

St Michael's 'Catch-Up' funding spending plan 2020-2021

Covid 19 Catch-Up Premium and Curriculum Expectations 2020/21

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and to support schools to enable them to do so. Whilst head teachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

The DfE has also set out the following Curriculum Expectations, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

Education is not optional

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Remote education

DfE asks that schools meet the following key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
4. Develop remote education so that it is integrated into school curriculum planning. Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year.

The EEF guidance suggests a 3-tiered* approach:

1 Teaching

• High-quality teaching for all • Effective diagnostic assessment • Supporting remote learning • Focusing on professional development

2 Targeted support

• High-quality one-to-one and small group tuition • Teaching Assistants and targeted support • Academic tutoring • Planning for pupils with Special Educational Needs and Disabilities (SEND)

3 Wider strategies

• Supporting pupils' social, emotional and behavioural needs • Planning carefully for adopting a Social and Emotional Learning curriculum • Communicating with and supporting parents • Supporting parents with pupils of different ages • Successful implementation in challenging times • Ofsted will conduct interim visits to schools between 28 September and December 2020 and will discuss with school leaders how they are ensuring that pupils resume learning the school's curriculum, including contingency planning for the use of remote education and the use of catch-up funding.

Summary information for 2020 -2021

Number of pupils and projected 'Catch-Up' funding	
Total number of pupils on roll	176
Total number of pupils eligible for PPG currently in school (Reception – Year 6)	60
Total amount of 'Catch-Up' funding projected to receive in financial year 2020-21	£13,920
Total amount we should receive is in this academic year, of which will be received in this financial year and the remaining £5800 in next financial year	£8120

The section below gives an outline of how we intend to use our 'Catch-Up' funding:

A: Quality First Teaching Strategies -For all children			
Barriers - Issues identified from September 2020	Actions: Strategy /Intervention	Desired Impact	Resources & who
<p><u>Gaps in learning and changes in attainment</u> Restrictions due to on-line learning limitations and variable engagement in home learning has resulted in gaps in learning and changes in attainment. As a school we need to ensure that all core skills are grasped and fully embedded.</p>	<ul style="list-style-type: none"> -'Baseline' Year 2-6 assessments – October 2020 -Gaps analysis carried out by teachers to identify overall 'gaps' and those for individuals. -Year groups given time to discuss gaps analysis and agree key priorities and focuses. -Assessment knowledge used to inform planning and ensure that they plan next steps carefully – supported by members of SLT who will attend weekly planning meetings (as needed). -Subject leaders to use Year group gaps analysis to inform their action plans and subject monitoring (also informs performance management). - -Rigorous assessment cycle – including termly standardised assessments, used consistently by all year groups to ensure teaching meets needs and allows gaps to close. Staff given time to work through this process. - Staff effectively utilise assessment knowledge so that they plan next steps carefully to ensure rapid progress and close any gaps, which exist. - Frequently review weekly/short term planning in order to support staff in adapting curriculum expectations and prioritising areas so that pupils' learning 'recovers' as quickly as possible in order to meet the standards of their current year group. Staff given time to review this. -Regular moderations (both in-house and externally) for all year groups to develop staff knowledge of expected standards in all areas of learning (inc. wider curriculum). -Regular Book looks – subject leaders and SLT – used to adapt practice and planning. 	<ul style="list-style-type: none"> -Outcomes in all year groups, for all areas, is in line with targets (set against prior attainment/NAT). -Moderation of outcomes demonstrates accuracy of assessment. -Quality of work supports reported outcomes. 	<p>SLT supporting planning & teaching staff</p>
<p><u>Curriculum coverage</u> As some aspects of the curriculum were not able to be covered during the last academic year and gaps in learning, there is a significant time pressure in terms of curriculum coverage. Year Groups will need to ensure that all core skills and key knowledge is fitted in.</p>	<ul style="list-style-type: none"> -Pupil progress meeting a time to meet and revise medium and long term plans, in line with recovery expectations following a baseline assessment, so that pre-requisite knowledge and skills are developed in core areas, e.g. phonics. Reviewed and adapted regularly in light of the assessment data. -Further links also made between subjects to maximise use of time. -Weekly timetables reviewed regularly to ensure that necessary time is being given to core skills that need to be developed. -Subject leaders to drive their subject and ensure suitable coverage and development of core skills. 	<p>Children experience a 'full' wider curriculum. All key concepts covered in sufficient depth by the end of the Year.</p>	<p>SLT & teaching staff</p>

