



SRS CMAT Catch Up Funding Overview



1. Summary Information

School	The Priory Catholic Voluntary Academy				
Academic Year	2020-21	Total number of pupils	205	Total Catch up funding budget	£13,534
Attendance of pupils 19-20 (Sept 19 and 20 Mar 20)	96%	Attendance of pupils 20-21	95%	Number of pupils who have not returned to school	0

2a. Barriers to Future Attainment and Progress

Academic Barriers

A.	The increased demands of the new curriculum (with the additional constraints to teaching caused by the pandemic) pupils often demonstrate they have understood and retained, but require further support (including through Digital Technology) to ensure, not only coverage of the curriculum, but also that knowledge is embedded in order to retain; for future learning to be built on successfully.
B.	Attitudes to learning are at times challenging, leading to pupils often lacking resilience in tackling new challenges and in maintaining stamina when undertaking a range of learning tasks; from practice and revision tasks to those which have greater cognitive demands. Writing was lower in standards than other main areas before Covid – and a school priority. Stamina (for pupils across school) to undertake written tasks has diminished even further due to the pandemic.
C.	Slower progress in reading through growing gaps in pupils’ knowledge when applying phonics ; and, from the overall reading development of pupils being hindered – especially in Key Stage 2 – will have a future adverse impact on their ability to access and make progress across the wider curriculum.

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

D.	Covid related barriers to learning impacts on emotional well-being; leading to low self-esteem and ability to manage emotions in challenging situations
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2b. Intended Outcomes *(specific outcomes and how they will be measured)*

Success Criteria

A.	Curriculum knowledge will be successfully embedded in pupils’ learning and barriers will be removed before the next lesson (sequence of learning). Long term knowledge will be embedded, and, in turn, will improve with the use of Knowledge Organisers and Progression Ladders (in line with approaches to teaching the range of curriculum subjects). Outcomes will be measured through work scrutiny and pupil interviews as well as using the school’s summative assessment procedures for all curriculum subjects as a benchmark against previous year’s data.	Feedback is effective and learners understand what they know and can do – and are able to talk about this freely in their work. Barriers to learning are addressed prior to learning; digital technology is used to further ensure knowledge is embedded. Work scrutiny and pupil interviews confirm desired impact has taken place, allowing the next lesson in the sequence to then embed knowledge, skills and concepts. Summative teacher assessment is in line with assessments carried out in previous years for all curriculum subjects as recorded on Insight.
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B.	Pupils' writing stamina improves substantially, due to a new whole school focus and challenge (Pie Corbett's: Talk for Writing) which results in wider curriculum written-tasks being completed accurately; with pleasure, energy and purpose. Writing assessment drops will be measured against other subject assessments, as well as with the other core subject areas.	Work scrutiny and pupil interviews confirm the desired impact has taken place, with writing being an enjoyable activity; leading to improvements and access to the wider curriculum. Writing assessment drops indicate that the gap against other subject summative data is closing rapidly over time.
C.	The school aims to provide the support and enrichment necessary to boost reading skills; to further develop phonics and early reading; so that gaps in pupils' knowledge are addressed. The overarching aim is for pupils to be literacy ready to enable them to achieve what is expected – as they progress through school, being able to access the wider curriculum. This approach will be integral to the continuing success of the school by the time pupils reach the end of Key Stage 2. Phonics and reading assessments will show where gaps in knowledge have been filled. Overtime, the progress made will be measured by use of tests and assessments (Phonics and NFER tests).	Pupils are able to engage in the wider curriculum and achieve. Pupil interviews confirm that they have a positive attitude to reading and can talk about how their role models (teachers and TAs) have inspired them; developing a greater enjoyment of a range of books. Reading Teacher Assessment drops (and re-test results) indicate good and better progress is being made, as identified gaps are closing rapidly.
D.	Increase nurture provision, whereby Mrs Mucha will head up a team of TAs providing themes throughout each week; which enable pupils to grow in: Mindfulness; Emotional Resilience; Friendship; Keeping safe and well, and; Knowing and recognising their (behavioural) needs – strategies which lead to pupils being able to self-regulate more effectively and therefore access learning across the curriculum. CPOMS will be used to monitor and measure impact (as there will be less occasions of negative behaviour being reported as emotional health improves). Curriculum engagement and outcomes in books – along with pupil and parent voice on IEPs and Behaviour Plans will be used to measure impact.	Covid-related barriers to learning impacts less on emotional well-being; leading to a growth in pupils' self-esteem and their ability to manage emotions in challenging situations – becoming more resilient over time. Access to the curriculum widens for these learners who are able to enjoy and achieve at their level, in all aspects of the curriculum. Good quality provision and differentiation of learning objectives and tasks, ensures equity of curriculum entitlement.

