

Catch-Up Funding Planning Document

School: Holy Cross Catholic School, Leicester

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> Based on estimate for this primary/ 225 children/£80 per head= £18,000	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 (including NFER in KS2) first few weeks of term. Rapid catch-up to be put in place. Narrow the curriculum in primary schools up until October half term – focus on mathematics, English, reading and phonics and religious education, physical education, circle time and science. Full broad and balanced curriculum to be re-introduced after October half-term. Mathematics topics from summer term 2020 to be taught in the afternoons (see plan) EYFS and Year 1 to begin ‘normal’ full curriculum & provision from 1st September 2020. 	<p><i>£18,000 teacher (2 days per week) to deliver in school interventions and academic coaching to those identified as in need. (Start with Y5/6).</i></p> <p><i>£3000 (?) On costs for Teach First mentor (supplemented from Pupil Premium Fund if necessary) to deliver in school interventions and academic coaching to those identified as in need. (Start with Y3/4).</i></p> <p><i>Interventions in Y1/2 to be delivered through usual school route – level3 T.A</i></p>	<p>October assessment point.</p> <p>Check CPOMS entries for home learning engagement weekly</p> <p>Close monitoring of impact of additional interventions. Review impact at end of each block.</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 (<i>following school transition planning model</i>). 	<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. <ul style="list-style-type: none"> Continue clear messaging to parents to raise understanding of expectations of attendance. Follow additional steps to support attendance, including use of pastoral support and school/CMAT letters. 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:</p> <p>How are pupils settling back into expected routines and expectations?</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>n/a</p>	<p>Monitor rewards and sanctions in comparison to patterns seen in previous two academic years up to Nov 2020.</p>	
<p>Health and well-being</p>	<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. Increase frequency of circle time in first half term Set up SEMH interventions for those that need it <p>Double P.E sessions in first half term for all children</p> <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><i>Training in mental health (post-Covid) and circle time – Dr Hilari Cremin (Cambridge Uni)-gifted free of charge as we are engaging in research project</i></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. 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>Additional support for children by Faith in Families etc. may be required.</i></p>	<p>Continue weekly DSL meetings to review cases GN/RN.</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. 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..</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>£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.</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. 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><i>Total planned cost: £21,750</i></p>		