



## 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: <b>St Francis Xavier Catholic Primary School</b>	Amount of Covid Catch Up Funding received: <b>£16,480</b>
Areas which are barriers to achievement and require 'catch up' support	
<b>In-school barriers</b> ( <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
<b>External barriers</b> ( <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:

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
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.
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  Breakdown to detail each individual cost area e.g salary, resources etc	Comments / Evaluation
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. Planning and delivery of twilight training Reading x 1: <b>£300</b> , half day training sessions for staff x 3: <b>£1080</b> (£360 per session)	
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.	English Hub programme/training – <b>no cost</b> . Cost of 2 support staff x 1 day per week to work with readers. <b>£TBC</b>	
All staff to lead children in developing a more fluent approach to handwriting.	Pupils are able to increase fluency and stamina in handwriting, being able to write cursorily at length.	Pupils at GDS in Writing will increase.	Purchase Handwriting scheme - <b>£TBC</b> (£294?)	
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 – <b>£TBC</b>	
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.	Teacher support, phonics intervention, strategies and resources: training free via English Hub. 1:1 or small group interventions x20mins daily x 3 days per week - <b>£TBC</b> Small group interventions led by CW and MW for ½ day each per week: <b>£TBC 1x supply teacher per week for 10 wks</b>	
Teacher identified catch-up clubs in significant year groups in order to support pupils who have been identified as having a substantial gap to age related expectations.	Identified pupils will close the gap in specific areas of learning.	Staff maintain a pupil register, and will maintain and monitor Progress Data	Staff expenses to cover additional hours in order to plan, prepare and deliver sessions, HLTA x 2hours per week. <b>£TBC</b>	
Teacher identified catch-up groups in significant year groups in order to support pupils who have been identified as having a substantial gap to age related expectations.	Identified pupils will close the gap in specific areas of learning.	Staff maintain a pupil register, and will maintain and monitor Progress Data	Supply teacher for 1 day x 10 weeks to release Y5/6 teachers and support staff to lead interventions based on latest baseline data. Time to be	

			given to key staff to plan and assess regularly. <b>£210 per day x 10 (£2100)</b>	
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): <b>Numbots £94.90, Floppy Phonics for home access £100 per year.</b> <b>Pupils will use Purple Mash at home when in isolation as well as for homework. £TBC.</b>	

### Specific Year Group Plans

Our approach to online learning has been relatively effective for those children who are able to access it, engaging well and making good progress. During the summer term, our greatest barrier to learning was children not having access to a device or the internet and to combat this problem, we printed packs and parents collected them. For those with SEND, targeted learning was created. With varied starting points within classes and cohorts, the plans below are aimed at those with the greatest gaps.

Year Group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS2 SEN	KS1 PP	KS2 PP
<b>Number of children</b>	19	30	30	30	30	30	30	30	21	7	21

Year Group	INTENT Potential gaps in learning identified	IMPLEMENTATION St Francis Xavier's Approach	IMPACT (Success Criteria)
<b>1</b>	<ul style="list-style-type: none"> <li>Pupils have not received directed phonics teaching since March 2020 and haven't progressed through the EYFS RWI programme</li> <li>Pupils have not all had the opportunity to access stories and enjoy books and planned workshops to support parents/carers didn't happen.</li> <li>Transition to KS1 did not take place so pupils need transition support (playground, more formal learning, routines, classroom organisation)</li> <li>Pupils did not complete the Summer Term EYFS curriculum and consequently, didn't have the opportunity to achieve GLD.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils assessed and are now grouped so that Floppy Phonics focussed work can begin immediately.</li> <li>Prioritise the teaching of early reading and time in class time to enjoy reading and stories</li> <li>Reception staff to support transition</li> <li>Focus on the characteristics of learning during the first half of the autumn term.</li> <li>Effective communication and support between EYFS and Yr1 staff.</li> <li>Targeted phonic catch up sessions</li> <li>Mini maths sessions every day to secure number work</li> </ul>	<ul style="list-style-type: none"> <li>Gaps are closed so that pupils can access the Y1 curriculum and are ready for Y2, with 85% at ARE.</li> <li>Pupils' early reading skills are developed. Pupils enjoy reading and listening to stories.</li> <li>90% of targeted pupils pass the phonics screening check and are working at the expected standard by the end of the academic year</li> <li>Pupils enjoy a smooth transition to Y1</li> <li>Pupils are able to display and further develop the characteristics of learning.</li> <li>Y1 staff use assessment to inform teaching and learning and planning is closely matched to meet pupils' needs.</li> </ul>

