SRS CMAT Catch Up Funding Overview (V2, January 2021)

1. Summary Information

School	St Marys Catholic Voluntary Academy, Marple Bridge				
Academic Year	2020-21	**Total number of pupils**	**214**	**Total Catch up funding budget**	£14,003
Attendance of pupils 19-20 (Sept 2019 and 20 Mar 2020)	96.3%	**Attendance of pupils 20-21** **Onsite attendance % from Jan** **Online attendance % from Jan**	96.6% **49%** **51%**	**Number of pupils who have not returned to school** **Total % accessing regular learning**	0 (All returned) **100%**

2a. Barriers to Future Attainment and Progress

Academic Barriers

A.	Pupils across the school have learned less between March and July 2020 due to the lockdown/ partial school opening period. On return to school, pupils are not 'where they should be' from their own ages and stages of learning.
B.	Staff are not in the habit of using technology as effectively as is now required, due to lack of experience, a gap in CPD provision and access to limited resources. This has come to light during the Covid period and highlights a need for rapid improvement to secure continuity of learning as the school year unfolds.

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

C.	Attachment issues and pre-existing behaviour needs have been exacerbated by the extremities of the lockdown period (not attending full time) and subsequent return to school (attending full time). Pupils from the PP and SEND groups who had previously been settled in school are exhibiting anxiety and a lack of emotional regulation which is impacting on their relationships.
D.	Attendance of a small number of pupils (up to 3) is low. Additional support is required in order to help these families in improving attendance levels. **From Jan 2021, attendance is noted in regard to either attending online or onsite lessons. Support is therefore required for the small number of pupils <u>not</u> regularly attending online learning if home-based due to Lockdown 3.0. E.g. provision of a Chrome book; 1-1 call or time for support; delivering packs of paper-based work to the home**

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

	Intended Outcomes	**Success Criteria**
A.	Teachers will understand 'where pupils are' in their learning, particularly regarding basic skills, so that plans can be devised and executed to accelerate pupil progress; teachers will focus on supporting pupils to build confidence, knowledge and skills across the curriculum so that gaps close and pupils are 'back on track' for age-related expectations, and next transition, by July 2021.	• Data will be available to show current position of pupils in core and foundation subjects NFER, Century Tech & other) • Action plans and individualised programmes will outline what groups of, and individual, children need to work on and achieve on a termly basis • Monitoring procedures and pupil workbooks will attest to rapid progress of pupils in identified areas
B.	Teachers will utilize digital platforms effectively and efficiently to support teaching and learning, whether based in school or at home, providing continuity of learning for pupils; teachers and staff will have a renewed confidence in computer skills; teachers will have the necessary tools to deliver quality learning through the use of individual laptops	• Laptops available for all class teachers Awaiting • CPD accessed and developed so that teachers can confidently provide improved digital learning • Continuity of learning established in times of lockdown or home-based working (pupil or adult) • Pupil feedback will reflect high level of engagement

			• Teachers will report a workload reduction and/or ease of working through digital developments
C.	Identified pupils will find it easier to regulate their emotions, self-control and behaviour; learning will be more readily accessed and retained due to being more frequently and reliably 'ready to learn'		• Reduction by 50% in outbursts, meltdown and swearing by mid-point of year; by July 2021, ready to transition into next class • Clear strategies and joint scripts in place for supporting inclusive children – so that all staff know who is involved and how to handle challenges • Increased time in lessons within the classroom for the inclusive pupils identified: in class for at least 50% of lessons alongside peers • Monitored effectiveness of increased support levels
D.	Identified pupils will return to school more consistently; by the end of each term, % attendance will be stronger by 10%, by comparison **Identified pupils will access learning online more consistently, or show engagement in paper-based tasks, so that these pupils are increasing % of attendance between January-March 2021**		• Improved attendance, steadily evident in pupil attendance data • Action plan in place for how to escalate involvement from school and outside agencies to promote good attendance – in line with attendance policy • **Paper-based materials provided, when needed, to overcome technical barriers; telephone contact increased and maintained for identified pupils**

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**	**TBC**
ii. **NFER or GL Assessments**	**TBC**
iii. **Other**	**TBC**
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 & linked assessments to be completed Cost factored above	Clarity around pupil standards	Informed decisions can be made around next steps in learning	Oversight by SLT of results; staff meetings to jointly plan actions;	AP	December 2020 **NFER completed and results used by teachers to inform further plans**
11x teacher laptops to be ordered Cost: £5,500, not from this funding stream, but included for reference as	Adequate kit & resources available; speedy access to CPD; Teams/ google classroom embedded	Requirement to provide improved digital learning opportunities; laptops a 'must' to move forward; teachers keen to make a difference and improve skills/ delivery of lessons	In line with Trust priorities; included in all teacher appraisal targets; liaison with Sonny Sharma for support & evaluation of progress	FAB	December 2020 **Awaiting laptops for teachers; informed that delivery is imminent** February 2021

<mark>this is a significant action point</mark>					
CPD sessions for every teacher: full day of supply cover x 11 so that each can access 6.25h of support. £230x11=£2,530	Teachers skill and knowledge re Teams/ digital use improved and effective	Teachers need CPD and time in order to master techniques of working online/ with IT equipment. All on board with principles,	Lesson sampling; conversation with staff/ shared good practice among team	HE in liaison with SS and external agencies	December 2020 **Bite-sized accessed** January 2021 March 2021 June 2021
Total Budgeted Cost					£2, 530

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?
Additional teaching 0.2 & 0.1=0.3 x **15** weeks in small groups and 1:1 **£5,175**	Pupils falling behind catch up	Teacher expertise will impact quickly through QFT skills and SEND expertise	Monitoring; reports from additional teaching staff	FAB	January 2021**PAUSED due to shielding teacher: to consider continuation if Lockdown 3.0 ends for the remaining weeks** March 2021 June 2021
TA additional hours **16**h additional at £12 x 25 weeks= **£4,800**	Pupils have ready access to support when heightened	Adult support reduces anxieties for these pupils and enables nurture activities to be undertaken and targeted self-reflection work	Entry and exit data; PSHE tools to track	CBr	January 2021 March 2021 June 2021
Outline and follow through with attendance action plan <mark>HT time: no new cost</mark>	Improved attendance of few pupils identified	Without a level of challenge, pupils could miss significant schooling; positive support can make a different, building on positive relationships with families	Monitor attendance – proof that input is having an effect; liaison with Attendance officer at LA	CF	January 2021 March 2021 June 2021
Total Budgeted Cost					£11,625 Revised cost: **£ 9,975**

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?
CPD plan of support through BSS and Entrust links through SRSCMAT	Improved resilience of staff to manage challenging children; upskilling of staff team	Experts can support further development of staff skill; with tailored CPD, support for pupils is likely to make a lasting difference	Supervision sessions with staff; reduction in staff stresses linked to inclusive pupils' needs	CBr	January 2021 March 2021 June 2021

No new costs, due to Gold level support from BSS and Trust support				
Total Budgeted Cost				**£12,505**

4. Additional Detail (if applicable)

£152 overspend: this should not emerge, once the figures are adjusted over time from 209 on roll to 212, which is the actual for October 2020 census.

£1,498 underspend. Based on Lockdown uncertainty, this amount will be used as a contingency fund for supporting the above plan, with revision in March 2021 to reflect how/ where spending can produce the best impact.

5. Approved and Authorised By

Role	Signature	Date
Headteacher	*Fionuala Boucher* *Fionuala Boucher*	**20 10 20** **22 01 21**
Director of Performance and Standards	J Spencer	
Finance Director	P Curtis	

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