

**Catch-Up Funding Planning Document**

**School: Sacred Heart CVA Leicester**

**Date: September 2020**

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| **Area** | **Barriers** | **CMAT/DFE approach from Sept 2020** | **Mitigating action****Evidence to be found in Covid- catch up file** | **Anticipated****Cost** | **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). | * New class teachers all have information regarding children’s engaged in home learning during lockdown. These were sent to the HT every week during lockdown until June 1st. ( see overviews from each class teacher)
* Class teachers (in July) highlighted work against the ‘Non-negotiables’ for their year group. Traffic light system used- Green (MA and HA children are secure), yellow (working on) and red (not yet started) - see sheets for each year group. These were then sent to current CT
* Afternoon ‘catch up’ sessions are held in each class for 2/3 times each week. These are planned around the non-negotiables work and have dedicated time on the timetable
* Curriculum is narrowed until October half term. Wordsmith topics will still be continued in Reading and Writing sessions each morning but will not be as extensive as normal
* Years 6,5,4,2 and 1 all completed NFER tests to give clear baseline in first week back in September

Application submitted to Trust for 1 Teach first student to work in upper KS2 in second half of Advent term (Phase 1) and then to continue until July 2021Extra teacher and HLTA to split year 6 group into 4 smaller units in Lent Term and first half of Pentecost (Phase 2)Extra teacher to work with year 2 groups Pentecost 2nd half term (Phase 3)Evidence and implementation guide for small group tuition:<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/>Year 1 Switched on- Graduate TA Working with 12 Year 1 children for 10 weeks. Daily 1:1 session. This will then move to Year 2 children in the lent term and year 3 in the Pentecost term Evidence and implementation guide for 1-1:<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/>Curriculum based on vocabulary acquisition- use of knowledge organisersPhonics CPD- English Hub- F1 to year 3Reduced amount of meetings/ workload to aid staff well-being and enable high quality, responsive teaching using AfL books to inform ‘next steps’New and rigorous monitoring plan to evaluate outcomes and policyRemote and Blended learning policy to be completed and shared with staff. Curriculum plans for English and Maths on the websiteCommunication with parents with regards to the new bookmark system Half termly Pupil progress meetings to check on short term targets for groups of pupils | *£1500**£5000**£20000**Already in budget* | Learning of the group who did not engage as much in home learning will be monitored closely in PPMsEvidence of Catch up work will be identified in booksBaselines will be analysed by the SLT to see where most need isPre and post data to be completedPre and post data to be completedPupil interviews by SLT to check engagement in use of KOsBaseline audit completed Aug 20. AfL books will be monitored regularly SLT to check plan weeklyShared with teachers: wk beg 14th Sept 20.Shared with non-teaching staff: wk beg 21st September 20 |  |
| 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).*
 | * Routines to be established from day 1- new staggered start and finish times, new lunch routines, new playtime routines etc
* Programme of class sessions to look at additional measures for Covid-19, including hand hygiene etc using the posters they will see around school
* Circulate resources and reflection documents from Joe Dawson to staff.
* Continue clear messaging to parents to raise understanding of expectations of attendance.
* Follow additional steps to support attendance, including use of pastoral support and CMAT additional letter.
* Office re-organised to deal with numbers who are self-isolating/ ill (non Covid related) etc
* Analyse attendance patterns, and use targeted EWO time for those who are persistently PA/ at risk of PA.
* New road closures to aid start and finish times- Highways department to implement and monitor
 | *Copying of materials and resources estimate £200* | *Daily attendance data to be monitored**Data should be completed daily by 10:30**EWO meetings each month**Monitoring completed by Leicester City Highways dept.* |  |
| 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 bereavementReduction in physical exercise and opportunities for physical developmentPoverty, 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.
* If necessary, support families with applications for support such as free school meals.
* Target pastoral and family support.
* Breakfast/juice packs in classrooms for children who are missing breakfast

  | *£500* | *Pastoral support by Behaviour Mentor – within hours* *School Social worker with Faith in Families to work remotely with struggling families to begin with and then in school/ Teams* Weekly meetings between BM, SSW, HT and SENDCo to check families are engaging  |  |
| 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.
 | Safeguarding update delivered by DSL to all staff in August 2020Smooth transfer from Behaviourwatch to CPOMSEnsure 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>As per the Remote and Blended learning policy, ensure that children are contacted by phone weekly  |  | 26/08/20Training to be completed before Oct half term |  |
| 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.
 | * Continue partnership work with families, LA, Joe Dawson (Educational Psychologist provision).
* SEND targets written by previous teacher to ensure continuity
 |  | Targets to be review half termly.October half term assessment window to identify those SEND children who are not on track to meet expected progress/ small stepped learning goals. |  |
|  | *Total planned cost:**£27,200**Reserve: £5600 for allocation following October/ January assessment reviews.* |  |