2	<ul style="list-style-type: none"> <li>• Y2 consists of some very able children at ARE and GDS, however there are no SEN currently, but 6 children identified as requiring intervention.</li> <li>• Pupils have not received directed phonics teaching since March 2020 and haven't progressed through the EYFS RWI programme Pupils will take the Phonics Screening Check in autumn 2020.</li> <li>• Pupils have not begun cursive handwriting</li> <li>• Pupils have not all had the opportunity to read to others, access stories and enjoy books.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils to be assessed and grouped so that Floppy Phonics focussed work can begin immediately.</li> <li>• Year 1 teachers to support transition and early reading Autumn 1.</li> <li>• Prioritise the teaching of early reading and additional class time to enjoy reading and stories.</li> <li>• Detailed analysis and tracking informs teaching.</li> <li>• Fluid groupings and teaching to meet exact gaps in phonics, writing and maths.</li> <li>• Effective communication and support between Yr1 and Yr2 staff.</li> <li>• Mini maths sessions every day.</li> <li>• Foundation subjects are used to reinforce and practise basic skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Gaps are closed so that pupils can access the Y2 curriculum and are ready for Y3.</li> <li>• Pupils early reading skills are developed and they become fluent, confident readers who enjoy reading</li> <li>• Targeted pupils are working at the expected standard by the end of the academic year</li> <li>• Targeted pupils pass the phonics screening check</li> <li>• Y2 staff use assessment to inform teaching and learning and planning is closely matched to meet pupils' needs</li> <li>• Intervention supports catch up so that pupils can keep up with the age appropriate curriculum.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Pupils who did not pass their KS1 phonics screening check have not received directed phonics teaching since March 2020.</li> <li>• Pupils have not all had the opportunity to read to others, access stories and enjoy books. Pupils did not complete the KS1 POS</li> <li>• Cursive handwriting was not embedded. Transition to KS2 and the new site did not happen so pupils need transition support (new building, playground, routines, classroom organisation)</li> <li>• There has been an increase in DPP</li> </ul>	<ul style="list-style-type: none"> <li>• Year 2 staff to support transition with RS moving with the cohort</li> <li>• Prioritise the teaching of reading and additional class time to enjoy reading and stories.</li> <li>• Fluid groupings and teaching to meet exact gaps in reading, writing and math</li> <li>• Question level analysis identifies specific gaps to be planned for, taught and embedded. Additional teaching of pupils identified as requiring intensive support 4 x 30 mins a week in reading, writing and/or maths.</li> <li>• Detailed and rigorous analysis and tracking which then swiftly informs teaching.</li> <li>• Baseline testing using NFER</li> <li>• Mini maths sessions everyday</li> <li>• Foundation subjects are used to reinforce and practise basic skills</li> </ul>	<ul style="list-style-type: none"> <li>• Gaps are closed so that pupils can access the Yr3 curriculum and are ready for Yr4</li> <li>• Pupils are confident readers and use this to access the curriculum and all aspects of learning.</li> <li>• Targeted pupils are working at the expected standard by the end of the academic year Yr3 staff use assessment to inform teaching and learning and planning is closely matched to meet pupils' needs</li> <li>• Intervention supports catch up so that pupils can keep up with the age appropriate curriculum.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Yr4 are a challenging cohort with 18% SEN. Gaps were already evident from KS1 and the gaps have now grown.</li> <li>• Parent engagement is a concern</li> <li>• 70% of the cohort are DPP and 84% EAL. Many of the cohort will not have spoken English during lockdown</li> <li>• SEN pupils who did not pass their KS1 Phonics Screening Check have not received directed phonics teaching since March 2020.</li> <li>• Pupils have not all had the opportunity to read to others, access stories and enjoy books.</li> </ul>	<ul style="list-style-type: none"> <li>• Year 3 staff to support transition with DK along with effective communication between Yr3 and Yr4 staff. moving with the cohort</li> <li>• Prioritise the teaching of reading and additional class time to enjoy reading and stories.</li> <li>• Fluid groupings and teaching to meet exact gaps in reading, writing and maths</li> <li>• Detailed and rigorous analysis and tracking which then swiftly informs teaching.</li> <li>• Question level analysis identifies specific gaps to be planned for, taught and embedded. Additional teaching of pupils identified as requiring intensive support 4 x 30 mins a week in reading, writing and/or maths. Baseline testing using NFER</li> </ul>	<ul style="list-style-type: none"> <li>• Gaps are closed so that pupils can access the Yr4 curriculum and are ready for Yr5</li> <li>• Targeted pupils are working at the expected standard by the end of the academic year Pupils are confident in reading and use this to access the curriculum and all aspects of learning.</li> <li>• Yr4 staff use assessment to inform teaching and learning and planning is closely matched to meet pupils' needs</li> <li>• Intervention supports catch up so that pupils can keep up with the age appropriate curriculum.</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils did not complete the Yr3 curriculum and as a result the foundations aren't secure We were not able to capitalise on over staffing in 2019/20</li> </ul>	<ul style="list-style-type: none"> <li>• Mini maths sessions everyday</li> <li>• Foundation subjects are used to reinforce and practise basic skills</li> </ul>	
5	<ul style="list-style-type: none"> <li>• Pupils are currently not on track to meet their end of key stage targets in reading, writing and/or maths and there are gaps in their understanding of GPS.</li> <li>• Pupils did not finish learning their multiplication tables</li> <li>• Pupils have not all had the opportunity to read independently, access books and enjoy reading for pleasure.</li> <li>• Pupils require additional support to close gaps in reading, writing and maths.</li> <li>• We were not able to capitalise on over staffing in 2019/20</li> <li>• There has been an increase in DPP</li> </ul>	<ul style="list-style-type: none"> <li>• Year 4 staff to support transition along with effective communication between Yr4 and Yr5</li> <li>• Fluid groupings and teaching to meet exact gaps in reading, writing and maths</li> <li>• Detailed and rigorous analysis and tracking which then swiftly informs teaching.</li> <li>• Teachers complete teacher assessments.</li> <li>• Teachers identify those with gaps, and whether they require additional in class support or small group teaching to close gaps.</li> <li>• Question level analysis identifies specific gaps to be planned for, taught and embedded. Additional teaching of pupils identified as requiring intensive support 3 x 60 mins a week</li> <li>• in reading, writing and / or maths Baseline testing using NFER</li> <li>• Mini maths sessions everyday</li> <li>• Foundation subjects are used to reinforce and practise basic skills</li> </ul>	<ul style="list-style-type: none"> <li>• Gaps are closed so that pupils can access the Yr5 curriculum and are ready for Yr6 and the end of KS2</li> <li>• Pupils are confident readers and use this to access the curriculum and all aspects of learning.</li> <li>• Pupils who were on track pre Covid 19 are back on track to meet their end of year target Pupils receive quality intervention and benefit from working in a small group</li> <li>• Termly assessments show progress, in scaled scores and attainment.</li> <li>• Yr5 staff use assessment to inform teaching and learning and planning is closely matched to meet pupils' needs</li> <li>• Intervention supports catch up so that pupils can keep up with the age appropriate curriculum.</li> </ul>

