

**Catch-Up Funding Planning Document**

**School: St Joseph’s Catholic Voluntary Academy **

**Date: September 2020**

**Amendments 5th September 2020**

**Amendments 15th October 2020**

*Please use in conjunction with Covid Catch-up Document from Finance Team*

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| **Area** | **Barriers** | **CMAT/DFE approach from Sept 2020** | **Mitigating action** | **Anticipated Cost**  *Based on children on Roll 241 /£80 per head= £19,280* | **Monitoring** | **Impact** |
| Curriculum recovery | Public Health and DFE guidance from March 20th 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. | * RE curriculum taught in full. * Identify gaps in knowledge and insecure components of knowledge. * Careful assessment without assumptions.   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>  Ofsted interim approach to inspection from September 2020  <https://www.gov.uk/guidance/education-plans-from-september-2020>  EYFS learning and development requirements must be met from 26th September 2020 (Ofsted regulatory activity). | 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.  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. (based on NFER AFL)  Where particular concerns with key Maths and English skills are identified.  Group Intervention/ 1:1 Intervention carried out by Class Teachers and Class TAs  Evidence and implementation guide for 1-1:  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/>  Teachers to complete EEF provision maps  Evidence and implementation guide for small group tuition:  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/>  Key questions:  **How are leaders ensuring students resume the school’s curriculum (including, where necessary, the blend of classroom teaching and remote education)?**  **Teachers are planning lessons in conjunction with the Remote and blended learning Protocol document.**  **Planning documents reflect blended learning weekly- Submitted to the HT at the Beginning of the week to ensure children can access Online learning effectively.**  **Weekly Timetables reflect the breadth of the curriculum.** | NFER Assessment Papers purchased and utilised to ensure accurate analysis of GAPS £3000  *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.*  *Academic Tutor employed 1 day per week*  *£5000*  *Planning Time* | October assessment point.  GAPS analysis utilised by all class teachers  Evidence of GAPS that need to be closed  Close monitoring of impact of additional tuition/ interventions. Review impact at least every six weeks.  Teachers have entered Data onto Target Tracker October 2020  Close monitoring of impact of additional tuition/ interventions. Review impact at least every six weeks.  HT to Monitor the breadth of the curriculum  HT to ensure planning time  HT to monitor planning uploaded on website. |  |
| Routines and behaviours | During the period of home learning, those children who have not attended school may have experienced reduced routines and expectations for their own conduct and behaviour.  Compulsory school attendance has not been in place since from March 20th. Lack of routines along with parental and community fear around Covid-19 could potentially impact on the regularity of attendance from Sept 2020. This could be heightened in some schools by the Leicester specific ‘lock-down’ announced on Monday 29th June (first review date 18th July). | * Additional routines outlined in risk assessment to be followed (including updating behaviour policies to reflect risk assessments). * All children should be in school from start of term *(following school transition planning model).* | Consider how routines will be re-established as part of reintegration to school.  Update behaviour policy to reflect the impact of COVID and reintegration of children to school.  Plan programme of tutor group/ class sessions to look at additional measures for Covid-19, including hand hygiene.  Whole class assemblies which focus on hygiene  Through PSHE sessions children to discuss COVID and the variety of implications/ new behaviours.  Consider additional staff training on behaviour as a form of communication.  Review behaviour policy with staff. Additional Rewards and sanctions established to support children.  Circulate resources and reflection documents from Joe Dawson to staff.  Documents to be shared with staff on arrival  Continue clear messaging to parents to raise understanding of expectations of attendance.  Contact to be made to parents through website, school jotter and parent mail.  .  **Key questions:**  How are pupils settling back into expected routines and expectations?  Children have returned to school well and attendance is good in all year groups.  What barriers has the school faced (or is still facing) in managing the return to full time education of all pupils?  Determining whether a child has COVID or a common cold/ Tonsillitis/ ear infection etc.  TA’s / Teachers not feeling well and in the event of them being unwell parent conflict in Bubble closing.  Animosity between parents and school in the event of bubble closure.  **Good communications established with all stakeholders through website and parent mail app.** | *Copying of materials and resources estimate £200*  *Certificates to Support children’s wellbeing*  *Work with LT and BS (EWO) to ensure attendance of all children in particular the vulnerable groups of children*  *Already in Main budget*  *Policy has been reviewed and to be shared at Nov Governing Body Meeting.*  *Staff to attend CPD provided by STAMAT*   * *Anxiety and children*   *TIME to distribute to staff.