



SRS CMAT Catch Up Funding Overview



1. Summary Information

School	St Joseph's Catholic Voluntary Academy, Matlock				
Academic Year	2020-21	Total number of pupils	111	Total Catch up funding budget	£7437
		School currently has	119		
Attendance of pupils 19-20 (Sept 2019 and 20 Mar 2020)	95%	Attendance of pupils 20-21		Number of pupils who have not returned to school	0

2a. Barriers to Future Attainment and Progress

Academic Barriers

A.	Poor phonic knowledge and understanding-there are huge gaps identified within KS1 since we have returned to school. Phonics tracker/reading levels shows these gaps.
B.	Limited SPAG knowledge, understanding and application within some of our KS2 classes.
C.	Poor oracy skills, especially within EYFS and KS1. Poor access to quality reading material and quality high tier vocabulary.

Additional Barriers *(including issues such as attendance, social and emotional issues manifesting themselves in behaviours, bereavement, or other areas of loss)*

D.	Attendance has always been a challenge, especially for those children with historic persistent absence
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2b. Intended Outcomes *(specific outcomes and how they will be measured)*

Success Criteria

A.	The teaching to address the gaps in children's phonic knowledge. Phonics tracker to show gaps reducing over time.	For children to have a sound phonic knowledge and understanding, and be able to apply this in their reading and writing.
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B.	For children within KS2 to address their gaps within SPAG. This will be evident within their daily application in English lessons and wider areas of the curriculum. NFER SPAG test results will improve . For children within KS1 to address gaps in phonics and SPAG	For children within KS2 to have a secure SPAG knowledge and apply this in their reading and writing.
C.	For all children (particularly KS1 and EYFS) to orally rehearse stories before writing. All children to engage in increased reading of quality material introducing them to high tier vocab	For children to be confident story tellers, applying high tier vocab in their conversations and writing across the curriculum.
D.	For whole school attendance to be at national average (exception made for those children self-isolating due to COVID 19)	For all groups of children to attend school well. Those who fall beneath national average to be tracked and offered effective support.

3. Planned Expenditure						
The three headings enable you to demonstrate how you are using the catch-up funding to provide targeted support and supporting whole school / year group or individual strategies. Please note - funding should not be spent on IT hardware, but may be spent on software, in discussion with your DoPS.						
Top Slice Spending – Finance use only					Total spend	
i.	ii. Century				£	
iii.	iv. NFER or GL Assessments				£	
v.	vi. Other				£	
vii.	viii. Quality of Teaching for All					
Action	Intended Outcome	What Is the Evidence	How Will You Ensure It Is Implemented	Intended impact on pupils' attainment.	Staff Lead	When Will You Review Implementation?
Daily catch up Maths lessons following DFE Maths Guidance	For children to have the opportunity to 'catch up' and consolidate those core skills within maths	DFE Catch up Programme guidance	Whole School Staff meeting to introduce this Maths Coordinator to complete book scrutiny	For children in each year group to consolidate the core expectations within Maths. This will be seen in an improved outcome in their weekly pre and post skills session.	Cathy Walsh (Maths Lead)	Half Termly reviews by coordinator. Termly NFER assessments Weekly Pre/Post Learns

Increased reading sessions for all year groups	For children to develop their reading fluency and understanding of higher tier vocab	Talk for Writing Strategies used alongside Herts for	Whole School Staff meeting to introduce this English Coordinator to complete book	Children will read with increased fluency and understanding. This will be evident within pupil interviews and monitoring from English coordinator.	Zoe Barratt (Eng Lead)	Half Termly reviews by coordinator. Termly NFER assessments
Improved reading material for KS1 and EYFS	For the children to have access to have quality reading material which is well matched to phonic levels	EEF evidence-quality reading. Pie Corbett reading spines used as a guide. Phonically decodable books for younger year groups to support independent reading.	English coordinator and EYFS Class Teacher to complete a reading books audit to be completed. Matching of phonics to books etc	Children's reading material will match closely to their phonic knowledge. This will result in children with EYFS and KS1 improving their phonic knowledge (scores on Phonic Tracker). Pupil interviews and reading monitoring will show appropriate reading book match.	Zoe Barratt (Eng Lead) Chloe Montgomery (EYFS)	Audit to be completed after Half Term Children's voice to be gathered specifically on reading for pleasure Dec 2020
	Total Budgeted Cost					£1500
ix.	x. Targeted Support					
Action	Intended Outcome	What Is the Evidence	How Will You Ensure It Is Implemented	Intended impact on pupils' attainment.	Staff Lead	When Will You Review Implementation?

