



# SRS CMAT Catch Up Funding Overview



## 1. Summary Information

<b>School</b>	St Marys Catholic Voluntary Academy, Derby				
<b>Academic Year</b>	2020-21	<b>Total number of pupils</b>	317	<b>Total Catch up funding budget</b>	£21,239
<b>Attendance of pupils 19-20 (Sept 2019 and 20 Mar 2020)</b>	95.81%	<b>Attendance of pupils 20-21</b>	95.58%	<b>Number of pupils who have not returned to school</b>	3

## 2a. Barriers to Future Attainment and Progress

### Academic Barriers

<b>A.</b>	Loss of learning. Pupils have learned less as a result of lockdown (March-July) and partial school opening period (June-July). On return to school, pupils were not where they should be within their own ages and stages of learning. There has been further loss of learning due to the demolition of school following a fire (October). This has significantly impacted on Communication & Language and Phonics.
<b>B.</b>	Remote Learning. Staff do not have the experience of using technology to support home learning; furthermore, not all families have suitable equipment to be able to access learning using IT.

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

<b>C.</b>	Loss of routine. Social & emotional behaviours, attachment issues and pre-existing behaviour needs have worsened as a result of recent events: the lockdown period (not attending full time), subsequent return to school (attending full time), fire and demolition of school (home learning) and returning back to face-to-face learning in temporary accommodation. Pupils from the PP and SEND groups who had previously been settled in school are exhibiting anxiety, detachment from their families and a lack of emotional regulation is impacting on their education, relationships and social groups.
<b>D.</b>	Attendance. Attendance of a small number of up to 4 pupils is significantly low due to parents anxieties and change in personal circumstances.

<b>2b. Intended Outcomes</b> <i>(specific outcomes and how they will be measured)</i>		<b>Success Criteria</b>
<b>A.</b>	Teachers will use the Recovery Curriculum Action plan (5 levers) to help support pupils to build confidence and resilience which will help them to settle back into an educational setting. Teachers will then be able to assess where children are in their learning and subsequently, plans can be devised to accelerate pupil progress so that gaps can close and pupils are back on track by July 2021.	<ul style="list-style-type: none"> <li>• Action plans and individualised programmes (MEPs) will outline what groups of children and individual children, need to work on and achieve on a termly basis</li> <li>• Monitoring procedures and pupil progress meetings will demonstrate rapid progress of pupils</li> <li>• Data will be available to show current position of pupils in core and foundation subjects NFER, Century Tech &amp; other)</li> </ul>
<b>B.</b>	Teachers will use digital platforms effectively and efficiently to support teaching and learning at home and in school, providing continuity of learning for pupils. Teachers will have the resources to deliver quality learning through the use of the St. Mary's Hub and other digital platforms. Families will be loaned a chrome book if child/ren are self-isolating and are able/well enough to work at home	<ul style="list-style-type: none"> <li>• CPD accessed and developed so that teachers can confidently provide improved digital learning</li> <li>• Pupil/parent feedback will reflect high level of engagement</li> <li>• Teachers will report of an ease of working through digital developments</li> </ul>
<b>C.</b>	Pupils identified as vulnerable will find it easier to regulate their emotions, self-control and behaviour. As a result, children will be in a better place and ready to learn more often.	<ul style="list-style-type: none"> <li>• Meltdowns and refusals decrease by 50% by mid-point of year; by July 2021, ready to transition into next class/year group</li> <li>• Clear strategies in place for supporting children so that all staff know who is involved and how to handle challenges</li> <li>• Increased focus in lessons; decreased time spent in 'chill out' areas</li> <li>• Monitored effectiveness of increased support levels</li> </ul>
<b>D.</b>	The attendance of identified pupils will increase over the year so the overall % of attendance shows an increase of 2%.	<ul style="list-style-type: none"> <li>• HT report will show a termly increase in attendance.</li> <li>• Regular contact with school (FLO) and home will be in place to support good attendance in line with attendance policy</li> </ul>

### 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?
NFER assessments to be completed	Clarity around pupil standards	Informed decisions can be made around next steps in learning	Oversight by LT of results; pupil progress meetings to monitor progress	KT & RS	December 2020
Additional L1 Teaching Assistant cost: £14,646.04	To release L2 TAs to release key staff in order to support children's learning.	To ensure staff are available to support teaching and learning for all children. Teacher expertise will impact through QFT.	Oversight by LT of impact of interventions; pupil progress meetings; monitoring and book scrutinies	ACG & GNL	March 21 June 21 December 2021
<b>Total Budgeted Cost</b>					£14,646.04

