

Catch-Up Funding Planning Document

School: Bishop Ellis Catholic Primary School

Date: Aug 2020- review March 2021

Area	Barriers	CMAT/DFE approach from Sept 2020	Mitigating action	Anticipated Cost <i>Examples of how you could spend your funding</i> <i>Based on estimate of a single form primary/ 180 children/£80 per head= £14,400</i>	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>EYFS learning and development requirements must be met from 26th September 2020 (Ofsted regulatory activity).</p> <p><i>October 2020. Classes teaching vast majority of curriculum.</i></p>	<ul style="list-style-type: none"> Have clear information in school about which children engaged with home learning/ attended school in eligible year groups. Ensure this information is accessible for new class teachers. Establish if children are secure in 2019-20 curriculum using a range of assessment methods first two weeks of term. Rapid catch-up to be put in place. This may include a narrowing of the curriculum in primary schools up until October half term. Where particular concerns with key Maths and English skills are identified, consider making use of additional small group intervention and 1-1 tuition before school, at suitable points in the school day and after school day- SM support with Y6, ST support with Y1. <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>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>Still need to explore the use of face to face teaching if a bubble needs to self isolate. At the moment, we don't have the capacity for this.</p> <p>School uses DOJO portfolio for children to submit work to receive feedback.</p>	<p><i>£4300 one day per week graduate tuition for Maths and English (small group- term time and during some school holidays). SM to work with y6 until October ½ term small group maths work every day. Interventions to take place in the afternoon for reading and maths.</i></p>	<p>October assessment point.</p> <p>Close monitoring of impact of additional tuition/ interventions. Review impact at least every six weeks.</p>	<p>IT data shows considerable gaps still remain in children's knowledge.</p>

			<p>Trialing Nov 2020 If a full bubble self isolates- staff will run TEAMS ZOOM meetings to go through work set, provide feedback and join for Collective Worship.</p> <p>Moved towards more whole class teaching rather than small groups led by TA's to support early reading and phonics.</p> <p>School explored the possibility of TEACH 1st learning ambassadors but we weren't eligible.</p> <p>School to look into National Tuition Programme to support targeted children based on information from Advent 1 PPM.</p>	<p><i>Estimate £2000 to increase hours of level 3 TA to deliver small group tuition daily before school. Term time only.</i></p> <p><i>Engagement with national tutoring programme- £4000</i></p> <p><i>£4000- ST and SM salary before they start MAT leave.</i></p>	<p>Close monitoring of impact of additional tuition/ interventions. Review impact at least every six weeks.</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</p>	<ul style="list-style-type: none"> Additional routines outlined in risk assessment to be followed (including updating behaviour policies to reflect risk assessments). All children should be in school from start of term (<i>following school transition planning model</i>). 	<ul style="list-style-type: none"> Consider how routines will be re-established as part of reintegration to school. Plan programme of tutor group/ class sessions to look at additional measures for Covid-19, including hand hygiene. Consider additional staff training on behaviour as a form of communication. Circulate resources and reflection documents from Joe Dawson to staff. Continue clear messaging to parents to raise understanding of expectations of attendance. Follow additional steps to support attendance, including use of pastoral support and CMAT additional letter. Once you have reviewed your attendance patterns, consider use of additional EWO time for those who are persistently PA/ at risk of PA. <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>Worked closely with hard to reach parents. EWO involvement for 2 families.</p>	<p><i>Copying of materials and resources estimate £200</i></p>	<p>Monitor rewards and sanctions in comparison to patterns seen in previous two academic years up to Nov 2020. Monitor for whole cohort and consider patterns within groups (gender/ dis). Identify if additional steps will be required. Student discussion forum for KS2+ week 3 Sept to gauge student confidence and understanding of routines and expectations.</p> <p>Monitoring shows that for the vast majority of children, they have responded well to the return to full time education.</p> <p>Monitoring shows the need for more consistent approach across school to presentation and feedback.</p> <p>Parent survey Oct 2020 shows that 97% of parents</p>	

	the Leicester specific 'lock-down' announced on Monday 29 th June (first review date 18 th July).		<p>Weekly reminders in the newsletter.</p> <p>Letters sent to parents at half term for all those with cause for concern about their attendance.</p> <p>Virtual parents' evenings held online to support teaching and learning and provide parents with ongoing feedback about children's progress.</p>		<p>surveyed felt that the school had supported their child well after COVID 19 return.</p> <p>94% say they would recommend BE to another parent.</p> <p>Feb 2021 survey shows vast majority feel supported by the school</p>
Health and well-being	<p>The Health and well-being of children may have been impacted by:</p> <p>Anxiety about Covid-19 and direct family experience of Covid-19, including bereavement</p> <p>Reduction in physical exercise and opportunities for physical development</p> <p>Poverty, including lack of access to a healthy diet.</p>	<p>Continue partnership work with families.</p> <p>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</p>	<ul style="list-style-type: none"> • Sign-post families to additional support in the community. • If necessary, support families with applications for support such as free school meals. • Target pastoral and family support. <p>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.</p> <p>Staff attendance on LA led programme The Wellbeing for Education Return programme is a fully funded national initiative from the DfE, DHSC, Health Education England and Public Health England.</p> <p>The aim is to support schools in meeting the emotional needs of pupils and staff during the ongoing pandemic.</p> <p>The programme runs to Easter 2021, and comprises two phases.</p> <ul style="list-style-type: none"> • Phase one will provide training for key school staff to disseminate to colleagues, and provide a chance for schools to connect with local experts and each other to share knowledge and experience. • Phase two will be a tailored programme of training and support to meet the needs identified by local schools in phase one. 	<p><i>Additional time for pastoral support may be required. Estimate £2500 to cover potential need to increase hours.</i></p>	<p>Staff well being remains a key focus for SLT.</p> <p>Grappling with the key question "How do we continue to raise standards at a rapid rate during the pandemic?"</p>

Safeguarding	<p>Whilst schools have remained open to vulnerable children from the 27th 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</p>	<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. 	<ul style="list-style-type: none"> School to complete Safeguarding Ready and resolve any aspects that are deemed to be unsatisfactory. Schools to provide training and monitor that staff are recognising signs of any potential safeguarding concerns. Ensure regular audit of CPOMs and reflection on any patterns which are developing post school shut down/partial closure. https://www.scie.org.uk/care-providers/coronavirus-covid-19/safeguarding/children <p>Teachers to record on CPOMS communication with families in the event of closure of bubbles. Follow calls from SLT if needed.</p> <p>Continued to work closely with Social care team for the number of key families who are receiving support at EHA, CIN, CP</p>	<p><i>Additional support for children by Faith in Families etc. May be required. Estimate £2500- see above</i></p>	<p>By September 20th EHCPs have been reviewed to ensure all aspects being met and any concerns identified with LA informed of next steps. October half term assessment window to identify those SEND children who are not on track to meet expected progress/ small stepped learning goals.</p>	<p>LA safeguarding adult carried out Oct 2020. See feedback. MG has a copy of this. Also.</p>
SEND	<p>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..</p>	<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. 	<ul style="list-style-type: none"> 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. <p>Ed Psych involvement increased following identification of key children following the return to school.</p>	<p><i>£750 for three days external cover of SENCO to support with transition of SEND students back to full time education, helping to identify steps to any barriers.</i></p> <p><i>£2000 Ed Psych</i></p>		<p>Anecdotal parent feedback shows that school is more proactive in supporting children with SEND.</p>
					<p><i>Total planned cost: £19,750 Reserve: £5000 for allocation following October/ January assessment reviews.</i></p>	