<p><u>Variety of experiences</u> Covid-19 restrictions have significantly limited the variety of experiences our children would have normally participated in such as community celebrations etc. A significant number of our children have spent the vast majority of their time at home using technology (television, games consoles, phones, tablets). As such, we need to ensure that we provide our children with a wide range of different experiences.</p>	<p>-Each Year group to plan out 'wow' opportunities, experiences and practical activities across subject areas - (initially these will be either school based or in the very local area). Similarly, list of school events and experiences to be mapped out, including the use of virtual workshops from museums and theatre companies -Investigate starting a Forest School – to expand the 'Things I will have experienced before I leave school' – list. -Subject leaders to suggest opportunities, support and monitor that a range of experiences are taking place.</p>	<p>For all children to have had a broad range of experiences. To have our motto of 'Live it to learn it' fully embedded into the curriculum and day to day school life.</p>	<p>Subject lead but focused on by all staff</p>
<p><u>Limited teaching experience</u> Due to 'Covid-19' restrictions, some 'New to the profession' and 'Recently Qualified' teachers had their teaching experiences and training curtailed during the last academic year.</p>	<p>-Programmes drawn up for NQT. These include support with classroom environment, planning, observing colleagues, team teaching, mentor etc.</p>	<p>All teaching is good or better</p>	<p>Led by DH</p>

B: Targeted Strategies

-For some children

Key barriers - Issues identified from September 2020	Actions: Strategy /Intervention	Desired Impact	Resources & who
<p><u>Individual gaps in learning and decrease in attainment levels</u> Whilst some children ‘thrived’ during lockdown and made good progress, others really struggled, for a range of different reasons, with their learning.</p>	<ul style="list-style-type: none"> -Individual ‘gaps’ analysis to ensure learning is planned to meet the needs of those individuals requiring intervention. Therefore, work pitched appropriately so that it is based on current attainment and next steps. -Year group provision maps – individuals and group support given to those identified – Interventions have clear objectives – pre and post data used to track impact. In-class group support to remain fluid according to needs. -Explore a range of ‘catch up’ programmes and interventions – select those which will complement current programmes/interventions and address identified needs -Target Mathematics for core maths skills – assigned teachers to ensure identified children have access and are being supported to undertake the programme on a consistent basis. 	<ul style="list-style-type: none"> -Identified children to make accelerated progress with gaps closing. -Pre / post intervention data shows that they are having a positive impact. 	<p>Inclusion Manager</p>
<p><u>Children showing weakness in their oral language skills (Particularly EYFS and Year 1)</u> Many of the Reception children have not attended a nursery since March 2020 and a significant proportion of current Year 1 children, similarly, did not attend Reception for over 6 months. As a result, a number have weaknesses in their oral language skills which will impact on their reading.</p>	<ul style="list-style-type: none"> -Implement Primary WellComm resources. Inclusion Manager to train specific TAs in use of these assessments and resources. Starting points established and Intervention groups set up. Also ‘starting points’ and ‘gaps’ shared and discussed with teachers so that they can be considered when planning. -Staff support and training sought as appropriate -EAL assessments and then support groups established. -Robust transition period in Y1 and Reception 	<ul style="list-style-type: none"> Improved oral language skills. Improved outcomes in reading for Reception and Year 1 children. Termly EAL assessments show an increase in proficiency (oral language). 	<p>Inclusion Manager WellComm resources -</p>
<p><u>SEND-specifically High Needs</u> Our children with SEND will not have had specialist teaching and interventions whilst being home schooled and may have fallen behind with academic, emotional and social skills. Addressing these gaps and supporting children and families back to school to meet their needs will be a high priority.</p>	<ul style="list-style-type: none"> -Work planned from individual starting points – Inclusion Manager to meet with teachers and TAS to support with planning, the personalisation of work for individuals and provide correct interventions for children. -Intervention objectives clear and impact monitored closely. -Timely support given for emotional and social needs – including Lego therapy, social skills, Zones of regulation programme -Inclusion Manager support guide – document drawn up by the Inclusion Manager to give ideas, sign post resources etc. -Rainbow boxes – range of resources to support classroom (e.g. timers, writing slopes, pencil grips, coloured overlays, ‘fidget’ toys and cushions etc.) 	<ul style="list-style-type: none"> Progress for SEND children is evident in books. Work is challenging yet aimed at individuals for them to achieve to their potential. Emotional and social skills are nurtured and this is reflected in behaviour for learning in school. 	<p>Inclusion Leader and supported by all teaching staff</p>
<p><u>Adverse Experiences</u> Some of our children will have experienced bereavement, negative home environments and other significant events during their time away from school.</p>	<ul style="list-style-type: none"> -Let’s Talk session built into timetable -Opportunities to discuss experiences with identified, ‘familiar and trusted’ adult. -Interventions where appropriate -Bereavement Pack – produced by the SDBE 	<ul style="list-style-type: none"> -All children to feel that they have someone to talk to as and when needed and that they have a safe space to discuss and process events / feelings. 	<p>All staff Inclusion Manager</p>

