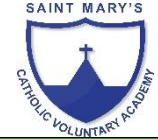




# SRS CMAT Catch Up Funding Overview



## 1. Summary Information ( During lockdown most of our provision has been paused)

|   |  |                                   |        |   |       |
|---|--|-----------------------------------|--------|---|-------|
| <b>School</b>   | St Marys Catholic Voluntary Academy, New Mills |                                   |        |   |       |
| <b>Academic Year</b>  | 2020-21  | <b>Total number of pupils</b>     | 112    | <b>Total Catch up funding budget</b>                    | £7504 |
| <b>Attendance of pupils 19-20 (Sept 2019 and 20 Mar 2020)</b> | 97.73%   | <b>Attendance of pupils 20-21</b> | 96.53% | <b>Number of pupils who have not returned to school</b> | 0     |

## 2a. Barriers to Future Attainment and Progress

### Academic Barriers

|           |  |
|-----------|--|
| <b>A.</b> | Have not engaged with home learning set by teachers(several in school transfers- WTE)  |
| <b>B.</b> | Focus class -year 5(COVID year 4) only attended 2 weeks schooling during COVID <50%. Main focus area- maths. This cohort have been identified as a concern prior to lockdown for both English writing and maths exp- 53% only in both core subjects. |
| <b>C.</b> | NFER testing and teacher diagnostics have identified clear gaps in learning for Maths and English from year 2-yr6(linking to remapped maths/English curriculum   |

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

|           |   |
|-----------|---|
| <b>D.</b> | Siblings in one household have not got the ICT required to access home learning/ vulnerable families having additional SBT support-did not attend school during COVID |
|-----------|---|

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

### Success Criteria

|           |  |  |
|-----------|--|--|
| <b>A.</b> | To improve the % of pupils achieving expected from 53% to 65% Lent 1 then 75% Pentecost 2 Year 5 | Clear progress in % at expected <b>Reading-100% exp+ writing- 63% exp+, Maths- 75%+ exp+</b> |
|-----------|--|--|

|    |  |   |
|----|--|---|
| B. | To improve % pupils achieving greater depth from 24% to 31% Year 5 | As above GD in reading-38% writng-20%, maths-31%    |
| C. | To recap and re teach gaps for year 1, 2,3,4 and year 6            | Gaps are closed/reduced in core areas of Maths/SPAG |
| D. |  |   |

### 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

| Top Slice Spending – Finance use only | Total spend |
|---------------------------------------|-------------|
| i. Century-CMAT                       | £           |
| ii. NFER or GL Assessments-CMAT       | £           |
| iii. Other Nesy, White Rose Hub       | £530        |
| iv. See Saw -No cost                  |             |

#### v. 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?   | Evaluation of impact                                       |
|---------------------|--|---|---|--------------------|--|--|
| Improve handwriting | writing presentation across whole school is accurate with policy | (limited application COVID).Martin Harvey scheme of work rolled out Sep 2020 one term for improvements. | 15 mins discreet teaching daily all classes using lesson plan resources | FD, MP, K.B, JM,PC | Weekly walks/observe practise,displays | Clear evidence of improved writing presentation across all |

| Curriculum essentials (RWM)rocket recaps drivers                 | Rocket recaps increase metacognition         | EEF, Clive Davies- revisit taught subject daily     | Recaps taught alongside cores   | FD, MP, K.B, JM     | End of each 6 week- knowledge mats                        | Pupils. Writing moderation by SD cluster June 21<br>Continue as discrete sessions next year .<br>RR imbedded across school using new Trust assessment framework.<br>Overview of science resulted in weekly teaching in addition to driver in KS1 |
|--|--|---|---|---------------------|---|--|
| H/W embedded across school                                       |  |   |   | Total Budgeted Cost |   | £995   |
| vi. Targeted Support   |  |   |   |                     |   |  |
| Action<br>After school-10 weeks                                  | 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?                      |  |
| Class 1 interventions- yr1<br>2x1 hour p/w x10<br>2x£25 x10=£500 | To reduce gaps in phonics, maths and English | Baseline identifies gaps                            | 3x 1 hour afterschool club focusing on NFER and C/T diagnostic gaps? strands within maths and English | FD                  | Advent 2 assessments- diagnostic-Is there an improvement? | 100% pass rate in year 1 phonics screening<br>Most pupils achieved our predicted FFT20 adjustment in Advent.   |

|   |  |  |   |    |  |   |
|---|--|--|---|----|--|---|
| Class 2 interventions-<br>yr2<br>2x1 hour p/w x10<br>2x£25 x10=£500 | To ensure 88% achieve GLD in phonics                           | Phonics tracker -gaps  | 3x 1 hour afterschool club focusing on NFER and C/T diagnostics | JM | Advent 2 assessments-<br>diagnostic-Is there an improvement? | KS1 writing is still a major focus going forward next year. (3 SEND yr2)  |
| Class 3 interventions-<br>yr4<br>2x1 hour p/w<br>2x£25 x10=£500     | To increase maths exp 76%to 82%, writing 62% to 70%            | Use NFER diagnostic-Maths, SPAG, C/T writing                               | 3x 1 hour afterschool club focusing on NFER and C/T diagnostics | KB | Advent 2 assessments-<br>diagnostic-Is there an improvement? | Nfer maths-72%<br>2 pupils on cusp which would achieve 82%<br>Writing-86% |
| Class 4 interventions-<br>yr5<br>2x1 hour p/w x10<br>2x£25 x10=£500 | To increase maths/Eng. 53% to 65% exp                          | Use NFER diagnostic-Maths, SPAG, C/T writing                               | 3x 1 hour afterschool club focusing on NFER and C/T diagnostics | MP | Advent 2 assessments-<br>diagnostic-Is there an improvement? | Reading-100%<br>exp+ writing-63% exp+,<br>Maths- 75%+<br>exp+             |
| KE teach additional PE lessonx3 x10 weeks (£600)                    | To allow for split teaching<br>Continuing in school and online | C/T focus on a year group<br>½ on century ½ teacher                        | Timetabled PE slots   | KE |  | Full tracking assessment embedded using new heart, heart hands            |
| KJ focus group Wed am<br>1x3 hr x10 weeks (£559)                    | Focus group<br>continuing online                               | Small group will help to improve focus and concentration-SMART targets set | Arithmetic and reasoning improve, gaps are closing              | KJ | Advent 2 assessments-<br>diagnostic-Is there an improvement? | Refer to year 5 results above   |