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 (Governor)	When Will You Review Implementation?
Provide opportunities for professional development—to support curriculum planning; with a major focus on training in the effective use of Effective Feedback and Digital Technology.	Every teacher is supported and prepared – as is essential to achieving the best outcomes for pupils. Feedback is at the heart of the teaching and learning process and the use of digital technology is embedded.	Early career teachers (Year Groups: 1, 3 and 4) are particularly likely to benefit from additional mentoring and support (EEF). Providing pupils with high-quality feedback, building on accurate assessment (EEF) is likely to be an effective approach. Using effective digital technologies has moderate impact for moderate cost; based on extensive research evidence.	<u>Strategic CPD programme</u> in place to cater for whole school initiatives and individual CPD of staff. <u>Feedback Policy</u> : Monitoring shows that teachers are using feedback effectively to move learning on. <u>IT</u> : Monitoring shows that all teachers are au fait and confident in using digital technologies.	Anthony Harrison (Chair: K. Cafferkey) Claire Grimes (E. Peck) Sarah Fisher (N. Carter)	End of Lent Term and end of Pentecost 2; 01.04.21 and 09.07.21 End of Lent 1 and Pentecost 1 12.02.21 and 28.05.21 End of each half term and as part of Teacher's TLR3
Enhance the whole curriculum through implementing a whole school mastery approach to teaching literacy: Pie Corbett's Talk for Writing.	To enable pupils to read and write independently for a variety of audiences and purposes across all curriculum subjects. In doing so, internalise language structures needed to communicate effectively through reading, writing, speaking and listening which will enhance all areas of the curriculum.	The core teaching practices and principles used in Talk for Writing align with the school's mastery approach to teaching and learning and they are transferable across all curriculum subjects. In addition, there is extensive evidence (EEF) showing the long-term negative impact of beginning secondary school without secure literacy skills.	By monitoring pupil progress and evaluating impact of specific changes undertaken, as part of the move into implementing Talk for Writing across the school. Curriculum subject data, as it emerges, will be contrasted with data from the last three years. Lesson study and observations (including pupil voice) will indicate high levels of achievement in line with data.	Claire Grimes (Chair: K. Cafferkey and Emma Peck).	End of each half term and as part of Teachers' PM Final review Pentecost 2: 09.07.21
Total Budgeted Cost					£5,500

v. Targeted Support					
Action	Intended Outcome	What Is the Evidence and Rationale for This Choice?	How Will You Ensure It Is Implemented Well?	Staff Lead Governor	When Will You Review Implementation?
Class teachers and/or TAs teach one to one and small group tuition as a catch-up strategy in oral language skills and aspects of reading; such as phonics – and to focus on pupils with identified special educational needs or disabilities.	Following assessment (NFER and TA) effective intervention will ensure that support is well-targeted so that pupils are able to close identified reading and literacy gaps.	There is extensive evidence supporting the impact of high-quality 1-1 and small group tuition as a catch-up strategy (EEF). Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading; and include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Tuition delivered by qualified teachers is likely to have the highest impact. Where tuition is delivered by teaching assistants training linked to specific content is already in place and TAs are guided by planning closely with the class teacher.	By monitoring pupil progress through regular assessment points (every 3 weeks, or each half or full term). And by evaluating impact of specific interventions; through work scrutiny, discussions with teachers and TAs; scrutinising learning objectives and IEPs; and through observations which confirm desired impact has taken place.	Jemma Symonds Kevin Pakenham	End of each half term as part of monitoring cycles to review pupil progress in line with the catch-up programmes being used.
Total Budgeted Cost					£6,655
vi. Other Approaches (including links to personal, social, and emotional wellbeing)					
Action	Intended Outcome	What Is the Evidence and Rationale for This Choice?	How Will You Ensure It Is Implemented Well?	Staff Lead Governor	Review Implementation?
Extend nurture provision to focus on behaviour, pupils' social and emotional needs and individual pupils feeling bereaved	Pupils are able to self-regulate effectively and therefore access learning; there will be less occasions of negative behaviour being reported as emotional health improves.	Nurture provision includes: social & emotional learning; behaviour interventions; and collaborative learning (all based on extensive evidence: EEF) provision which includes art participation and outdoor adventure learning.	CPOMS will be used to monitor and measure impact. Curriculum engagement and outcomes in books – along with pupil and parent voice on IEPs and Behaviour Plans will be used to measure impact.	Helen Smith (Nicola O'Malley)	End of each half term as part of monitoring cycles to review pupil progress in line with the catch-up programmes being used.

