SRS CMAT Catch Up Funding Overview – St Alban's CVA

1. Summary Information					
School	St Albans Catholic Voluntary Academy				
Academic Year	2020-21	**Total number of pupils**	330	**Total Catch up funding budget**	£21,105
Attendance of pupils 19-20 (Sept 2019 and 20 Mar 2020)	89.57%	**Attendance of pupils 20-21**	97.39%	**Number of pupils who have not returned to school**	0

2a. Barriers to Future Attainment and Progress
Academic Barriers

A.	Resilience and fatigue. (children relearning 'how to learn' after lockdown.)
B.	Gaps in learning and knowledge retention (variety of learning needs that have developed due to different circumstances and experiences of the children during lockdown.)
C.	Access and attitudes towards home learning.

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

D.	Attendance during and following bubble and whole school closures. (working with parents to build confidence) Parental Involvement Staff and pupil well being Bubble and whole school closures. Health & Safety (Covid) measures.

2b. Intended Outcomes *(specific outcomes and how they will be measured)*	**Success Criteria**

A. Outcome- Children develop greater resilience and apply strategies to support their learning.
 	
Methods-Quality first teaching focusing on:
   • Rosenshine's principles- dual coding
   • Growth mind set
   • Metacognitive approaches to build resilience.
   • Focus on quality of language.
 	
Measure-
Observations of behaviour and learning attitudes.
Pupil Voice
	Children demonstrate good learning behaviours and positive attitudes towards learning and school in general in lessons and around school.
	
	Children able to use strategies to solve problems independently.
	
	Teachers and support staff see 'Every interaction as an intervention' Demonstrating high quality language throughout the school.

B.	Outcome-Closing gaps in learning for all pupils Methods- Recovery curriculum designed to close gaps in learning by applying: • Quality first teaching • Targeted intervention with identified children/groups-(tutoring-small group interventions) • Wider strategies (EEF three tiered approach) • Baseline assessments to inform interventions and teaching sequences. • CPD-staff meetings devoted to improve teacher toolkits • Century Pathways to provide personal targeted support • Accelerated reader Measure- Progress and attainment data. Observations Work scrutiny	Children demonstrating good progress in learning from baseline in September. Attainment in line with FFT predicted trends. QLA used to inform planning of teaching and interventions.

C.	Outcome- to improve the attitudes towards home learning	Children access catch-up provision readily.
	Methods-	
	• Consistent approaches to remote learning across phases.	Children
	• Home learning expectations followed accurately by staff	
	• Use of century platform to support KS2 children in remote learning and catch up.	Parents feel confident in supporting children with home learning.
	• Use of Purple Mash to support EYFS and KS1 in remote learning and catch up.	
	• Virtual lessons to be taught through teams (when students have SRS email addresses and staff training has been delivered)	
	Measure-	
	Parent view	
	Pupil Voice	
	Teacher reviews of home learning access.	
	Teacher assessment	
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?**
CPD delivery on establishing Effective Teacher Toolkits for all staff. Focus on Metacognition, High quality feedback, and teaching for memory strategies	To close Gaps in learning through High quality teaching in all classes.	Research suggests the most effective method of 'Recovery' in learning for pupils is by providing quality first teaching. Teachers have also been out of the classroom for several months and their training needs have changed following the impact of lockdown. The EEF research suggest that metacognition and effective feedback are highly effective in helping children progress in their learning.	Dedicated staff meeting time to 'Recovery' and quality for teaching. Outlining this as a focus in the school improvement plan. Monitoring to focus on the quality of teaching. ELD work on teaching for memory to be applied to support our curriculum and teachers CPD.	MB/ERD	March 2021 Not all of the planned sessions have been able to take place as CPD time has needed to focus on training related to Remote Learning – The CPD delivery will still be implemented but over a longer period of time.
Phonically decodable books for Phonics in school Y1 resources to support Maths continuous provision transition from FS	To close gaps in learning in Maths and Reading for Yr 1 Pupils.	We are finding that Year 1 pupils have shown significant GAPs following lockdown staff feel there is a need for more concrete resources to support them with continuous provision as well as an increased amount of phonic books required as they manage their transition from FS.	Progress monitored through observation and PP meetings.	LL/KR	Half termly

