

**Catch-Up Funding Planning Document**

**School: St Winefride’s**

**Date: 15.10.20 V4**

**Additional School Actions in Red**

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| **Area** | **Barriers** | **CMAT/DFE approach from Sept 2020** | **Mitigating action** | **Anticipated Cost**  ***Examples of how you could spend your funding***  *£12,747* | **Monitoring** | **Impact** |
| Curriculum recovery | Public Health and DFE guidance from March 20th 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. | * RE curriculum taught in full. * Identify gaps in knowledge and insecure components of knowledge. * Careful assessment without assumptions.   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>  Ofsted interim approach to inspection from September 2020  <https://www.gov.uk/guidance/education-plans-from-september-2020>  EYFS learning and development requirements must be met from 26th September 2020 (Ofsted regulatory activity). | Information in school regarding engagement with home learning and attendance.  Slight narrowing of the timetable eg no French, however as Topic is integral to English lessons this is continuing.  Assessments undertaken by the class teacher during weeks 1 & 2 with up-to date teacher assessment on Target tracker by 14.9.20.  Decisions to be made with SLT, Inclusion Manager and class teachers as to who would benefit from the tutoring available  Tutor to be employed (with the support of the CMAT) 1 day per week, additional small group intervention and 1-1 tuition before school, at suitable points in the school day and after school day  Evidence and implementation guide for 1-1:  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/>  Evidence and implementation guide for small group tuition:  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/>  *10 additional laptops to be purchased to provide access for pupils (lessons learned from summer 2020)*  *Additional paper based resources purchased to support catchup from CGP:*  *Times tables for y4 & y5*  *Mental maths*  *English resources (individuals in Y6 working well below ARE)*  Key questions:  **How are leaders ensuring students resume the school’s curriculum (including, where necessary, the blend of classroom teaching and remote education)?**  Curriculum is to be delivered with some adjustments. Resources to be monitoring carefully to ensure high quality of resources and their use.  **Blended learning to be overseen by J Moreton to monitor effectiveness and engagement.**  Planning to embed remote learning aspects in order not to increase Teacher work load | ***£4,300*** *one day per week graduate tuition for Maths and English (small group- term time and during some school holidays).*  *Estimate* ***£3,000*** *for TA in Y5 to provide 1:1 and small group interventions (supply due to staff long-term illness)*  ***£1,300***  ***£900***  *Copying of materials and resources estimate* ***£200*** | October assessment point.  Close monitoring of impact of additional tuition/ interventions.  Review of blended learning wb 12.10.20  Report to Governors 23.11.20  Governor meeting 5.11.20 to monitor recovery & blended learning |  |
| Routines and behaviours | 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.  Compulsory school attendance has not been in place since from March 20th. Lack of routines along with parental and community fear around Covid-19could 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 29thJune (first review date 18th July). | * 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 *(following school transition planning model).* | * Routines re integration explained to parents & children in advance through parentmail * Videos made for children and parents (inc new starters) so they can get to know their new teacher * Circulate resources and reflection documents EP to staff. * *Support from external agencies including Ed Psychologist and behaviour forum for individuals* * *ELSA to provide individual support as needed during her sessions.* * Clear communication & messaging re attendance and procedures in school. * Review of ingress & egress of school site & make any changes as necessary, informing parents in timely way   *ELSA to support re attendance:*   * *On the door in the morning in front playground to be aware a pupils come into school* * *Office/class teachers to make aware of any issues arising that day* * *ELSA to support the office in phoning parents to ascertain if child is unwell or quarantining/isolating and can be supplied with remote learning*   *Use of EWO to support with persistent absence*  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?** | *Estimated additional cost* ***£1000*** | 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. |  |
| 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> | * Sign-post families to additional support in the community. * If necessary, support families with applications for support such as free school meals. office to support families * Target pastoral and family support. ELSA to support when needed   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 thi**s. |  |  |  |
| Safeguarding | 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> | * 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. | * School to complete Safeguarding Ready and resolve any aspects that are deemed to be unsatisfactory. * Training and monitor that staff are recognising signs of any potential safeguarding concerns.   Safeguarding on each agenda for Staff & SLT meetings. Regular meetings with senior MDS   * 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>  CPOMS initial training 17.9.20  Staff training Oct 2020 |  | 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.  CPOMS monitoring by CoG & HT November 2020 |  |
| 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.. | * 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, EP (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. | ***£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.* |  |  |
|  | | | | *Total planned cost:*  ***£11,450***  *Reserve: £1,297 for allocation following October/ January assessment reviews.* |  | |