



SRS CMAT Catch Up Funding Overview



1. Summary Information

School	St Anne's Catholic Voluntary Academy				
Academic Year	2020-21	Total number of pupils	250	Total Catch up funding budget	£16,750
Attendance of pupils 19-20 (Sept 2019 and 20 Mar 2020)	96.19%	Attendance of pupils 20-21	97.27%	Number of pupils who have not returned to school	3

2a. Barriers to Future Attainment and Progress

Academic Barriers

A.	Gap analysis of NFER reading tests show that children across all year groups need more support in the areas of inference, vocabulary and identification & explanation.
B.	Gap analysis of NFER tests show that children across all year groups need more support in some areas of grammar and punctuation e.g. clauses, conjunctions an tense.
C.	Gap analysis of NFER tests highlight that children have gaps in their learning. This is due to the areas of Maths not having been taught in school by the date of Lockdown (March 2020) or covered by Oak National Academy (our remote learning provider at the time) whilst schools were closed.

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

D.	Lack of confidence from parents with supporting their children with remote learning.
E.	A number of children do not have access to devices at home to complete online remote learning (Century).



2b. Intended Outcomes (<i>specific outcomes and how they will be measured</i>)		Success Criteria
A.	Children will make at least expected progress and will achieve their FFT predictions at the end of KS2.	Attainment in Reading will be at least in-line with National.
B.	Children will make at least expected progress in Writing.	Outcomes in Writing will be at least in-line with National.
C.	Areas not covered in the subject of Maths will now be covered.	Children will be able to make accelerated progress to fill the gaps.
D.	Parents become more confident supporting their children remotely.	Children will be able to maximise the potential of their remote learning because parents are able to support them.
E.	Alternative provision for remote learning will be made available to families.	No child will be disadvantaged if they cannot access online learning using a device at home.

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?
To ensure all teachers use analysis information provided to plan and teach lessons which focus on gaps in learning.	Gaps in children's learning will be closed.	Analysis of NFER assessments and Pupil Progress Meetings.	Subject Lead / SLT monitoring and Pupil Voice.	S Carr	End of Lent 1.
Total Budgeted Cost					0 - QFT
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	When Will You Review Implementation?
Tutor groups for identified individuals in Years 3-6. 1 x 1hour p/w for each year group. Focus on identified areas (key reading skills).	Children will make at least expected progress.	Analysis of NFER assessments and Pupil Progress Meetings.	SLT monitoring.	S Carr	End of Lent 1.



<p>Tutor groups for identified individuals in Years 3-6. 1 x 1hour p/w for each year group. Focus on identified areas (key GP skills).</p>	<p>Children will make at least expected progress. Children's writing will improve.</p>	<p>Analysis of NFER assessments and Pupil Progress Meetings.</p>	<p>SLT monitoring.</p>	<p>S Carr</p>	<p>End of Lent 1.</p>
<p>Third Space online 1-1 Tutor for identified individuals in Years 3-6. 1 x 1hour p/w for each year group. Focus on identified areas (key Maths skills from diagnostic testing).</p>	<p>Children will make at least expected progress.</p>	<p>Analysis of NFER assessments and Pupil Progress Meetings.</p>	<p>SLT monitoring.</p>	<p>S Carr</p>	<p>End of Lent 1.</p>
<p>Teaching Assistant for target phonics group in Year 2. 25m p/d x 5 days.</p>	<p>The 4 children who did not pass the phonics screen this term to improve and pass when re-tested. Children are phonetically ready to access the KS2 curriculum when they transition to Y3.</p>	<p>Analysis of Phonics Check Autumn 2020.</p>	<p>SLT monitoring.</p>	<p>S Carr</p>	<p>End of Lent 1.</p>



Total Budgeted Cost 16,760

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	When Will You Review Implementation?
Bespoke online training for parents to learn how to maximise the impact of our remote learning platform, Century, by way of Loom video.	Parents confident in supporting their children to learn remotely.	Some parents have expressed that they lack confidence in ICT skills. The video provides simple instruction without the need for a parents information session within school.	Teachers are available to support with any difficulties encountered with remote learning. Video uploaded to our parent communication platform and is easily accessible. Teacher feedback to pupils (and parents) through Century.	S Carr	AHT on-going monitoring of engagement through Remote Learning Log (intervenes if needed).



Teachers create resource packs covering all subjects, to be sent home for identified children to complete if learning remotely.	Children are able to learn 'alongside' their peers who are in school. Resource packs will mirror the learning covered in class.	As catch-up funding cannot be used to purchase additional devices for identified children to use at home, paper resources are necessary instead to ensure children are not disadvantaged.	Contents of resource packs compiled by class teachers and monitored by SLT. Resource packs will be delivered to children's home by hand. Pupils, parents and teachers will communicate via Dojo.	S Carr	AHT on-going monitoring of engagement through Remote Learning Log (intervenes if needed).
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Total Budgeted Cost 0

4. Additional Detail (if applicable)

5. Approved and Authorised By

Role	Signature	Date
Headteacher	<i>JME Wiggins</i>	12.11.20
Director of Performance and Standards		



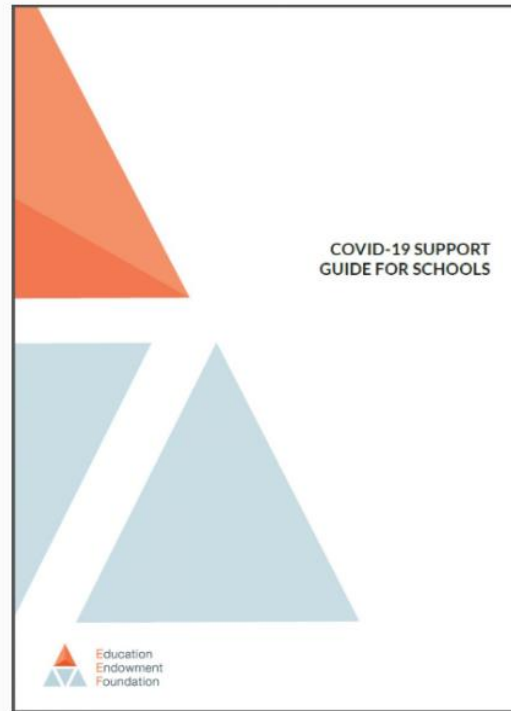
Finance Director		
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Schools to share with the Local Governing Body to assist in monitoring processes		
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The EEF is publishing this guide to help teachers and school leaders support their pupils following 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>



 [Covid-19 Support Guide for Schools](#)