4. Additional Detail (if applicable)

A.

Strategic CPD Programme – A. Harrison

This is essential to have in place so that all members of staff (Teachers and TAs) are supported in developing their use of the Feedback Policy and Digital Technology. Feedback Policy – C. Grimes

Strategic CPD Programme – C. Grimes

Effective feedback has high impact (+8) for very low cost (based on moderate evidence). Early career teachers (as well as all teachers and TAs) will benefit from the in-house training provided by Mrs Grimes and Senior Leaders.

Digital Technology Programme and Computing Curriculum – S. Fisher

Digital Technology has a moderate impact (+4) for moderate cost, based on extensive evidence. Investment in Digital Technology during this academic year is essential in ensuring pupils are able to access the curriculum in uncertain times – a year when non-digital learning may be disrupted. Through additional investment in resources and training, the school aims to maximise the impact on pupils' learning (whether in school or when learning at home). To achieve, this in the short time available (Academic Year 2020-2021) the leadership of computing and school-based management of IT is to be enhanced – as the Governing Body has decided that £1,000 of the Government's catch up funding is to be used to create a TLR3 post, awarded to a classroom teacher for the academic year 2020-21. This time limited (8 months) school improvement project is a significant responsibility that will require:

- Leading, developing and enhancing the practice of teachers and TAs
- Leadership/management and the development of IT so that it becomes a core subject through which significant parts of the curriculum can be taught and accessed
- The duration of this fixed-term post is from 01.01.21 to 31.08.21 and will be paid in 8 monthly payments.

B.

Pie Corbett's Talk for Writing - C. Grimes

Similar to the developments in computing and IT, where all pupils in school will benefit, the implementation of a consistent mastery approach to teaching literacy will also raise standards across the school for all pupils. (EEF: Mastery Learning – moderate impact (+5) for a very low cost, based on moderate evidence).

The Talk for Writing approach to teaching offers a consistent and proven way to raise standards and make progress – not only in Literacy – but across the curriculum; for improved literacy skills allow pupils greater access to all curriculum areas. The cost of implementing Talk for Writing is £4,500. This cost includes:

- Consultancy: strategic planning with a consultant/ trainer with SLT (1 day: December 2020)
- INSET: Whole-staff Training – introduction to Fiction (1 day: 18th December 2020) (Disaggregated to 2 twilight sessions: 27.1.21 & 3.2.21)
- Consultancy: a review of the impact of the Fiction input on pupils' outcomes. This consultancy will aim to support leaders and teachers; with advice about monitoring and using this towards in-class support. (March 2021)
- INSET: Whole staff training – introduction to non-fiction (1 Day: Twilight training April 2021 – disaggregated from the Inset day on Wednesday 21st July 2021)
- Consultancy: a review of the impact of the non-fiction input on pupils' outcomes (July2020).

All training and consultancy will be undertaken on-line, due to the constraints caused by the pandemic. However, when this comes to an end, and face to face events resume; each teacher will be able to visit St Joseph's Catholic Primary School (part of our CMAT) to see how Talk for Writing operates in a school where it is fully developed. They will also be able to compare their own knowledge, understanding and teaching of Talk for Writing against that of a fellow practitioner (October 2021).

C.

Targeted Support – J. Symonds

Targeted support has been planned around pupils' needs – recognising that all classes and pupils are skilfully targeted and supported by quality-first and well differentiated; good, effective teaching. Our EYFS and Year 1 classes have had a good access and exposure to the curriculum; EYFS pupils have had no disruptions to their learning and Year 1 had had the least disruption of all other year groups. Both these classes are strong, academically and socially; and both will have more time to “catch up” in the forthcoming years; if and when gaps in their learning are identified.