|  |   |   |  |                   |   |  |
|--|---|---|--|-------------------|---|--|
| CB focus group Tues pm 1x1.35minsp wx10 (£250)weeks-Herts 4 Reading  | 6x year1 pupils secure with phase 3<br><b>Continuing in school- all pupils in</b> | Revisit. Recap improve recall and application within reading            | Phonics tracker results increase   | CB                | 100% accuracy in phase 3                          | <b>100% phonics screening</b>  |
| Continue gap analysis for year 6 pupils<br>2x 1 hour afterschool<br>With MP<br>X 8 weeks-sats revision2x£25 x10=£500 | To ensure 10/12 pupils achieve exp +<br>Small cohort<br>8.3% p/p                  | Revisit and recap all core subjects in maths, reading, writing and SPAG | Planned timetable discussed with H/T   | MP                | End of SATS                                       | <b>Excellent results 100% in reading and writing . 83% in maths (10/ 12)</b>                   |
| 1supply teacher £35 per hour focus work X10=£350   | To secure /revisit taught priority areas  | Across all classes identified by class teachers                         | C/T identify and time table  | All               | Review with H/T and C/T weekly through discussion | <b>Did not utilise this – reviewed using class teacher s and TAs for personalised learning</b> |
| EP 10 weeks<br>PP pupils 1 hour per dayx5=729  | To use gap analysis to support p/p pupils   | Across all classes identified by class teachers                         | Teacher provides resources<br>EP use numicon intervention for maths<br>Transcription for assessment. | EP                | Weekly feedback with EP and C/T                   | <b>PP soft data very positive<br/>PP without SEND achieved expected in maths/reading</b>       |
| <b>This is still happening during lockdown since 90% of vulnerable pupils in school.</b>                             |   |   |  |                   | <b>Total Budgeted</b>                             | £4979  |
| <b>vii. Other Approaches (including links to personal, social, and emotional wellbeing)</b>                          |   |   |  |                   |   | <b>viii.</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>       |  |

|   |  |  |  |    |  |   |
|---|--|--|--|----|--|---|
| Well being<br>ELSA identify social and emotional well-being of pupils across both key stages  | To improve well being of key pupils identified | Ensuring pupils are settled and happy in school will help to improve their attitude to learning within the classroom and at home | 10x6.5 hours ELSA feeds back to C/T daily, decrease in anxiety with identified pupils, engaged in home and school learning, secure friendship groups re-established. | MS | Regular supervision with H/T-Talk around the child | Pupil voice and monthly drop in with LGB pp lead very positive  |
|   |  |  |  |    | £1000  |   |
| This is still happening during lockdown since 90% of vulnerable pupils in school.   |  |  |  |    | <b>Total Budgeted</b>                              | <b>£7504</b>  |
| <b>4. Additional Detail (if applicable)</b>   |  |  |  |    |  |   |
| <p>After the roll out during the first 2 weeks we identified that pupils were too tired to continue afterschool maths and English focus groups. I have planned for there to be a range of enrichment practical afterschool activities linking to the driver subjects taught. These are ran by TAs and the sports coach. To support teaching within the school day all part time TAs are increasing their hours to support the teaching of maths and English. So allowing additional adults and direct intervention/focus group within class.</p> <p>The expenditure will remain the same for ten weeks once lockdown has stopped.</p> <p>Weekly clubs 1hour x9 clubs across all key stages. (Screen and Batick printing-Global Learning-Uganda, Ballet/modern dance-PE, Music-night at the proms, Eco art, product design-sewing)</p> <p>The costings remain unchanged.</p> <p>Moving forward 2021-2022-utilising ne grant allocation</p> <p>Next steps- JM work Friday to focus on maths gaps focus groups?</p> <p>Release FD to focus on writing- recruit expertise externally?</p> |  |  |  |    |  | <p>Full budget allocation spent. It has clearly had a direct impact in learning and the social and emotional development of all pupils.</p> |

| 5. Approved and Authorised By         |                  |   |
|---------------------------------------|------------------|---|
| Role                                  | Signature        | Date  |
| Headteacher                           | Patricia Chapman | 8/10/2020 reviewed 20/1/2021<br>Evaluated 17/7/21 |
| Director of Performance and Standards |                  |   |
| Finance Director                      |                  |   |

Schools to share with the Local Governing Body to assist in monitoring processes- Meeting September 21- sent to al LGB

Costing so far- November 19 x £15=£285 (TAs-class/afterschool)

Teachers 6x£25= £150

EP- above

December 27 x £15= £405 (TAs-class/afterschool)

Teachers 20 x £25= £500

EP -above

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>



