

Catch-Up Funding Planning Document

School: St Thomas More

Date: September 2020

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

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>	<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 <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:</p>	<p><i>KS2- Spelling intervention 2x afternoon per week intervention teacher, 2 hours per day. Oct-July £7800</i></p> <p><i>One additional day teacher (KR) to support Children in Maths and English in the morning (Yr3) and Maths fluency interventions in the afternoon £2312 Oct-Christmas.</i></p> <p><i>One additional afternoon for level 2 TA to support with Fun time /colourful semantics. £1200 Oct -July</i></p> <p><i>Additional TA support in F2 to support children with SEMHS needs £432 Oct-Christmas</i></p> <p><i>Language intervention from NFER to support F2 children-20- week program-COST FREE.</i></p> <p><i>AET level 2 course MR Feb/March 2021 £370</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>Close monitoring of impact of additional tuition/ interventions.</p>	<p>20/28 pupils made greater than expected progress in spelling</p> <p>Interventions ensured children made better than expected progress(see intervention data)</p> <p>Additional TA support ensured</p>

			<p>How are leaders ensuring students resume the school's curriculum (including, where necessary, the blend of classroom teaching and remote education)?</p> <p>All classes have a blended learning curriculum map that enables children to complete activities at home should they have to self-isolate.</p> <p>From Advent 2 all classes have resumed a broad and balanced curriculum. Evidence on weekly timetables.</p>	<p>3 days YR1/2 CW to cover FW absence March 2021 £594</p> <p>National tutoring in year3 and 5 Easter-Summer £1150</p> <p>SeMHS practitioner support £2000</p>	<p>Review impact at least every six weeks.</p>	<p>F2 children were supported in developing social skills</p> <p>Teacher used effective AET strategies to support children</p>
<p>Routines and behaviours</p>	<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>	<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 (following school transition planning model). 	<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?</p>	<p>Additional lunchtime supervisors to support with the staggered lunchtimes and to enable teachers to have a full lunchtime. (3 days) PB. £1500</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>Additional support ensured lunchtimes were calm and children were supported in developing friendship skills within bubbles</p>

			<p>What barriers has the school faced (or is still facing) in managing the return to full time education of all pupils?</p> <p>At STM the majority of children have settled back into the routine of school and have adapted well to the new expectations. We have a small number of children that find the school routines and expectations difficult. SEMH and SENCO support for these children has been vital.</p> <p>Children, especially younger children, returning back to school were very tired and so we altered our timetable to include an afternoon break so the children could get some fresh air. This also helps with the ventilation in the classroom.</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>Children identified with health and wellbeing issues have been referred to the SEMH team. The SENCO and class teachers work together to support the families and children most at need.</p>	.	<p><i>Drawing and talking course PB to enable school to provide emotional support £270</i></p> <p><i>Mental health course CW Feb 2021 £37.50</i></p> <p><i>Faith in Families bespoke support for a family £1300</i></p>	<p>Drawing and Talking is embedded as an intervention within school, Children requiring support are quickly and effectively identified</p> <p>Family identified as needing bespoke support found support to be very beneficial and child is much happier in school and making good progress</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.</p> <p>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><i>Staff to identify children who are not making expected progress, put targets in place and refer to SENDCO if concerns remain</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.</p> <p>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>Outcomes on EHCP's are linked to strategies/interventions and support is given to staff as necessary to ensure effective provision.</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.</p> <p>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.</p> <p>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><i>Pupil Passports with identified SMART to be shared at parents evening</i></p> <p><i>SENDCO to meet every 2 months with TA's supporting individual children to ensure correct provision is in place and that needs are met</i></p> <p><i>PECS course to support language LB Jan 2021 £270</i></p>		<p>All children on SEND register have pupil passports with SMART targets which are reviewed termly with all stakeholders</p> <p>EHCP overview is in place which identifies support for staff as needed</p> <p>Child is year 2 uses PECS and is now using limited vocabulary</p>
					<p><i>Total planned cost to Easter 2021</i> £17935.50</p>	

