

## 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 Examples of how you could spend your funding 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 <sup>th</sup> 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> <li>RE curriculum taught in full.</li> <li>Identify gaps in knowledge and insecure components of knowledge.</li> <li>Careful assessment without assumptions.</li> <li>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</li> <li>Ofsted interim approach to inspection from September 2020 https://www.gov.uk/guidance/education-plans-from-september-2020</li> <li>EYFS learning and development requirements must be met from 26<sup>th</sup> September 2020 (Ofsted regulatory activity).</li> </ul>	<ul> <li>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.</li> <li>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.</li> <li>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</li> <li>Evidence and implementation guide for 1-1: <a href="https://educationendowmentfoundation.org">https://educationendowmentfoundation.org</a>, <a href="https://educationendowmentfoundation.org">uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a></li> </ul>	Academic Coaches St John Fisher         Service Level Agreement: 2020-21         Name of Coach and Agreed Days of Week         Paul McMah on       Wedn esdays AM only from 17.9         Alby Ridgew ell       Friday s (full day). Trainin g from W/B I <sup>st</sup> Septem ber. In school	Baseline summative tests – first week back October assessment point. Pupil progress forms – Oct 16 <sup>th</sup> – Dec – Mar – June 28th Close monitoring of impact of additional tuition/ interventions. Review impact at least every six weeks.	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. Focus on (LAPs/MAPS) Year 6 ADV2 In R/W/M, the tuition group made more progress than their non-tuition peers (6.2 v 6) Focus on LAPs/MAPS Year

	Evidence and implementation guide for small group tuition: <u>https://educationendowmentfoundation.org.</u> <u>uk/evidence-summaries/teaching-learning-</u> <u>toolkit/small-group-tuition/</u>	from W/B 7 <sup>th</sup> Septem ber 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         ¾*         During lockdown,         tutors continued         tuition on-line         Focus       on         LAPs/MAPS Year         5 Pent. HAPS Year         ¾         Increased         progress         compared       to         peers       esp.         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.

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be heightened in some schools by the Leicester specific 'lock-down' announced on Monday 29 <sup>th</sup> June (first review date 18 <sup>th</sup> July).							observation of
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changes routine structure							adaptable in the
routine structure						routine.	face of many
structure							changes to
Mrs							structure.
Mrc							Mro Jahres
							Mrs Johnson
does							does a tremendous job
							as our liason
							with parents in
							the mornings
and							•
							evenings with

		· ·	
			parents in
			relation to
			logistical issues,
			update and
			keeping the
			positive energy
			positive energy
			up! SLT member
			( mainly HT) also
			out each
			morning to
			clarify and
			communicate
			with parents.
			with parents.
			The main harriare
			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 shild's
			for the child's
			safety and well-
			being. This in turn
			led to a 10 – 15%
			upturn in
			attendance.
			Along with the
			improving local
			and national
			picture, this
			strategy has
			again been
			implemented in
			the lead up to re-
			opening on
			September 1st.
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	1					CEN abilduan
						SEN children are
						back with high attendance too –
						one child is on a
						phased
						timetable.
						timetable.
					1	We have one
					1	bespoke concern
						with a child
						which involves
						external
						agencies and our
						SENCO.
						No ELE/home
					1	learners.
					1	An excellent
						remote
						education offer from SJF during
						2 <sup>nd</sup> lockdown led
					1	to high
					1	engagement and
					1	less 'catch-up'
					1	when children
					1	returned. <u>Click</u>
					1	here for more
						details.
						Click here to see
					1	more examples
						of our home
					I	learning.
Health and	The Health and well-being of children	Continue partnership work with families.	<ul> <li>Sign-post families to additional</li> </ul>	AJ = counselling, bereavement	Monitoring has	Increased
well-being	may have been impacted by:		support in the community.		shown that the 2 <sup>nd</sup>	capacity allows
	Anxiety about Covid-19 and direct	DfE resource list for mental well being	• If necessary, support families with	Additional time for pastoral	lockdown has more	more children to
	family experience of Covid-19, including	https://www.gov.uk/government/publicatio	applications for support such as free school	support may be required.	of an effect on some	be ready to
	bereavement Reduction in physical exercise and	ns/coronavirus-covid-19-online-education- resources/online-science-pe-wellbeing-and-	meals.	Estimate £5000.	children's mental	learn.
	Reduction in physical exercise and opportunities for physical development	send-resources-for-home-	Target pastoral and family support.	ELSA top up training = £150	health and well being than the 1 <sup>st</sup> .	We have noted a
	Poverty, including lack of access to a	education#mental-wellbeing		213A top up truining – 1150	Longer to settle,	few more
	healthy diet.				concentration	separations in
					levels, anxiety.	families than
					,	normal.
						We have not had
					ļ	the increase in
					ļ	pupil premium
						expected.
	1				1	
					1	ELSA and

[						sessions are used
						sessions are used to excellent effect in a SMART way. Referrals from parent and staff. Consistently busy throughout the year even with increased capacity.
						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. We have supported families with applications for support such as free school meals and citizenship applications.
Safeguardin g	Whilst schools have remained open to vulnerable children from the 27 <sup>th</sup> March 2020, many vulnerable children have either not attended school or have only partially attended school. 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	<ul> <li>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.</li> <li>All schools should undertake the Safeguarding Ready aspect of the CMAT Leadership Ready.</li> </ul>	<ul> <li>School to complete Safeguarding Ready and resolve any aspects that are deemed to be unsatisfactory.</li> <li>Schools to provide training and monitor that staff are recognising signs of any potential safeguarding concerns.</li> <li>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</li> </ul>	Additional time for SG audits and monitoring. Estimate £1000. AJ	By September 20 <sup>th</sup> EHCPs have been reviewed to ensure all aspects being met and any concerns identified with LA informed of next steps. October half term assessment window to identify those SEND children who are not on track to meet expected progress/ small stepped learning goals.	Safeguarding visit 15 <sup>th</sup> Oct – safeguarding governor. Report in Adv II report. New CPOMS recording system introduced. During second lockdown, all of the vulnerable children we requested to come to school did so. LAC

						children/ EHCP children/ Cause for concerns etc.
SEND	School closures/ partial opening has impacted on SEND provision, with some vulnerable SEND children having an experience of education which is mainly remote. 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. There are currently delays a local authority level in terms of the processing and review of EHCP	<ul> <li>From 26<sup>th</sup> September temporary changes to law on EHCP end.</li> <li><a href="https://www.gov.uk/government/publicatio">https://www.gov.uk/government/publicatio</a> </li> <li><a href="https://www.gov.uk/government/publicatio">ns/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-guidance-on-temporary-legislative-changes-relating-to-coronavirus-covid-19</a> </li> <li>From this date or before EHCP provision should be met and schools must plan as part of reopening to do this.</li> </ul>	<ul> <li>Continue partnership work with families, LA, Joe Dawson (Educational Psychologist provision).</li> <li>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.</li> </ul>	None identified as of yet. Group SENCO to work one day a week at school/for school.	By September 20 <sup>th</sup> EHCPs have been reviewed to ensure all aspects being met and any concerns identified with LA informed of next steps. October half term assessment window to identify those SEND children who are not on track to meet expected progress/ small stepped learning goals.	EHCP and Top-up funding for three children. Monitoring carried out before half term. Additional SENCO and resources given to child in KS1. 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.

	Total planned cost: £16,650	
Allocated cost	£16,293	In short, this funding has made a significant impact to the life chances of children academically, socailly 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.