

Coronavirus (COVID-19): catch-up funding plan: Our Lady of Fatima Catholic Primary School

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools should use this funding for specific activities to support their pupils to make up for lost teaching over the previous months. The Education Endowment Foundation has released its [‘School Planning Guide 2020-21’](#), which schools can use to develop their plans for the premium.

This plan enables schools to outline how they are going to invest their funding for the whole school, targeted support and wider areas, e.g. supporting parents – at the end there is a summary report to outline the overall goals of the spending. Each section of the plan outlines actions to be taken, the aim of the intervention, how much the intervention will cost, who the lead member of staff will be and any additional comments. The plan should be completed in full and sent out to all relevant stakeholders.

Catch-up plan

School name:	Our lady of Fatima Catholic Primary School
Academic year:	2020/21
Total number of pupils on roll:	213
Total catch-up budget:	£16,800
Date of review:	22.10.2020

Whole school support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Hire of a supply teacher to cover release and management time (Autumn Term)	<ul style="list-style-type: none"> Ensure teaching of curriculum is consistent across the school Mentoring and development of Middle Leaders Ensuring adjustments have been made in light of COVID 	<ul style="list-style-type: none"> Consistent curriculum taught in all classes. Children exposed to high standard of teaching and learning. Identification of strengths and areas for development since return from lock down. Adjustments are having desired impact on staff and children in regards to mental wellbeing and teaching and learning. Improved mental health and wellbeing of teachers – given time to effectively support their subject area. 	£3000	SLT direction	<p>Use of supply staff well known to the school to ensure high standards within these lessons is maintained.</p> <p>Review and impact of middle leader's curriculum area supported by SLT – monitoring shared with all staff. End of Autumn and Spring term.</p>
Training given to all members of staff on Provision Map.	<ul style="list-style-type: none"> Provision platform use consistently by all staff across the school. 	<ul style="list-style-type: none"> Staff can clearly see the impact of interventions and progress of all children involved. Adjustments can be 	£100	SENDCO	Training given Autumn and Spring 1 – shared training given from company remotely, Head of School and SENCo.

<p>Monitoring of its use. Ongoing support where needed.</p>	<ul style="list-style-type: none"> Continual identification of individuals and groups through Provision Map usage. 	<p>made quickly and children identified or interventions adapted where needed, if desired effect not taking place.</p> <ul style="list-style-type: none"> Creating a culture of its use where staff have the confidence in using PM to show the impact on the children's learning and the nurture groups within school– key lead in professional conversations. 			<p>Implemented within Mental Wellbeing and Forest School in order to assess the additional support being put in place and the impact of these interventions.</p> <p>Digital and online so communication is improved during restrictions of bubbles within school.</p>
<p>Investment in resources for the school to aid in Mental health and wellbeing development – focus on use of Collective Worship.</p>	<ul style="list-style-type: none"> Improvement of mental health and well-being of children. 	<ul style="list-style-type: none"> Children develop strategies for their mental and emotional wellbeing. Children able to use resources to aid and lead in Collective Worship – strategies to cope with returning to school and being around others again. 	<p>£500</p>	<p>RE Coordinator</p>	<p>Highlighted in SDP as a focus is the development of Collective Worship. Opportunity to use this time of reflection to help children improve their mental help and prepare them with returning to school.</p>
<p style="text-align: right;">Total spend:</p>			<p>£3600</p>		

Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Employment of supply TA to help those children identified for catch-up and close gaps / missed learning during lockdown	<ul style="list-style-type: none"> Children within lower phonics groups to close the gaps on their peers. KPI's missed from previous year groups teaching will be covered and embedded for those children who are working towards ARE. Capacity created within school and across bubbles to support children in their learning – capacity also creates opportunity for trained staff to continue nurture groups. 	<ul style="list-style-type: none"> Those within RWI groups make rapid progress (Reception – Year 2). Teacher assessment shows majority of children have achieved KPI's from previous years band. Improvement of Emotional and Mental wellbeing shown in children. 	£9000	SLT	Capacity to cater for the unknown over the coming term and Spring 1. Reviewed regularly using Provision Map and teacher meetings and adapted where needed. Overall impact reviewed and taken into consideration to provide further support for the rest of the year.
Purchase additional	<ul style="list-style-type: none"> Children gain a better understanding of 	<ul style="list-style-type: none"> The gaps seen across RWI groups can be closed and groups 	£500	RWI Lead / English Lead	Developed support from Pupil Progress meetings in which teachers had identified loss of

