



SRS CMAT Catch Up Funding Overview

1. Summary Information

School	St Philip Howard Catholic Voluntary Academy				
Academic Year	2020-21	Total number of pupils	555	Total Catch up funding budget	£34,505
Attendance of pupils 19-20 (Sept 2019 and 20 Mar 2020)	94.17%	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.	Pupils enter Year 7 below National Average from KS2
B.	Low Literacy and Numeracy levels
C.	Low aspirations from pupils

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

D.	Impact of the COVID19 School closure (loss of learning, routines and emotional and mental wellbeing)
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2b. Intended Outcomes *(specific outcomes and how they will be measured)*

Success Criteria

A.	Improve aspirations of all pupils	Progress scores for all pupils will improve and NEET figure will continue to sit below 3%
B.	Improve Literacy levels and reading ages	Increase in vocabulary retention, reading age and reading fluency
C.	Improve Numeracy levels	Increase in numeracy levels especially around mental arithmetic



D.	Close the gaps in pupils learning from the COVID19 School closure	All pupils have caught up by the start of the Summer term and at the correct point in terms of the schools long term plans
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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	£4875
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
Disciplinary Literacy (Word Power) project- explicit teaching of vocabulary and reading/ writing instruction as well as enhancing opportunities to develop articulatory.	Teaching staff will be appropriately skilled in enabling all students to articulate their knowledge coherently and apply their learning independently in writing.	The vocabulary gap for or pupils is lower than the national average. Pupils can articulate informally but their ability to express this formally in writing is a barrier to achieving GCSE grades. Our Year 7 cohort have a significant literacy deficit: 51% are below the national benchmark for reading. This weakness will continue to be a barrier to their achievement throughout their school career if not addressed in the early transition stages.	CPD to develop staff awareness and skills to explicitly teach these skills and then integrate them into SOW and implementation in the classroom. Embed disciplinary literacy into curriculum design. Tier 3 vocabulary will be taught explicitly across the curriculum. Tier 2 will be taught explicitly in English and Literacy.	KCO	SLT/ML Drop ins In Line with School QA policy and Calendar. Evidence of departmental progress in Key Term tests and Students'



Staff CPD	Improved practice (teaching and learning) across all areas of the curriculum on bridging gaps, revisiting and metacognition so that Students' learning is accelerated and missed content/ skills are taught and revisited and learning is retained long-term.	Students have significant gaps in learning from missed content (knowledge and skill development) during lockdown. It is important that we train Staff on how they can address this in their practice and ensure that Students have caught up by the end of the Spring term. Metacognition and self-regulation have a 7+ month increase in progress. (EEF) Mastery Learning has a 5+ month increase in progress and retrieval practice proven to be highly effective in making learning stick.	Varied provision and resources on offer. Utilise expertise of Staff. If using external trainers for CPD, ensure they are verified. Research into practice-evidence informed CPD. Action research projects based upon this and linked to PM.	KCO	Following the CPD session and termly to check impact in the QA Calendar.
GL Assessments and CAT4 Test	Gaps from KS2 lost learning are identified. This allows for targeted teaching and support.	Standardised tests across all MAT schools will identify lost learning from school closure. CAT4 tests will allow for a consistent approach to target setting for the end of year 11	Gap level analysis profiles will be designed for each class to allow catch up to occur at a more rapid pace.	MKA	In Line with School QA policy and calendar
Total Budgeted Cost					Already deducted above others are no cost
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



<p>Accelerated Reading</p>	<p>Accelerated Reader in place in Literacy Curriculum time for all students in Y7 and Y8. Additional provision for Year 9 students in English to support loss of literacy time during lockdown. Progress evidenced in improved Reading Ages.</p>	<p>AR data showed an average increase of 5 months progress over a 4 month period for Year 7 last year and 7.5 months progress for Year 8. (Evidence shows the longer students engage consistently, the greater evidence of impact seen).</p> <p>Previous impact for disadvantage shows it works meaning we can roll out to whole cohort : Accelerated reader lessons October 17 to July 18 resulted in:</p> <ul style="list-style-type: none"> • Yr. 7 Disadvantaged students – 65% improved reading age • Yr. 8 Disadvantaged students – 60% improved reading age • 57% of the Yr. 7 Disadvantaged students who improved their reading are now reading above their chronological age. • 36% of the Yr. 8 Disadvantaged students who improved their reading are now reading above their chronological age. 	<p>AHT will implement and review in the same way we have been doing for the last three years to ensure the same level of impact continues.</p>	<p>KCO</p>	<p>In line with Assessment calendar and Star reading/ GL assessment windows.</p>
<p>Small group Intervention (Maths and English)</p>	<p>Groups of 4-5 pupils receive tuition targeted to their needs. Attainment gaps will decrease. These will be focussed on Literacy and numeracy and targeting gaps identified in GL assessments and Star Reading assessments.</p>	<p>Evidence shows that small group tuition is effective and, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Impact shows that the smaller the group, the greater the impact but this ranges from 3-5 months' progress depending on the intensity/ regularity of the provision and size of the group.</p>	<p>Pupils will be targeted based upon assessment data to ensure groups are of similar. Use of the National Tutor programme will be used to ensure quality. Initial trial will be to ensure that those most in need of intervention will be supported.</p>	<p>MKA & KCO</p>	<p>In line with Assessment Calendar</p>



Fleet Education (National Tutor program)	Groups will work on 1:3 both Online and in person for 15 Hours. One hour per week – focus will be on Maths, English, Science, humanities and Spanish.	Evidence shows that small group tuition is effective and, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Impact shows that the smaller the group, the greater the impact but this ranges from 3-5 months’ progress depending on the intensity/ regularity of the provision and size of the group.	One hour a week for 15 weeks. Regular contact with the tutor.	MKA	Start, middle and end of the 15 hour block.
TT Rock stars	To raise the mental arithmetic age of pupils in KS3.	Evidence shows that pupils with a low level of mental arithmetic struggle during GCSE examinations due to the time needed to work out equations.	Three times a week at the start of every maths lesson pupils will complete TT rock stars. They will also need to complete 20 challenges every week for homework.	CDU	In Line with School QA policy and calendar
Total Budgeted Cost					£32,505
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 Implemented Well?	Staff Lead	When Will You Review



Pass surveys	Attitudes to school and learning are identified early on the return to school. Allow for targeted support.	Evidence suggests pupils attitudes start to develop as negative changes a year before they start to display these behaviours in school. By gathering the data early, it allows for intervention to occur to develop these in to positive experiences.	Each Hoy over a week will run the sessions for pupils. Each HOY will meet with DHT to discuss a plan of action moving forward.	MKA	In Line with School QA policy and calendar
Support Groups	To ensure all pupils are supported on the return to school	Four groups will be created to help pupils suffering from identified issues to be supported back in to school by Key workers. They will range from Anxiety about being back in school to anxiety about lost learning. External professionals will be utilised wherever possible.	Regular discussions will take place at pastoral meetings about updates on these pupils	SWH	Fortnightly
Total Budgeted Cost					£2000

4. Additional Detail (if applicable)

Currently, only £27,000 has been allocated. The remainder will be a contingency and/or to utilise other strategies to ensure maximum impact. This will be reviewed regularly.

5. Approved and Authorised By

Role	Signature	Date
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Head-teacher	L Morris	16/10/2020
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>

