



SRS CMAT Catch Up Funding Overview – Evaluated September 2021



1. Summary Information

School	Holy Rosary Catholic Voluntary Academy				
Academic Year	2020-21	Total number of pupils	236	Total Catch up funding budget	£15,812
Attendance of pupils 19-20 (Sept 2019 and 20 Mar 2020)	94.7%	Attendance of pupils 20-21	97%	Number of pupils who have not returned to school	0

2a. Barriers to Future Attainment and Progress

Academic Barriers

A.	GAPS in knowledge and lost learning and identification, planning and support for pupils on the SEND or monitoring register
B.	Confidence, knowledge and skill in writing.
C.	Completion of learning tasks and learning time.

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

D.	Attendance
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2b. Intended Outcomes *(specific outcomes and how they will be measured)*

Success Criteria

A.	<p>GAPS in pupils' knowledge identified, reported to parents and tracked to ensure they are closed</p> <p>All pupils are 'back on track' by Summer 2021.</p>	<p>Curriculum review of lost units of work.</p> <p>Reports to parents in Advent 2, Lent 2 and Pentecost 2.</p> <p>Research, purchase, implement and review provision software.</p>
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<p>B.</p>	<p>Writing is a curriculum strength.</p> <p>80% of pupils across the school are on track to achieve their target (or better).</p>	<p>Develop further whole school approach to writing.</p> <p>Daily GPS sessions build on grammar, punctuation and spelling skills.</p> <p>Comparative Judgement tasks shows classes have no more than a bottom 20%.</p>
<p>C.</p>	<p>Learning time is maximised.</p> <p>Parents are engaged in their child's learning and support home-learning tasks.</p> <p>All pupils access electronic programmes including Spelling Shed, TTRS, Read Theory and Century.</p>	<p>The school day is maximised to support learning.</p> <p>Pupils who have no access to IT/internet at home are identified and supported through loaned equipment.</p> <p>100% pupils have access to electronic programmes at school or at home.</p> <p>Homework is completed consistently and where it is not, this is acted on swiftly by school staff.</p>
<p>D.</p>	<p>Attendance is at least 97%.</p>	<p>Swift action is taken when (non-coronavirus/illness related) attendance drops below 98%.</p> <p>EWO involved when required.</p> <p>Attendance is prioritised at weekly priority pupil meetings.</p>

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. Century	
ii. NFER or GL Assessments	
iii. Other	

iv. Quality of Teaching for All

Action	Intended Outcome	What Is the Evidence and Rationale for This Choice?	How Will You Ensure It Is Implemented Well?	Staff Lead	When Will You Review Implementation?	Evaluation of impact
<p>Transition Inset and Holy Rosary TV videos (£300)</p> <p>Provision will not continue in 2021/22.</p>	Attendance is at least 97%	EEF Covid-19 support guide for schools. SEND register for pupils with SEMH needs.	Review attendance of pupils who attended the transition event.	HM/JW	November 2021	Attendance is 97% and consistently above the FFT nat av. Families concerned about the return to school joined Transition Inset – all pupils returned to school. Most referenced HRTV and communication from the school as reason for confidence return.

<p>Implement SLOW/CALM Approach including rewards to fast track positive behaviour for learning (£841)</p> <p>Provision will not continue in 2021/22.</p>	<p>Pupil response to 'I always feel safe at school' remains above 8.52 and 'My work is never disturbed by the behaviour of others' is above 6.43.</p>	<p>EEF Covid-19 support guide for schools – Transition support.</p>	<p>Whole school approach to reintegration through 10 intensive and weekly 1-hour listening hour session.</p> <p>Rewards issued through Class Dojo points and Headteacher's Award.</p>	<p>EH</p>	<p>January 2021</p>	<p>All pupils returned to school.</p> <p>Behaviour for learning swiftly returned to pre-pandemic standards as shown by behaviour records and monitoring of the Recovery Action Plan.</p> <p>Pupil survey results show that pupils feel safe.</p>
<p>Diagnostic Assessments £1500</p> <p>Provision will continue in 2021/22.</p>	<p>Pupils identified by SEND lead, test completed, recommendations provided to teachers/support staff and parents informed.</p>	<p>EEF Covid-19 support guide for schools – pupil assessment.</p>	<p>One member of staff to complete diagnostic assessments and provide recommendations.</p> <p>Monitoring of TA paperwork.</p> <p>Measure progress from initial diagnostic assessment to the</p>	<p>HM/EW</p>	<p>June 2021</p>	<p>Vulnerable and disadvantaged pupil gaps are assessed and targeted for support for intervention.</p> <p>Since 2019, the proportion of pupils on the SEND register has reduced to 8%.</p>

