <p><i>ELSA top up training = £150</i></p>	<p>Monitoring has shown that the 2nd lockdown has more of an effect on some children’s mental health and well being than the 1st. Longer to settle, concentration levels, anxiety.</p>	<p>Increased capacity allows more children to be ready to learn.</p> <p>We have noted a few more separations in families than normal. We have not had the increase in pupil premium expected.</p> <p>ELSA and counselling</p>

						<p>sessions are used to excellent effect in a SMART way.</p> <p>Referrals from parent and staff. Consistently busy throughout the year even with increased capacity.</p> <p>We frequently advertise the FSM links for both city and county and will expertise from the office staff over the phone. We have some anxious parents and children who we help.</p> <p>We have supported families with applications for support such as free school meals and citizenship applications.</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><i>Additional time for SG audits and monitoring. Estimate £1000. AJ</i></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 visit 15th Oct – safeguarding governor.</p> <p>Report in Adv II report.</p> <p>New CPOMS recording system introduced.</p> <p>During second lockdown, all of the vulnerable children we requested to come to school did so. LAC</p>

						children/ EHCP children/ Cause for concerns etc.
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. 	<i>None identified as of yet. Group SENCO to work one day a week at school/for school.</i>	<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>EHCP and Top-up funding for three children.</p> <p>Monitoring carried out before half term.</p> <p>Additional SENCO and resources given to child in KS1.</p> <p>AP for child to work with skilled staff to overcome barriers to learning. Three multi-agency meetings – ed psych, early help, children inclusion services, autism outreach – involved and approve of plan.</p>

	<i>Total planned cost:</i> £16,650	
Allocated cost	£16,293	In short, this funding has made a significant impact to the life chances of children academically, socially and personally. The funding was used strategically and where it could make the most impact – we are satisfied it has had that effect and the ‘catch-up’ has made rapid progress as a result.