



## SRS CMAT Catch Up Funding Overview

1. Summary Information					
<b>School</b>	St John Fisher Catholic Voluntary Academy				
<b>Academic Year</b>	2020-21	<b>Total number of pupils</b>	230	<b>Total Catch up funding budget</b>	£15,410
<b>Attendance of pupils 19-20 (Sept 2019 and 20 Mar 2020)</b>	95.76%	<b>Attendance of pupils 20-21 2/9/20 – 16/10/20</b>	96.25%	<b>Number of pupils who have not returned to school</b>	0

### 2a. Barriers to Future Attainment and Progress

#### Academic Barriers

<b>A.</b>	Low starting points in the Early Years Foundation Stage – particularly lack of vocabulary
<b>B.</b>	Mental health and well-being of pupils post COVID-19
<b>C.</b>	Writing across the school is a key priority due to low entry points
<b>D.</b>	Maths understanding of place value, problem solving and reasoning

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

<b>E.</b>	Lack of engagement during lockdown due to connection issues
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#### **2b. Intended Outcomes** *(specific outcomes and how they will be measured)*

#### **Success Criteria**

<b>A.</b>	Children's vocabulary repertoire is widened.	Evident in Sp&L activities and in children's writing across the school. Children want to read widely.
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<b>B.</b>	Children feel safe in school and know how to manage their emotions	Mental Health & Well being team will monitor vulnerable children.
<b>C.</b>	Progress and attainment in writing improves across the school.	Book Looks and Pupil Progress meetings show children have made progress in writing.
<b>D.</b>	Children's confidence and resilience in Maths improves.	Pupil interviews, book looks and PPM's show progress in Maths.
<b>E.</b>	All children access online learning during isolation or lockdown.	Audit completed to know what devices/internet provision families have at home. Grants accessed to fund laptops that children can use at home. Seesaw shows children are accessing work and completing it.

### 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?

CGP Catch up books for all children	All children to receive targeted age-related expectations	Children need to be immersed in the age-related expectations to ensure they receive the National Curriculum. EEF catch up plan	Through regular contact with children in lessons.	Class teachers	Half termly
Phonically decodable books	To ensure <b>all</b> children have access to high quality reading books appropriate to their phonics ability	“Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading” EEF “Providing additional books and educational resources to families over the summer holidays, with support and guidance, may also be helpful—for example, offering advice about effective strategies for reading with children.” EEF	Regular phonetic assessment using phonics tracker  Autumn 2. OUP have 20% off until 23/10/2020	Class teachers  SK AB	Half termly
A range of high quality texts for children to read through magazine subscriptions	To ensure that children have a range of reading materials. First News Nat Geo Kids Storytime How it works Eco Kids This Week	“Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading” EEF “Providing additional books and educational resources to families over the summer holidays, with support and guidance, may also be helpful—for example, offering advice about effective strategies for reading with children.” EEF	Class teachers will monitor the reading materials children access.  A range of text types for children to read and talk about at length.	AB SR TM	Half termly

Maths resources to support gaps in learning	Children work through concrete stage before pictorial and abstract.	Children need to physically work calculations and problems out for themselves to deepen understanding.	SLT & Maths lead will monitor progress children make.  Pupil interviews will show that children have access to resources purchased e.g. Numicon, base ten, etc	KG AB SR	Half termly
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**Total Budgeted Cost** **£8,945**

**v. Targeted Support**

<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>
Century learning online software	Children actively engage in work set.  Children are more confident in answering ARE questions.	Academy suggested  To allow pupils exposure to age related expectations at their current level.	Class teachers to monitor children who are accessing and not accessing work.  Children to be signposted through the website and through SeeSaw	SR	Half termly
NELI – Literacy catch up for EYFS	Children in the Early Years to receive targeted literacy intervention to close any gaps	Need for early intervention with literacy.  “A particular focus for interventions is likely to be on literacy and numeracy. For example, there is	EYFS Teacher and 2 TAs to attend the NELI training. Following this, regular monitoring from the CT and DHT	LF & SB SR AB	Fortnightly observations and reviews once implemented in Lent 1

To reduce the attainment gap in English and Maths	Interventions to be delivered by a QTS. Through either supply, tutors and additional hours for P/T staff.	extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills” EEF	Through assessments, data and book looks	AB SR	Half termly for books 3 times per year for data
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**Total Budgeted Cost**

**£4765**

**vi. Other Approaches (including links to personal, social, and emotional wellbeing)**

<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>
ELSA – Emotional Literacy Support Assistant training	Staff are trained to support children’s emotional literacy.	Through Emotion Coaching, it was highlighted that children need to understand why they are feeling the way they are. ELSA will complement Emotion Coaching and Zones of Emotional Regulation.	Regular monitoring of time allocation for support provided and the children identified for this support. Monitor the impact of this on children’s behaviours.	JGi AB	Training from Lent 2021  Monitor from Pentecost 2021
Termly well being days	Increased respect for each other & democratic values understood.	Evidence from drop ins supports the fact that the children need to re-bond as classes again.	Pupil Councillors Pupil Voice will take the lead and feedback to the leadership team	KG AB/SR	Termly

**Total Budgeted Cost**

**£1,700**

**Total cost across all three areas**

**£15410**

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