# 6

- Pupils are currently not on track to meet their end of key stage targets in reading, writing and/or maths are gaps in GPS.
- Pupils require additional support to close gaps in reading, writing and maths.
- Pupils have not all had the opportunity to read independently, access books and enjoy reading for pleasure.
- There has been an increase in DPP

- Year 5 staff to support transition along with effective communication between Yr5 and Yr6
- Fluid groupings and teaching to meet exact gaps in reading, writing and maths
- Detailed and rigorous analysis and tracking which then swiftly informs teaching.
- Teachers complete teacher assessments  
Teachers identify those with gaps, and whether they require additional in class support or small group teaching to close gaps.
- Question level analysis identifies specific gaps to be planned for, taught and embedded.  
Additional teaching of pupils identified as requiring intensive support 3 x 60 mins a week in reading, writing and/or maths
- Baseline testing using NFER.
- Effective communication and support between Yr5 and Yr6 staff.
- Mini maths sessions everyday
- Foundation subjects are used to reinforce and practise basic skills

- Gaps are closed so that pupils can access the Yr6 curriculum and are ready for transition into secondary school and KS3
- Pupils are confident readers and use this to access the curriculum and all aspects of learning.
- Pupils who were on track pre Covid 19 are back on track to meet their end of key stage target
- Pupils receive quality intervention and benefit from working in a small group
- Termly assessments show progress, in scaled scores and attainment.
- Yr6 staff use assessment to inform teaching and learning and planning is closely matched to meet pupils' needs
- Intervention supports catch up so that pupils can keep up with the age appropriate curriculum.