C: Wider Strategies

Key barriers - Issues identified from September 2020	Actions: Strategy /Intervention	Desired Impact	Resources & Who
<p><u>Mental Health and Well Being</u> 'Lockdown' has had a significant impact on the mental well-being of children, parents and staff. From our questionnaire it was evident that many staff and parents are anxious about returning to school because of the continuing threat of Coronavirus.</p>	<ul style="list-style-type: none"> -Risk assessment shared with all members of St Michael's school community. Staff briefings where measures and routines are worked through and discussed for a shared ownership. -Use Jigsaw HRE scheme, train staff and implement consistently across the school - Jigsaw has a mindful approach to HRE and it has a spiral, progressive and effective scheme of work to prepare children for life, helping them really know and value who they are and understand how they relate to each other in their ever-changing world. -Implement a Recovery Curriculum during Autumn across the whole school. Mental Health, wellbeing and being part of a class to centre in this curriculum – Using Healthy Body, Mind and Spirit Curriculum – kindness rocks etc. - Signpost parents to mental health and well-being on school website – keep website updated with support available to parents and children. -Surveys carried out– staff, pupils and parents – analyse and use to adapt provision / for future planning. -CPD for all staff- bereavement training. -Implement the 'Mental Health and Well-being Project- this will include working with all stakeholders to develop mental health support, bring awareness and strategies to work with others (parents, children and staff). - Attend course and implement strategies for 'Anxiety and getting children to school' 	<p>Smooth transition into a new year group via a curriculum that focusses on integrating back into school life.</p> <p>All school community members clear on steps being taken to make the school as 'Covid safe' as possible and what they need to do.</p> <p>Opportunities for individual children to share their experiences are given and HRE lessons are planned according to this.</p> <p>Children have opportunities to self-reflect on their experiences via mindfulness, and other related, activities.</p> <p>Pupil, parent and staff voice is encouraged to understand individual lock down experiences and bring the community back together.</p> <p>Parental engagement increases not only with the positive messages but also for access to support in the community for all family members.</p>	<p>HRE curriculum - DH</p> <p>Jigsaw Programme</p> <p>Recovery curriculum resources – (i.e kindness rocks, paint)</p> <p>Inclusion Manager</p>
<p><u>Behaviour – including behaviour for learning</u> Most children have had an extended break from routine, policies, practices and the boundaries that school brings. Support and reminders needed to ensure children are able to integrate back into the Downsview community and abide by its boundaries and values. There has also been a noticeable deterioration in children's learning behaviours – lack of active participation in learning, independence etc. Some children have had 1:1 parental support, others</p>	<ul style="list-style-type: none"> -New 'Covid-19' addendum to behaviour policy drawn up - to be discussed, understood and implemented by all parents/carers, pupils and staff. - New Covid-19 addendum to parent code of conduct- understood and implemented by parents. Discussed and shared with staff. -New staff code of conduct which was discussed and understood by staff. -Routine reminders of behaviour policy and routines –'Good to be Green' including staff training. -Regular online assemblies focusing on our core values. -Continuing to celebrate achievements – Zoom Celebration assemblies -Regular and embedded 'Circles' / class assemblies. -Additional strategies and support put into Year Groups as needed - Explicit teaching in behaviours for learning in the classroom environment, 	<p>'Core Values' and behaviour policy are integrated back into the children's learning and reflected in their daily behaviour.</p> <p>Behaviour policy with changes implemented and all children feel safe in and around school.</p> <p>Changes made to normal routine of the school day are implemented as per risk assessment and action plan to maintain the safety of all members of the school community.</p>	<p>All Staff</p>