Senior Ed Psy to lead a daily Language and Literacy Project, this will be shadowed by a TA (Sad Dog Project)	For children to address their phonic gaps, resulting in an increased fluency in their reading.	Research has shown the importance of multi-sensory, structured and sequential approach with associated over learning	Baseline conducted in September Review dates planned in to show impact and progress.	For children's assessment scores to improve from baseline, showing clear progress with children's ability to read.	Cathy Walsh working with Ed Psy	Review dates planned in according to programme (programme started in Sept)
Redeployed hours from wrap around care staff-1:1 daily reading.	For KS1 children to have daily reading and phonics catch up to plug gaps in phonic knowledge	Increased opportunities for daily reading. Effective Use of TA's-EEF	Phonic Tracker assessment points will show progress. NFER tests	For KS1 children's phonics scores to be tracked at various intervals throughout the year. These scores will show clear progress in phonic knowledge.	Cathy Walsh directing redeployed staff	Baseline in Sept of Phonics tracker. Assessed again at half term. Repeated after half term
Nuffield Early Language Intervention for EYFS children	Children to improve their oracy skills and phonic knowledge.	EEF have worked with Nuffield Early Language Intervention for schools with high pupil premium numbers- these will	Baseline completed in Jan 2021. Progress and impact shown through assessments throughout the course of programme	Pupil observation/interviews to clearly show improved level of oracy skills. Talk for Writing Oral rehearsal will also show good progress at each assessment point, with children becoming increasingly fluent and using a wider range of vocabulary.	Chloe Montgomery	Starts Jan 2021-delivered over 20 weeks

Targeted interventions through Century Tech platform for specific KS2 children Phonics/SPAG for KS1 Interventions	For children's gaps in core subjects to be narrowed	Century Tech evidence	Diagnostic assessment conducted initially. NFER tests Teacher assessments 3 x 1.5 hour sessions for KS2 3 x 1 hour sessions for KS1	Specific interventions such as High Frequency Word Intervention will clearly show progress at each assessment point. Century diagnostics will show good progress.	Charlotte Webster	Termly reviews
	Total Budgeted Cost					£5000
xi.	xii. Other Approaches (including links to personal, social, and emotional wellbeing)					
Action	Intended Outcome	What Is the Evidence	How Will You Ensure It Is Implemented	Intended impact on pupils' attainment.	Staff Lead	When Will You Review Implementation?
Mental Health and Well Being Award	For the mental health and wellbeing of whole school community to be a priority	Award has been sponsored by the National Children's Bureau.	Baseline assessment conducted. Further review points scheduled in before assessor visits at end of year	For there to be a reduced number of behavioural incidents within the school day, allowing the children to be 'ready to learn'. Pupil voice will demonstrate that children feel safe and secure and know who to talk to if they have any concerns.	Zoe Barratt	Review points throughout the year.
Learning Mentor to be released from class every first lesson to do welfare checks	For children to be settled and ready to learn.	Young Minds- prioritising the importance of mental health and well being for children	7.5 hours a week welfare.	For all children to be in class, ready to learn, with less behavioural incidents seen. Pupil voice will demonstrate that children feel safe and secure and know who to talk to if they have any concerns.	Sarah Shirley	Behavioural incidents reduced-checking on My Concern. Attendance checks

	Total Budgeted Cost	£1000
	4. Additional Detail (if applicable)	

5. Approved and Authorised By		
Role	Signature	Date
Head of School	K.Chadbourn	20/10/20
Executive Head	Tracey Churchill	20/10/20
Director of Performance and Standards		
Finance Director		
Schools to share with the Local Governing Body to assist in monitoring processes		

The EEF is publishing this guide to help teachers and school leaders support their pupils following the Covid-19 closures.

It offers an overview of relevant evidence and links to key resources. It is designed in particular to support and inform schools' decisions about how to use catch-up funding announced in June 2020.

<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1>