Whole Class Feedback £300 Provision will continue in 2021/22.	Feedback is good and pupils response to the statement, I always act upon any comments I receive, remains high.	EEF Covid-19 support guide for schools – pupil feedback.	Training for staff and monitoring of whole class feedback forms to ensure high quality feedback is a feature of classroom practice.	TB/MD	February 2021	Pupil voice and pupil surveys show that teachers give good feedback and pupils know what they need to do to improve.
Total Budgeted Cost					£2941	
v. Targeted Support						
Action	Intended Outcome	What Is the Evidence and Rationale for This Choice?	How Will You Ensure It Is Implemented Well?	Staff Lead	When Will You Review Implementation?	Evaluation of impact
Interventions/tuition 5 hours per week (£6900) Provision will continue in 2021/22 targeting pupils from year 3, 5 and 6 who fall into the 16% in writing/GPS and 10% in Maths who did not make +0.0 progress in 2020/21.	Lost learning and gaps in pupil knowledge is closed	NfER test data. TT Rockstars baseline tests. Diagnostic assessment data. EEF research focussed on the impact of individual and small group tuition. Gov.uk guidance – (https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#use-of-funds)	Progress will be monitored through electronic programme data, NfER tests and TA paper work at pupil progress meetings each term.	HM	March 2021	Full programme of tutoring intervention took place between September and during the partial school closures. Progress in reading* 0.0+ progress – 83% Progress in writing** 0.0+ progress – 84% Progress in maths*** 0.0+ progress – 90% All pupils are not yet back on track due to the second partial school closure.

<p>Maximising time within the school day (some pupil remaining at school for 30 mins due to the staggered start and end times) Max 7 hours = £1800</p> <p>Provision will not continue in 2021/22.</p>	<p>Maximise the school day to support learning time lost through washing hands, cleaning, waiting etc.</p>	<p>EEF Covid-19 support guide for schools. School has a small site and there are many families who have children across key stages.</p>	<p>Regular review of the risk assessment.</p>	<p>TB</p>	<p>Fortnightly</p>	<p>Families supported to drop oldest pupils at the earliest time and younger pupils at the latest time. Invitation open to all pupils. Late marks were minimal and attendance 97%. Pupils were given additional tasks during this time to consolidate and deepen their learning.</p>
<p>Provision Mapping Software (2 years = £1590)</p> <p>Provision will continue in 2021/22, expanding to School-Led Tuition and Pupil Premium spending.</p>	<p>Identify, support and monitor all support for the most disadvantaged pupils.</p>	<p>Review of current processes and procedures. Diagnostic, NFER and informal assessments.</p>	<p>This will form part of the SEND leads main action plan. Regular meetings between SLT to review implementation. Pupil progress meetings. Staff meetings for training.</p>	<p>HM</p>	<p>March 2020</p>	<p>Since 2019, the SEND register has reduced from 13%-8%. Moving from the paper based system has improved provision mapping and support for the most disadvantaged and vulnerable pupils. Small steps of progress and impact of interventions captured through Edukey, monitored and evaluated, then communicated/planned with parents and SEND consultations.</p>

Phonics tracker (£200) Provision will continue in 2021/22.	Identify, support and monitor pupils phonics.	Many pupils, especially those at the beginning of their education, have had an intermittent start to their schooling and may not have the phonics development expected for their age.	External and internal assessment of all pupils. Use data from phonics tracker to track and teach pupils who require	HM/MD/ST	June 2020	Pupils screened internally with previous phonics screener shows that 79%**** of pupils would have passed the phonics screener.
Total Budgeted Cost					£11290	
vi. Other Approaches (including links to personal, social, and emotional wellbeing)						
Action	Intended Outcome	What Is the Evidence and Rationale for This Choice?	How Will You Ensure It Is	Staff Lead	When Will You Review	Evaluation of impact
Summer Holiday Club Programme £1000 Provision will continue in 2021/22.	Maintain engagement with school. Attendance is at least 97%.	EEF Covid-19 support guide for schools – Summer support.	Review attendance of pupils who attended the Summer Holiday Programme	TB/JW	November 2020	10 disadvantaged and vulnerable pupils attended funded sessions at the Summer Holiday Club supporting families during the summer and attendance on return to school. All pupils attendance +ve both before and on return to school.

