

Catch-Up Funding Planning Document

School: St Paul's Catholic School

Date: September 2020

Please use in conjunction with Covid Catch-up Document from Finance Team

Area	Barriers	CMAT/DFE approach from Sept 2020	School action	Anticipated Cost <i>Examples of how you could spend your funding</i> £76,880	Monitoring	Impact
Curriculum recovery	Public Health and DFE guidance from March 20 th 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.	<ul style="list-style-type: none"> RE curriculum taught in full. Identify gaps in knowledge and insecure components of knowledge. Careful assessment without assumptions. <p>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</p> <p>Ofsted interim approach to inspection from September 2020 https://www.gov.uk/guidance/education-plans-from-september-2020</p>	<p>Departments are aware of which children engaged with home learning/ attended school in eligible year groups.</p> <p>Benchmarking testing done September 2020 for all year groups to establish if children are secure in 2019-20 curriculum. Rapid catch-up to be put in place through the use of the mentors in English and Maths.</p> <p>Evidence and implementation guide for 1-1: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p> <p>Evidence and implementation guide for small group tuition: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> <p>PASS survey completed with post 16 with an addition 180 bought for use with identified students who have been identified as underachieving/disengaged</p> <p>Questionnaire conducted September 2020 to gauge the level of need with regards to laptop/IT access at home. 150 laptops required to ensure every student in year 10+11 can complete homework and work from home should we need to plus provide for any PP student in 7/8/9 with</p>	<p>£17,710 two days per week graduate tuition for Maths and English (small group- term time and during some school holidays).</p> <p>18 days of general mentoring support October-Christmas to include GCSE and A Level Geography £3810</p> <p>Mentoring and Support in Geography Jan-July £6714</p> <p>Mentoring and Support in English Thursdays 2 hours Jan-July £1380</p> <p>£432 for 180 Pass surveys</p> <p>£30,600 laptops</p>	<p>October assessment point.</p> <p>Close monitoring of impact of additional tuition/interventions.</p> <p>Review impact at least every six weeks.</p> <p>Survey results to inform interventions with impact then measured every term</p>	<p>All students identified to be receiving additional support and progress measured</p> <p>Survey completed and interventions are in place which allows students to cope with school and exams in a more supported way. Absence due to anxiety is reduced and students are exam ready</p> <p>Students in Years 10+11 can access all their learning from home including homework whilst at school and remote learning</p>

			<p>issues of sharing or no access (9 in Yr 7, 6 in Yr 8 and 14 in Yr 9)</p> <p>Key questions: How are leaders ensuring students resume the school's curriculum (including, where necessary, the blend of classroom teaching and remote education)?</p>			<p>Resulting in better engagement and team feeling on top of their work. Mental health and stress in these year groups is reduced</p>
Routines and behaviours	<p>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.</p> <p>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).</p>	<p>Additional routines outlined in risk assessment to be followed (including updating behaviour policies to reflect risk assessments).</p> <p>All children should be in school from start of term (<i>following school transition planning model</i>).</p>	<p>Student training sessions recorded and tutor delivered during first week back.</p> <p>Programme of pastoral time every morning with tutors first week and every morning thereafter</p> <p>New behaviour protocols launched along with training sessions for staff and students. Overview sent to parents.</p> <p>Students who acquire repeat detentions will be picked up by AHOY and contact with home made. AHOY will also mentor small groups of students who are finding it hard to adapt to being back at school.</p> <p>Build back better pastoral programme written and in use from second week in September which includes an increased use of praise letters and cards and a new House system</p> <p>Clear messaging to parents to raise understanding of expectations of attendance in letters sent.</p> <p>Increased and improved management of EWO and EWO/HOY meetings to pinpoint areas of concern with clear strategies and timelines established.</p> <p>Key questions: How are pupils settling back into expected routines and expectations? What barriers has the school faced (or is still facing) in managing the return to full time education of all pupils?</p>	<p>AHOY X3 £10,283</p> <p>£1000 to go into rewards</p>	<p>Monitor rewards and sanctions drawing data comparisons across a 2 year period</p> <p>Monitor for whole cohort and consider patterns within groups (gender/dis). Identify if additional steps will be required.</p> <p>Detention/exclusion data analysed and compared showing a 2 year trend</p>	<p>Better and more positive attitudes are seen and therefore students are engaged in a positive way in school thus reducing stress and improving attendance</p>

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 bereavement Reduction in physical exercise and opportunities for physical development Poverty, 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	Families made aware of additional support in the community via AHOY/Pastoral support . Families also sent link to the FSM application . Key questions: how any identified and specific health and well-being issues for particular pupils are being addressed and what may be needed at a local and/or national level to support this.		Faith in Families in school now seeing students x 2 days, students discussed at VCM and further support discussed	Students being referred and seen when there is need resulting on help being given. Students are better able to cope
Safeguarding	Whilst schools have remained open to vulnerable children from the 27 th 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	<ul style="list-style-type: none"> 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 Ready completed New safeguarding checks in place https://www.scie.org.uk/care-providers/coronavirus-covid-19/safeguarding/children		EHCPs have been reviewed to ensure all aspects being met and any concerns identified with LA Vulnerable list discussed and agreed at VCM. Vulnerable tracking in place which includes TA's assigned to SEN students for monitoring and calls should they be at home. Students who are not on track to meet expected progress identified Oct tracking and suitable interventions in place	Vulnerable students are well tracked and monitored with timely, appropriate strategies in place when needed
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..	<ul style="list-style-type: none"> 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). Additional SENCO time may be required during autumn half term for assessment, EHCP review and to put in place steps to support children with SEND needs with full-time return to school.	<i>Total planned cost: £71929 Reserve £4951.</i>	TA's are assigned to SEN students to monitor in school and whilst at home- phone calls and checking the completion/engagement with work . JD now doing school visits SENCO managing outstanding EHCP's and strategies/advice being shared with teachers	SEN students are well tracked and monitored with timely, appropriate strategies in place when needed. Management of SEN in school with advice given to staff results in better engagement and reduced sanctions