Phonics resources	<p>sounds and their pronunciation.</p> <ul style="list-style-type: none"> • Children's confidence is increase in reading and writing. 	<p>adjusted to create specific support.</p> <ul style="list-style-type: none"> • Attainment in RWI to increase. • Increase confidence and attainment in phonics screening. 			<p>sounds and pronunciations through lockdown – resources which enable children to listen to their speech and provide resources for staff to run groups across KS1.</p>
<p>Increase time allocation from Malachi to support identified children with Mental and Emotional Wellbeing.</p>	<ul style="list-style-type: none"> • Professional support given to improve the Mental and emotional wellbeing of identified children. • Children given strategies to cope and manage emotions and to aid their mental wellbeing. • Strategies taught to pupils, they therefore are able to manage own feeling with better success. 	<ul style="list-style-type: none"> • Children confident to reenter classroom environment and push themselves further within their learning. 	<p>£1000</p>	<p>SENCo</p>	<p>Area of support identified from initial nurture groups within certain areas within school.</p>
<p>Total spend:</p>			<p>£10500</p>		

Wider support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Investment of iPads for Support staff to support use of Provision Map.	<ul style="list-style-type: none"> Support staff able to update PM free from the restrictions of bubbles. Aid in updating and reviewing interventions with teachers and SLT. Children who need additional support identified with clear specific targets and the ability to view previous teaching and learning. 	<ul style="list-style-type: none"> Consistent approach and use of PM across the school. Children's needs identified quicker and more accurately through review of notes and assessments made on PM – interventions and support better adapted and suited to each child. Attendance of children within an intervention can also be accurately monitored – attendance improving for specific targeted children. 	£800	SENCo and SLT	Area identified through Pupil Progress Meetings – logistics of using PM to inform and time in which to do so.

<p>Further Investment into Doodle Maths and English</p>	<ul style="list-style-type: none"> • Consistent approach to home work and Home / Remote Learning. • Accessible and bespoke work set for all pupils across the school. • Ability to set further challenge and feedback through system. • Use of technology to engage reluctant learners. • Monitored by subject lead and fed back to by staff. 	<ul style="list-style-type: none"> • Children close the gap within Maths and English from missed learning during lockdown. • Progress and attainment across the school increases due, in part, of the support of these apps. • Children’s work monitored and evaluated to inform future teaching and learning opportunities. • Integrated into use of PM and targeted support for individuals. 	<p>£850</p>	<p>Maths Lead, SENCo</p>	<p>Use of technology in previous years and compliments remote learning expectations. Ability to identify key areas in children’s learning and create bespoke interventions where needed.</p>
<p>Running of Reading / Phonics training for Parents in Reception (other KS1 classes). Release of reception teacher to run remote training</p>	<ul style="list-style-type: none"> • Parents are aware of RWI and strategies involved. • Parents have a better understanding of the sounds used. • Parents aware of strategies used to help 	<ul style="list-style-type: none"> • Parents are confidently using the same strategies with their children at home – consistent approach to better support the children – this will lead to an increase within children’s RWI progress. 	<p>£150</p>	<p>Reception teacher</p>	<p>Area identified through parental / school conversation. Adapting good practice from previous years into current situation.</p>

session (recorded if needed)	develop reading and writing.	<ul style="list-style-type: none"> Improved attainment by children in school. 			
Total spend:			£1800		

Summary report

What is the overall impact of spending?

- Addressing the emotional and mental wellbeing of children upon their return from lockdown. Developing strategies which they can use to reintegrate back into daily school life. Coping mechanisms taught to the children to enable them to manage their own emotions. Children understand their emotions and what mental wellbeing means enabling them to support others.
- Identifying and addressing missed learning from previous years and gaps in knowledge some children will have. Identifying skills needed to support them in current years curriculum. Children make improved attainment against Key Performance indicators from previous years and rapid progress from Spring 2020.
- Capacity to enable Nurture groups to continue and external support to be given to identified children, enabling interventions of knowledge and key skills to continue also.
- Support given to parents to help develop their understanding of phonics, missed learning through lockdown, platform of support through Remote Learning and Homework (this is embedded within the school's preexisting network of communication to ensure parental engagement continues to the same high standard).
- Consistent practice across all staff to monitor and react to the needs of the children. Work / home life balance addressed in releasing and creating time in with staff can monitor subjects and feedback to others to support children and other staff.

How will changes be communicated to parents and stakeholders?

- Communication to parents through set up class emails where specific to class teachers, email to SLT and use of Parent Pay to send announcements and updates within school.
- Parental reports for Autumn 1 term specifically outlines the KPI's from the previous year group, their attainment against them (after 5 weeks back in school) and an update on their child's emotional and mental wellbeing as well as how they have settled back in school. Parents can contact the school through phone conversations and emails.
- Plans across the school communicated to Academy Reps and Board members through the Principal's Report – challenges and questions based on this to take place during meetings.
- Staff engaged in developments across school through Pupil Progress, Performance Management and weekly staff meetings / briefings.

Final comments

- Due to the flexibility of the plans in place, the ability to reflect on and review the support in place at both school and home may be reactive to situations which may arise during the course of each week / term. This may be as a result of emotional and wellbeing concerns, wider family issues identified or learning difficulties for certain children. However, the school's approach will also be proactive to best meet the needs of the children within school and address the ongoing issues due to the impact of Covid.

Final spend: £16800