<b>v. Targeted Support</b>					
<b>Action</b>	<b>Intended Outcome</b>	<b>What Is the Evidence and Rationale for This Choice?</b>	<b>How Will You Ensure It Is Implemented Well?</b>	<b>Staff Lead</b>	<b>When Will You Review Implementation?</b>
To purchase Nasen annual webinar training pass costing £200	To allow access to CPDL webinars throughout the year.	Provision of specific training for staff to needs of children	Monitoring; staff meetings to plan next steps; sharing good practice	SMc	December 2020 January 2021 March 2021 June 2021
To purchase Nessy – online subscription for 25 children costing £331.25	Pupils falling behind	To provide support with Phonic interventions	Oversight by LT of impact of interventions; pupil progress meetings; monitoring through Phonics Tracker	RS	January 2021 March 2021 June 2021
To make use of Plus 1 & the Power of 2 books costing £40	The provision of extra support in order to bond the basic maths facts into pupil's long term memory.	Extra support required for the teaching of maths that is particularly suited for dyslexic and dyscalculic pupils.	Monitoring; staff meetings to plan next steps; sharing good practice	SMc	January 2021 March 2021 June 2021
Precision teaching training for all TAs costing £TBC	Upskilling of staff to provide interventions	To ensure teaching assistants are confident to support teaching and learning for all children. Teacher expertise will impact through use of probe sheets etc.	Monitoring of intervention planning	SMc	January 2021 March 2021 June 2021

CPD courses for staff: Drawing & Talking therapy training and Advance D&T therapy training costing £500	Improved knowledge of staff to help support the social and emotional needs of pupils	Teaching Assistants require CPD to understand ways in which they can support children's emotions following recent events	Children will come to school more settled.	SMc	January 2020 March 2021 June 2021
Additional sensory/calming/social & emotional resources following CPD to have in each class bubble costing £800 (£200 per phase – EYFS/KS1/LKS2/UKS2)	Improved resilience of pupils	A variety of resources needed to support the increasing S&E needs of children within a bubble	Children will be more settled in class; increased readiness to learn; monitoring of pupil progress	SMc & GNL	December 2020 March 2021 June 2021
Making the Right Choices – Emotions and Anxiety Kit costing £50.84	Improved resilience of pupils	More resources needed to support interventions and group work for vulnerable children	Children will be more settled in class; increased readiness to learn	DA	January 2020 March 2021 June 2021

CBT Toolbox for Children and Adolescents costing £20.21	Improved resilience of pupils	More resources needed to support interventions and group work for vulnerable children	Children will be more settled in class; increased readiness to learn	DA	January 2020 March 2021 June 2021
School Counselling & Play Therapy package costing £156.83	Improved knowledge of staff to help support the social and emotional needs of the most vulnerable pupils	Teaching Assistants require CPD to understand ways in which they can support children's emotions following recent events	Children will be more settled in class; increased readiness to learn	DA	January 2020 March 2021 June 2021
CBT Toolbox for Children and Adolescents (£20.21); Fink cards – Let's talk about stress & anxiety (£15.20); Anxiety & Worry kit (29.99); Boiling over game (£9.99); the Coping Skills games (£42.54); Talking Feeling & Doing game (£72.33)	Improved resilience of pupils	Resources needed to support interventions and group work for vulnerable children around social and emotional well-being.	Children will be more settled in class; increased readiness to learn	DA	January 2020 March 2021 June 2021
<b>Total Budgeted Cost</b>					£2289.39

<b>vi. Other Approaches (including links to personal, social, and emotional wellbeing)</b>					
<b>Action</b>	<b>Intended Outcome</b>	<b>What Is the Evidence and Rationale for This Choice?</b>	<b>How Will You Ensure It Is Implemented Well?</b>	<b>Staff Lead</b>	<b>When Will You Review Implementation?</b>
To support families with poor attendance – FLO: no additional costs	Improved attendance of identified pupils	A positive support will build stronger relationships between school and home.	Monitoring; proof that input is having an effect; liaison with EWO	DA & GNL	Monthly
<b>Total Budgeted Cost</b>					
<b>Total cost across all three areas</b>					<b>16,935.43</b>
<b>4. Additional Detail (if applicable)</b>					

<b>5. Approved and Authorised By</b>		
<b>Role</b>	<b>Signature</b>	<b>Date</b>
<b>Headteacher</b>		
<b>Director of Performance and Standards</b>		
<b>Finance Director</b>		
<b>Schools to share with the Local Governing Body to assist in monitoring processes</b>		

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>