<p>Parental Engagement Qualification for leaders £500</p> <p>Provision will not continue in 2021/22.</p>	<p>Maximise parental engagement in improving pupils outcomes.</p>	<p>EEF research focussed on engaging parents in the life of the school and their child's learning.</p>	<p>Regular contact will be made between class teacher, support staff, family link worker, pupils and parents.</p>	<p>TB</p>	<p>March 2021</p>	<p>Parent feedback shows that parental engagement is incredibly strong with good, honest relationships between school staff and</p>
Total Budgeted Cost					£1500	

4. Additional Detail (if applicable)

A – Each half term, the curriculum was reviewed in 2020-21 to ensure gaps in pupils' knowledge identified and closed through quality first teaching and appropriate support. This review was shared with parents in SWAY documents. Parents received progress reports to in Advent 2, Lent 2 and Pentecost 2 and parent consultations went ahead as planned using School Cloud.

B – In 2021, 91% of Year 6 pupils achieved their FFT 50 target, 21% of which achieved above their FFT 50 target. The whole school picture shows that pupil outcomes in writing has been affected by the second partial school closures with 70% of the school population working at the expected standard, 17% of which working at greater depth. Prior to the second partial school closures, comparative judgement assessments shows that writing was above the national standard in each class who completed tasks. School leaders will continue to prioritise writing and increase expectations on return to school in 2021/22.

C – All pupils have access to a device and the internet. School has supported this to ensure there is no digital divide. Pupil have access to electronic programmes including Spelling Shed, TTRS, Read Theory and Century. Teachers monitor these programmes.

D – Attendance is consistently above the FFT weekly national average – at some points consistently 6% above. There are excellent systems in place to monitor, challenge and support good attendance. Attendance is prioritised as the first line of safeguarding at weekly priority pupil meetings. All low levels of attendance are supported, resources and/or challenged swiftly to ensure attendance doesn't become a barrier to good social and academic outcomes.

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2020-2021 Sum Main Assessment

	No Data	Below	Emerge	Expect	Exceed
2019-2020 Spr Main Assessment		12 pupils (7%)		2 pupils (1%)	
Below		12 pupils (7%)		2 pupils (1%)	
Emerge	1 pupil (1%)	5 pupils (3%)	7 pupils (4%)	15 pupils (8%)	
Expect	2 pupils (1%)		8 pupils (5%)	59 pupils (33%)	22 pupils (12%)
Exceed			1 pupil (1%)	14 pupils (8%)	29 pupils (16%)

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2020-2021 Sum Main Assessment

	No Data	Below	Emerge	Expect	Exceed
2019-2020 Spr Main Assessment		8 pupils (5%)	3 pupils (2%)		
Below		8 pupils (5%)	3 pupils (2%)		
Emerge	8 pupils (5%)	4 pupils (2%)	18 pupils (10%)	9 pupils (5%)	
Expect	14 pupils (8%)		12 pupils (7%)	56 pupils (32%)	11 pupils (6%)
Exceed	5 pupils (3%)			15 pupils (8%)	14 pupils (8%)

2020-2021 Sum Main Assessment

2019-2020 Spr Main Assessment

	No Data	Below	Emerge	Expect	Exceed
Below	1 pupil (1%)	4 pupils (2%)	8 pupils (5%)		
Emerge		3 pupils (2%)	10 pupils (6%)	15 pupils (8%)	2 pupils (1%)
Expect	1 pupil (1%)		7 pupils (4%)	68 pupils (38%)	19 pupils (11%)
Exceed	1 pupil (1%)			10 pupils (6%)	28 pupils (16%)

<https://app.insighttracking.com/schools/8602034/reports/progress-matrix?chartType=matrix-no-names&fromAcademicYear=2019&fromName=Main%20Assessment&fromSubject=Maths&fromTerm=Spring2&pupilQuery=%7B%22academicYear%22%3A2019%2C%22filters%22%3A%7B%22YearGroup%22%3A%5B1%2C%2C3%2C4%2C5%5D%7D%2C%22groupers%22%3A%5B%5D%7D&toAcademicYear=2020&toName=Main%20Assessment&toSubject=Maths&toTerm=Summer2>



<https://app.insighttracking.com/schools/8602034/reports/overview/attainment?academicYear=2020&assessmentName=Internal%20Phonics%20Check&attainmentGrouping=Evaluation&combinedStats=true&excludePupilsWithoutData=false&grouping=Subjects&mode=&pupilNames=false&pupilQuery=%7B%22academicYear%22%3A2021%2C%22filters%22%3A%7B%22YearGroup%22%3A2%7D%2C%22groupers%22%3A%5B%5D%7D&subjects=Reading&term=Summer2&yearGroup>

5. Approved and Authorised By		
Role	Signature	Date
Headteacher	T J Brogan	23/10/2020 Reviewed 29/1/21 Reviewed 19/4/21 Reviewed 5/9/21
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>