<p>weren't regularly undertaking set learning or were able to stop their work when they wanted to etc.</p>	<p>such as independence and resilience and focus on 'learning how to learn' (particular focus in Spring Term 21) -Teachers build a strong relationship foundation with the children through Let's Talk (Healthy Body Mind and Spirit Curriculum)</p>		
<p>Friendships Children were not able to see or spend time with many of their friends over lockdown or to spend time in a class of 30 children. Interaction will generally have been limited to immediate family or school bubbles of 15. For some of our Key Stage 2 children, friendships have been carried out 'virtually' and this will have 'skewed' their interactions. Friendship issues will need to be addressed and support given to individuals to re-establish or establish friendship groups.</p>	<ul style="list-style-type: none"> - Provide opportunities for exploration through group work and problem solving activities- team building - Children to reflect on what they learn about themselves and how we can help them - re-establish positive relationships and trust. - TAs to support groups where needed – discussions, friendship focused social skills etc. -PAT programme to continue -Ensure clear lines of communication with parents/carers so they can support at home. 	<p>'Core Values' and behaviour expectations are integrated back into the children's learning and reflected in their daily behaviour-including working and playing with their friends in and outside of the classroom. Positive friendships evident. Parents continue to be supportive and work closely with the school for a positive outcome.</p>	<p>All teaching staff</p>
<p>Transitions Normal transition processes were not able to happen in the Summer Term, although some things such as 'meet the new teacher' happened on zoom. This particularly impacted on Early Years – no home visits or extended R to yr1 transition etc.</p>	<ul style="list-style-type: none"> -Parent meetings to take place in the Autumn term –via Zoom -Early Years video on website + transition packs + meeting parents outside -Year 1 – prolonged 'play based learning' – initially in Autumn term and then evaluated – Year 1 outdoor area set up and resourced. -Implementation of Recovery curriculum – initial focus on class rules and social development as individuals and their role within the class. -Inclusion team met with targeted parents/carers, as well as having discussions with previous settings. 	<p>Children settled quickly into new class / year group – happy to come in to school Good progress being made, particularly in terms of core skills.</p>	
<p>Lack of face to face contact with parents Due to Covid-19 restrictions and social distancing safety measures in place, face to face contact with parents in school will generally not occur, in the Autumn term, in the first instance. School needs to maintain contact with all parents and actively seek out new ways to engage and communicate effectively with them.</p>	<ul style="list-style-type: none"> - Continue with blogs to showcase what is happening in school - Website kept up to date. - All risk assessments etc. shared with parents. - Continue to encourage those parents not signed up to Class Dojo to do so. - Parents encouraged to contact the class via email - 'Beginning of the Year' meetings taking place during first week of term – 'recovery curriculum', risk assessment, routines, home learning etc. - Virtual parents evenings where targets and ways to support were discussed. 	<p>Parents to continue to feel that they are a valued – well informed, clear on their child's learning and targets. The school is transparent and responds to concerns in a timely manner.</p>	<p>Headteacher All teaching staff</p>
<p>Safeguarding Safeguarding issues continues to be our top priority. Dealing with these as priority</p>	<p>-Robust, swift and accurate support given to deal with new and existing safeguarding concerns, including liaison with outside agencies as and when required. All concerns documented on MYCONCERN and all actions carried out.</p>	<p>All children are safe and cared for as much as practically possible and where there are concerns the school responds effectively.</p>	<p>All staff and DSL team.</p>

<p>is crucial, giving DSL's the time and space to address all existing and new safeguarding needs.</p>	<ul style="list-style-type: none"> - 'Home' visits where children have not been in school for extended period. - Initiate the COVID food Fund- food and other necessities to be purchased to support identified families. - Keep abreast any other initiatives offered to support our families in need and implement them as required. 	<p>Support given by staff in school or external agencies as required. Referrals made swiftly where there is cause for concern. Communication with parents is effective and timely.</p>	
<p><u>Home Learning</u> During 'Lock Down' and Summer Term 2 a very small minority of families did not engage with home learning. In the light of this, and the fact that some family situations will have changed, we need to ensure that all children are able to access home learning in the event of a full or partial school closure.</p>	<ul style="list-style-type: none"> - Teachers to carry out 'Access to technology' survey with classes and collate as a Year Group. Each family considered individually – loans of Ipad / laptop if appropriate, packs of work put together etc... - School has registered with the Government Laptop/Ipad scheme - All teaching staff to have access to Ipad / laptop. Teachers and Office team to take Ipad home each night, unless they have similar access at home. - Any parent who has not yet signed up to Class Dojo will be contacted by class teacher to re-invite them. - All staff to be clear about expectations – how many online lessons to be posted each day, videos, comments on work etc. - Parent letters ready for individuals who need to self-isolate – links to Oak Academy and guidance from Year group, if appropriate. - A member of the SLT to lead remote learning in accordance with our attendance policy addendum 	<p>All children will be able to access online remote learning.</p>	<p>SMT and all staff</p>
<p><u>Attendance -Children absent from school</u> The Government has set out that all pupils are required to return to school in September. There may be some families who still do not feel confident with sending their children in. We will need to work with families, unless a medical exemption certificate has been obtained, to get children back into school as quickly as possible.</p>	<ul style="list-style-type: none"> - Request medical exception certificate – home learning set by class teacher for any children in this position - Contact and work with families where the children haven't returned. Where this is due to parental concerns around Covid-19: - Talk through school risk assessment and answer any questions. - Go through Government stance and available option of home schooling. Follow guidance and contacting Croydon with regards to fines etc... as needed. - Regular AWO and school contact – safeguarding home visit, if needed. 	<p>All children will attend school. For those who have medical needs or need to self-isolate for authorised reasons they continue to learn remotely.</p>	<p>Attendance team including AWO. Admin Manager Inclusion Manager</p>