Year 2: £2,240 – the pandemic has affected the most vulnerable in society. This class has a large proportion of vulnerable pupils with a significantly higher proportion of SEND pupils (42% of the class and 32% of the school SEN population). The funding is being used to employ a TA every morning (9am-11am) who will be utilised by the class teachers so that key gaps in pupils’ phonics and early reading, and literacy skills are addressed. This additional targeted support will be in place from 01.03.21 until the May half-term (28.05.21). It will enable class teachers to plan and drive the learning. As evidence shows: when catch up learning is delivered by the class teachers, it is likely to have the highest impact (EEF).

Year 3: £1,000 – here, the money is being used to employ the class teacher to deliver catch-up recovery lessons for 2.5 hours a week; for 16 weeks (01.03.21 – 09.07.21). Again, this method is likely to have the highest impact, as the teacher will naturally drive the programme through addressing identified gaps in pupils’ knowledge and skills – intrinsically linked to the course content of the Year 3 curriculum. The learning sessions will take place: before school, at lunchtimes or after school on days chosen in partnership by the teacher and parents; and by inviting certain-targeted pupils to these sessions. (A rate of £25/hour is paid to the class teacher).

Year 4: £1,000 – the same as the provision as set out in Year 3.

Year 5: £1,040 – this money is being used to employ a level 3 TA to undertake 4 hours a week of intensive targeted support aimed at filling pupils’ gaps in reading. The TA has had extensive training and a successful track-record of delivering catch-up interventions. In addition, the TA already works for 23.5 hours a week in the class – and works closely, under the direction and in partnership, with the class teacher. This additional 4 hours per week will take place for 16 weeks (01.03.21 – 09.07.21). The timings/ dates/ logistics will be agreed between the class teacher and TA in relation to on-going teacher assessment, curriculum planning – and existing interventions already taking place.

Year 6: £1,375 – this is in the final year of primary education for this class; they have just this year to address gaps in learning towards achieving the national standards of the national curriculum. Therefore, the money will be used to employ a Level 2 TA for 100 hours – utilised by the class teacher so that key gaps in pupils’ knowledge in reading, writing, grammar, punctuation and spelling; and, Mathematics – are addressed. The time will equate to 6.25 hours a week starting for 16 weeks (01.03.21 – 09.07.21).

Summary of Intervention work: All interventions used as part of our targeted support plans will be measured for progress to ensure pupils are meeting their targets or milestones. This process will be undertaken through the use of regular assessment points; every three weeks or each half-term. The interventions will involve a range of strategies that will include:

- One to one tuition – moderate impact (+5) for high cost (based on extensive evidence)
- Oral language interventions – moderate impact (+5) for very low cost (based on extensive evidence)
- Phonics interventions – moderate impact (+4) for very low cost (based on extensive evidence)
- Reading comprehension strategies – high impact (+6) for very low cost (based on extensive evidence)

D.

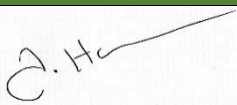
Extended nurture provision: Helen Smith

£1,379 in total – As the pandemic has affected the most vulnerable in society, money has been set aside to support the two-year groups to now access actual nurture provision away from the classroom. Year groups 2 and 5 have significantly the highest proportion of SEND pupils in their classes, as well as being the two-year groups to be the most deprived within the school.

In year 2, £1,119 is being spend for 80 hours of support to be utilised by the class teachers (5 hours each week in place from 01.03.21 until the May half-term: 28.05.21) so that carefully planned Collaborative Learning (+5) and Behaviour Interventions (+3) can take place – to add to the provision already taking place. Both of these approaches have a moderate impact for very low cost (based on extensive evidence).

In year 5, £260 extra will be spent, which will provide an extra hour of support each Monday, for 16 weeks. Again, behaviour interventions (+3) and collaborative learning (+5) strategies will be the focus and proven model which has worked successfully in the past. This additional hour per week will take place for 13 weeks (01.03.21 – 09.07.21).

5. Approved and Authorised By

Role	Signature	Date
Headteacher		19.11.20
Director of Performance and Standards		
Finance Director		

Schools to share with the Local Governing Body to assist in monitoring processes

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>

