



Covid Catch-Up Fund Plan at St Francis Xavier Catholic Primary School

What is the Covid Catch up fund?

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. The government are providing one off funding for the 2020-2021 academic year of £80 per child from reception to year 11 to be spent to ensure that schools have the support they need to help all pupils make up for lost teaching time. More details can be found in the [DFE publication](#).

School: St Francis Xavier Catholic Primary School	Amount of Covid Catch Up Funding received: £TBC
Areas which are barriers to achievement and require 'catch up' support	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills, social and emotional issues, lack of age appropriate phonic knowledge</i>)	
S1.	
S2	Wider attainment gap emerged between learners in classes and year groups due to regression and different levels of engagement with home learners during school closures.
S3	Increased social and emotional issues due to adversity experienced during school closures/ lockdown
S4	Lack of age appropriate phonic knowledge – regression in knowledge and application of phonics in both reading and writing.
S5	Fluency and reading comprehension knowledge and skills below age related expectation
External barriers (<i>issues which also require action outside school, such as low attendance rates, parental support</i>)	
E1	Reductions in attendance rates due to implications of Covid-19.
E2	Fluctuation in levels of engagement with home learning due to ability to access and support learning during school closure.

What should the grant be spent on?

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#). Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, academy councillors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding.

The guidance on full opening sets out that Ofsted will conduct a programme of non-graded visits to some schools during the autumn. During these visits, inspectors will discuss how the school is bringing pupils back into full-time education – this may include plans schools have to spend their catch-up funding.

Ofsted plans to resume routine inspections in January 2021, with the exact timing being kept under review. When routine inspections restart, Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils.

What can the funding be spent on?

Schools should plan to use the funding for the needs of their own pupils. They may choose to use some of this to take part in the 5-16 national tutoring scheme, academic mentoring scheme, or the <https://educationendowmentfoundation.org.uk/covid-19-resources/neli/> reception year early language scheme, all supported in the DFE guidance.

Alternatively, schools may write their own programme using resources such as the EEF toolkit to support needs identified in their own schools.

The areas suggested include:

1 Teaching and whole school strategies		
Supporting great teaching	Pupil assessment and feedback	Transition Support
Great teaching is the most important lever schools have to improve outcomes for their pupils.	Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19.	All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19
2 Targeted Support		
One to one and small group tuition	Intervention programmes	Extended school time
There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy	In order to support pupils who have fallen behind furthest, structured, proven interventions, which may also be delivered one to one or in small groups, are likely to be necessary.	In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils before or after school.
3 Wider strategies		
Further information on these strategies including Supporting parents and carers	Access to technology	Summer support
Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school.	Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children.	Summer programmes can benefit pupils socially and academically, helping to ensure that they return to school ready to learn.

Further information about these strategies, including impact can be found via the [EEF Covid Catch-up publication](#).

Action Plan

	Action – including why you have chosen this approach and staff leading	Intended Outcome	Estimated impact	Cost	Comments / Evaluation
1	Utilise assessment tests to identify gaps in learning from missed opportunities in learning.	Teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19.	Teaching teams to use data to address gaps identified in tests and address in quality first teaching as well as through interventions.	Management time	
	Additional pupil accountability meetings to discuss identified needs, strategies and additional support required. Training made available for staff INSET to guide whole staff in meeting the range of need in group and whole class reading during quality first teaching in Reading and Writing.	Teachers are able to differentiate appropriately to meet the needs of all learners and close the gap between the highest and lowest attaining pupils. Subject leaders use data/test analysis/book scrutiny/pupil voice to share implications for effective teaching and learning and share this with staff.	Pupil Accountability meeting records. Monitoring activities. Internal data.	Teacher support, training needs and resources. Staffing costs £1000	
2	Support to identify and address gaps in phonic knowledge and application. Increased capacity for 1:1 and small group intervention programmes. There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy which will be overseen by class teachers and the school inclusion lead.	Reduced gap in age appropriate phonic knowledge, which translates to both reading and writing.	In school assessment data and moderation.	English Hub programme/training – no cost . Catch Up Literacy to lead children in oracy and content domains (vocabulary and inference mainly),	Dec 2020: Y2 achieved 83% in Phonics
	Reading leaders to support reading fluency and comprehension development throughout KS1 and 2.	Reduce reading fluency and comprehension attainment gap.	Progress data and teacher feedback.	Cost of 2 supply support staff x 3 days per week to release existing staff from SEN support to work with readers. £120 x1 x5 days over 10 weeks = £6000.	
3	Continuation and extension of current pastoral support offer. Through increased staff mentoring capacity, pupils will learn skills and support necessary to help them manage their response to trauma so that it has a reduced impact long-term on their overall health and well-being as well as their academic progress.	A wider network of opportunities to enhance early help and children receive the necessary support to ensure a healthy response to adverse experiences or trauma.	Logs of sessions, and discussions about holistic progress of identified pupils in pupil accountability meetings.	In-school mentor's salary x 1 day per week. Necessary training and meeting time between mentors – Utilised from Pupil Premium plan	
	Wider and more consistent range of home learning resources made available to pupils if required to self-isolate. Variety of platforms to allow for increased communication between families and teachers to meet needs and make amendments following feedback from survey.	Pupils throughout school more consistently engage with home learning.	Teaching staff to be in regular contact with pupils during isolation/ lock down periods to monitor engagement.	Learning platforms and resources (including subscriptions, revision books, pencils, sharpeners, pens): Numbots £94.90, Floppy Phonics for home access £100 per year.	
	Offer workshops for Nursery and Reception parents to guide them in Phonics and Early Reading activities that can be completed during lockdown and afterwards. Missed opportunities has led to pupils' vocabulary and reading experience being limited.	Parents will be able to reinforce what is taught via Remote Learning and following this, what they are learning on return to school.	Pupils' phonics to be in line with national expectations.		