	Total Budgeted Cost	£1000 for an increased amount of resources & books for year 1. Supply for staff to plan CPD and take part in external CPD: £500

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?
Extra hours for support staff	Children close gaps in learning through targeted tutoring/intervention	Nationally children have missed out on learning during lockdown. Extra hours will allow for targeted interventions to be carried out as part of the Three tiered approach to a recovery curriculum.	QLA will be used to target key areas and children to support in their learning. Extra hours will allow either high quality teaching assistants or class teachers to undertake targeted intervention sessions with children needing support to close gaps in learning. Progress will be monitored as will observations of interventions to ensure effectiveness is maximised.	KJ/MB	End of Lent 1 and end of lent 2 This was due to take place in Lent term – we will look into doing it after the partial closure.

To purchase Accelerated Reader	To close Gaps in Reading learning for all children. Motivate children to read and support reading for pleasure	EEF suggests that the Accelerated Reader programme supports children in progressing in their reading especially those who are eligible for FSM. From our QSL and teacher assessment Reading and writing are showing significant areas for development need across the school.	Led by English leads as well as MH (PP lead) as they have experience of working with this in previous schools as well as having researched the approach thoroughly. Regular monitoring through pupil progress meetings.	ERD/LL/MH	Termly in pupil progress meetings.
			Total Budgeted Cost		£8,113.66 quoted cost for Accelerated reader programme and MYon. This is over 2 years. Additional expenses will also arise once the programme has been put into place for Books to 'fill gaps' in our current library. (Estimated cost £600) Extra hours- We would aim to provide 5 extra hours per week per phase (x3) using existing staff to allow for Targeted intervention/turoring. (Cost= TA Hourly rate x15) over as 12 weeks of Lent Term Approx £2800
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?
Training and support for parents	To ensure parents understand the importance of remote learning To build confidence in delivering home learning for parents.	National research suggests that lockdown has caused the gap between disadvantaged children to grow significantly. Supporting parents in effective home learning and raising the profile and awareness of its importance will give children more support when learning at home. Training for parents in using Accelerated Reader.	Monitoring of the use of Century by teaching staff for KS2 children. Monitoring of Purple Mash use for KS1 and EYFS pupils. Pupil progress meetings Pupil Premium Conferences to focus on the needs, progress and attainment of disadvantaged children.	MH/KJ	Dec 20 initially Then half termly

Hours to release Behaviour support member of staff & DSL to support children and families.	To support the emotional wellbeing of children and families to best support them in their learning.	We have a number of families and children who benefit from working closely with our behaviour support leader. With staffing being stretched due to COVID health and safety and the rise in cases of children requiring behavioural/emotional support (both nationally and in school) it would be beneficial to have hours to release the member of staff from their other duties to dedicate more time to pastoral support and safeguarding.	Monitoring of behaviour Parent view Pupil Voice CPOMS	KJ/PW	Termly reviews This has been slightly delayed but is in process now as a priority.
			Total Budgeted Cost		Time for staff to prepare parent support: £200 Release cost for safeguarding and pastoral support: £7500 £392 left! (We would like to purchase School Cloud to support the parent communication remotely – unsure of cost presently as the Trust may be sorting a cheaper price.)

4. Additional Detail (if applicable)

Throughout this period of partial school closure and future periods of isolation through bubble closure or individual reasons, we need to ensure children learning remotely continue to stay **motivated** – we are striving to achieve this through positive rewards eg/ dojos, certificates being sent out to home, personal dojo messages but would like to look into the idea of motivation further which will entail resources and time. Instead of purchasing School Cloud for parent communication (we managed to use MS Teams for parent eve) we would like to reserve the extra £400 for funding towards the resources for motivation.

5. Approved and Authorised By

Role	Signature	Date
Headteacher	K Johnson	9.11.20
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

Covid-19 Support Guide for Schools