



# SRS CMAT Catch Up Funding Overview



## 1. Summary Information

<b>School</b>	St Joseph's Catholic Voluntary Academy, Derby				
<b>Academic Year</b>	2020-21	<b>Total number of pupils</b>	378	<b>Total Catch up funding budget</b>	£26,197
<b>Attendance of pupils 19-20 (Sept 2019 and 20 Mar 2020)</b>	95.03%	<b>Attendance of pupils 20-21</b>	%	<b>Number of pupils who have not returned to school</b>	0

## 2a. Barriers to Future Attainment and Progress

### Academic Barriers

<b>A.</b>	Oracy skills of all children.
<b>B.</b>	Gaps in key skills e.g. grammatical knowledge, retention of place value and calculation strategies.
<b>C.</b>	Phonic knowledge, particularly in Y1 makes writing tasks increasingly difficult.

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

<b>D.</b>	<ul style="list-style-type: none"> <li>Social and emotional issues are stopping the learning process in certain year groups.</li> </ul>
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### 2b. Intended Outcomes *(specific outcomes and how they will be measured)*

### Success Criteria

<b>A.</b>	The teaching to address the gaps in children's phonic knowledge. Phonics tracker to show gaps reducing over time.	For children to have a sound phonic knowledge and understanding and be able to apply this in their reading and writing.
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<b>B.</b>	All children to engage in increased reading of quality material (both decodable scheme books FS/KS1/Year 3 and Reading Gladiator books)	Apply phonic knowledge to reading and writing.  Increase in fluency.  Children are applying reading to their writing e.g. high tier vocabulary.
<b>C.</b>	For all children across school to address their gaps within maths.	For more children to be secure in age related standards in Place Value and calculations
<b>D.</b>	Children's wellbeing improves.	To remove barriers for children to help them to be resilient learners.

### 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					£1462.50
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?

Increase the professional knowledge of staff in the teaching of reading	Children's reading fluency increases, leading to a greater confidence in reading.	Staff trained in use Herts for Learning materials / strategies at all ages. Research shows that reading fluency has an impact on understanding.	Monitoring of timetables to check time allocation Feedback from assessments made at the beginning and end of a support period.	Louise Kearney	Jan 21  May 21
Improve the quality of reading material available for all year groups.	All children have access to quality books that are phonically decodable for younger year groups.	Children need the appropriate materials to be able to apply skills from quality teaching sessions.	Purchase a range of quality books from a reputable source. Purchase exciting books for class reading areas. Reading Gladiators in year groups 2-6. Classes create inspirational areas for children to want to read. Interviews with children give them the opportunity to express their opinion on the new reading books.	LK/ TC	June 21

Daily Maths recovery sessions following DFE Maths Guidance	For children to 'recover' and be taught key objectives from missed learning.	DFE Catch up guidance	<p>Planning guidance from Maths lead in PPA sessions.</p> <p>Book moderation in staff meeting with Venn diagrams.</p> <p>Maths coordinator to complete book scrutiny.</p> <p>CGP books ordered for KS1 to support home learning should we close.</p>	LS and SLT to lead meetings, direct planning and ensure consistency.	Every half term.
<b>Total Budgeted Cost</b>					£10,200
<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>
Maths interventions for children where the gap has widened considerably.	Gaps are closed	NFER assessments and analysed.	<p>1:1 Maths conferences</p> <p>Small group sessions led by TAs.</p>	LS/SLT	Venn diagrams and Pupil progress meetings termly.
Redeployed hours from wrap around care staff-1:1 daily reading.	For KS1 and KS2 children to have daily reading and phonics catch up to plug gaps in phonic knowledge	<p>Increased opportunities for daily reading.</p> <p>Effective Use of TA's-EEF</p>	<p>Phonic Tracker assessment points will show progress.</p> <p>NFER tests</p>	Amy Johnstone directing redeployed staff	<p>Baseline in Sept of Phonics tracker.</p> <p>Assessed again at half term. Repeated after half term</p>

Targeted interventions through century for specific groups of children.	Children's gaps in core subjects narrowed.	Century Technology evidenced.	NFER / WR assessments Teacher assessments Century diagnostic assessment.	LK/SLT	Termly reviews.
Increased phonics sessions for FS/KS1	Children catch up and achieve on phonics assessment.  Skills are transferred to reading and writing	Book looks Phonics assessment  Evidence of home learning (or lack of it)	Purchase phonics tracker for year 2. Phonic Tracker assessment points will show progress.  Increase in intervention sessions for groups.	PC (Foundation lead)	Baseline in Sept of Phonics tracker. Assessed every half term. December Year 2 take Year 1 phonics test.
Increase teaching experience for greater depth children in reading.	More children are skilled in the art of discussion and deep analysis of quality texts.	Guided sessions for small groups provided experience for higher end readers that they cannot get when reading independently.  Teachers show skills in modelling the vocabulary to support deep discussion.	Link in to the Reading Gladiator programme for more year groups (children from Y2 to Y6)  Gladiators become ambassadors for reading in school.	LK	Review through feedback from leader at the end of each book.
Writing support sessions on line with Pie Corbett.	Increased writing skills. Confidence to apply skills effectively in their own writing.	Online writing in a controlled environment can reduce some of the anxiety that children experience.  Working alongside a famous author can inspire children to read their material and aim to write in their style.	Groups will be chosen carefully and grouped based on who will work well together.  School adults will also take part in the sessions so that strategies can be referenced in other lessons.	LK / Y6 teachers	Dec 21
<b>Total Budgeted Cost</b>					£8080

<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>
Increase ELSA support hours	Children are better skilled to manage their emotions.	Many children need guidance and specific support to articulate and regulate their emotions. This can only happen with adult support and will allow children to be able to then access the curriculum.	Planning and monitoring time allocated Staff receive external supervision with a trained ELSA professional.	Amy Johnstone	Every half term
Select new children for Faith in Families support.	Children have access to a professional that can help the child and support the family with specific issues.	Anxiety, bereavement and other emotional issues can have an impact on the whole household. Children must be able to have the professional support necessary in order to avoid negative long term effects.	Regular review meetings are built in to the timeline. <b>All online meetings will allow parents to be involved and provide feedback where required.</b>  Feedback from children and their families guide next steps.	TC/ AJ	Every half term
Increase number of children accessing Forest School	Wellbeing and resilience improves. Children approach learning in a positive way.	Year groups / targeted children identified by class teachers and SLT as needing FS approach to learning.	All Year 4 children to now access a 6 week block of FS TA trained to be a level 3 Forest School leader. Outdoor First Aid training and certificate required. Waterproof coat and trousers purchased for 15 children to allow sessions to go ahead regardless of the weather.	LS/SLT	Termly

Conduct baseline for physical development. Identify target children Deliver Physical Literacy programme.	Improve children's fitness / stamina.	Programme aims to improve the core strength of children. Greater physical strength and stamina supports positive mental health and an overall more positive attitude. Research shows that this can be seen back in the classroom with children showing a more positive attitude to learning.	Leader to work closely with SENCO to ensure children have been identified correctly.	AJ/ Joseph Devanny	Termly
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**Total Budgeted Cost    £8000**

**4. Additional Detail (if applicable)**

<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>		

**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>