*  *Assessments Identified by Teachers and SEND lead- Joe Dawson to assess children /support identified families*  *Forms Element of Parent mail to be purchased to provide feedback from parents with regard to home learning*  *COST £500*  *Parent Surveys collated and reviewed with actions Shared with Blended learning lead.*  *Regular contact/ Update with EWO Cost already accounted for in main budget.*  *Contact being made regularly to ensure attendance is maintained*  *COMPARISON OCT 19 /OCT 20*  *Authorised absence down 3.9%*  *Unauthorised absence down 4%*  *14.3 % of pupils attendance is below 90%* | Monitor rewards and sanctions in comparison to patterns seen in previous two academic years up to Nov 2020.  Monitor for whole cohort and consider patterns within groups (gender/ dis).  Identify if additional steps will be required. Highlighted on Assessment and Monitoring calendar  Parent/ Pupil and Staff surveys conducted.  Highlighted on Assessment and Monitoring calendar |  |
| Health and well-being | The Health and well-being of children may have been impacted by:   * Anxiety about Covid-19 and direct family experience of Covid-19, including bereavement * Reduction in physical exercise and opportunities for physical development * Poverty, including lack of access to a healthy diet. | Continue partnership work with families.  DfE resource list for mental well being  <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/online-science-pe-wellbeing-and-send-resources-for-home-education#mental-wellbeing> | Sign-post families to additional support in the community.  Extra sign postage on school website  If necessary, support families with applications for support such as free school meals.  Sign posting FSM criteria on website (Under COVID)  Target pastoral and family support.  Faith in families to support families who may require extra support  ELSA Support for most vulnerable children – linked with children identified through CPOMS/ EEF provision map.    Key questions: **how any identified and specific health and well-being issues for particular pupils are being addressed and what may be needed at a local and/or national level to support thi**s.  Use of Parent mail to gather evidence regarding particular issues  Provide children with Well- being PSHE sessions to support children during this time. | *Additional time for pastoral support may be required.*  *Support from Teaching Assistants initially*  *Referrals made to Louise Toon Faith in Families*  *ELSA Training of staff.*  *£550. Five days training with lunch provided, post-supervision over 4 sessions and the emotional wellbeing manual every delegate will need.*  *1x KS1 Morning TA 2.5 hours’ daily (12.5 hours a week)*  *1X KS2 Morning TA 2.5 hours Daily (12.5 hours a week)*  *CPD Wellbeing booked through STACMAT* | Monitor children’s well-being  Pupil Survey – Impact of COVID. |  |
| Safeguarding | Whilst schools have remained open to vulnerable children from the 27th 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> | * 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. * All schools should undertake the Safeguarding Ready aspect of the CMAT Leadership Ready. | School to complete Safeguarding Ready and resolve any aspects that are deemed to be unsatisfactory.  Schools to provide training and monitor that staff are recognising signs of any potential safeguarding concerns.  Safeguarding Refresher completed / Safeguarding element built in to all staff meetings  Prevent training through STACMAT CPD Attended / to be used in disseminated in Staff training  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>  In the event of Bubbles being home schooled Teachers will make contact 1:1 with the most venerable students via phone calls.  Teachers will provide the children with a zoom link sent through parent mail via the school office staff. | *Additional support for children by Faith in Families etc.*  *Safeguarding Element planned in to staff Meetings (TIME)*  *HT to audit CPOMS and monitor Concerns (TIME)*  *Monitoring continues*  *In the event of Bubble closures*  *Class Teachers are responsible for calling vulnerable children and planning weekly Zoom sessions to provide children with support in their learning.* | By September 20th 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.  SEND Provision MAPS completed October 15th 2020 |  |
| 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.. | * From 26th September temporary changes to law on EHCP end.   <https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus/education-health-and-care-needs-assessments-and-plans-guidance-on-temporary-legislative-changes-relating-to-coronavirus-covid-19>   * From this date or before EHCP provision should be met and schools must plan as part of reopening to do this. | 1:1 provision in place for all children with EHCPs  Continue partnership work with families, LA, Joe Dawson (Educational Psychologist provision).  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.  SENDCO Given extra time to support planning/supporting children with Specific needs | *Emergency ED Psyc Referral £200*  *Discussion with SOG to determine extra time needed to ensure provision is in place for children with EHCPs*  *(Cover organised in house to facilitate time out of class 1 full day + Afternoon sessions)*  Extra TA time to support covering SENDCO and Children with Specific needs  £500 | SOG to Monitor children with EHCPs |  |
|  | | | | *Total planned cost: £9200*  *Reserve: for allocation following October/ January assessment reviews.*  *£11,440*  *(Elsa Training/ TA contribution to TA salary / Teach First Tutor?)* |  | |