

ACTION PLAN 2020 / 21

CATCH UP FUNDING



The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. That is why, alongside the universal catch-up premium, they are launching a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. Special, AP and hospital schools will be provided with £240 for each place for the 2020 to 2021 academic year.

This means a typical primary school of 200 pupils will receive £16,000 while a typical secondary school of 1,000 pupils will receive £80,000.

This funding will be provided in 3 tranches. With the first payments already made. Allocations are based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP, hospital schools and special schools not maintained by a local authority.

A second grant payment will be made in early 2021, based on updated pupil and place data. For mainstream schools, they will use the 4 to 15 pupil headcount from the October 2020 census. The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds. A further £33.33 per pupil or £100 per place will be paid during the summer term 2021.

Though funding has been calculated on a per pupil or per place basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need. This means Mount St Joseph should receive **£71,920** in funds covering the academic year 2020-21.

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 coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools can use this document to help them direct their additional funding in the most effective way.

It should be noted however that the previous catch up funding for literacy/numeracy support on transition has now been withdrawn.

Catch up funding Action Plan 2020/ 2021

Objective	Lead	Cost	Actions/Outcomes	Progress
<p>To support outstanding Teaching</p>	<p>DoCD DoTL HoTL</p>	<p>£14,506</p>	<ul style="list-style-type: none"> - Development of staff CPD programme will focus on strategies to help students retrieve prior learning and to remember new learning more effectively – based on latest pedagogical research - Staff continue to develop professionally with tailored sessions meeting staff and student needs -Focus on training for ICT based teaching through the use of teams - Improvements made towards focus areas on the SIP (recovery curriculum) - Staff evaluations demonstrate staff feel more confidence in their professional growth - Staff are utilising more engagement and retrieval strategies in their teaching practice as shown via formal observations, learning walks and IRIS recordings - Quality assurance of teaching (planning, delivery, marking and feedback) demonstrates strategies are being used. - Quality assurance of progress over time demonstrates that recovery is being made. - Curriculum delivery takes into account metacognitive strategies (spaced learning, interleaving and dual coding) explored in staff training and development sessions that will help facilitate the recovery of lost learning and the consolidation of new learning. - A wider range of differentiation and engagement strategies are evident in planning. - Staff feel more confident with how to differentiate for different cohorts - All pupils can access the curriculum and lessons - Pupils from different cohorts make similar progress to other cohorts 	

			<ul style="list-style-type: none"> - Research training focus group, ensures that the latest research is utilised in the development of pupil engagement for specific focus groups/ cohorts - Teaching should be at least 'developed', with 90% of staff teaching at a consistently 'developed' level (Quality assurance) - Teaching at 'embedded' level should be at least 30% - Teaching within the classroom and planning should show evidence of retrieval practice and metacognitive strategies to help narrow gaps - Pupils make at least the required progress across the whole school - Clear areas of strength and development areas within teaching and learning identified in every department through a cohesive action plan for future development - HOD and stakeholders develop their leadership skills, especially for driving teaching and learning 	
To further improve pupil assessment and feedback	DoCD DoC DoTL	£7253	<ul style="list-style-type: none"> -Introduction of AP's and KATs to enable swift identification of learning gaps and target intervention -Data analysis at each data drop by class teacher to identify issues in T&L -Diagnostic standardised benchmarking assessments to take place in all subject areas -Baseline assessment for Year 7 and new course starting students -Early assessment of prior learning to identify in subject learning gaps to enable curriculum adjustment -Use of RST groups to identify gaps in groupings or T&L support -Regular weekly assessment points to gauge impact of teaching strategies -To carry out moderation for each assessment piece completed within departments (if a common assessment) -evidence of teaching strategies within student work to aid recall etc. -Use of AfL within all lessons to provide focused feedback for students -Increased marking cycle providing weekly feedback to students -Training refreshers for staff on marking a feedback techniques 	

			<ul style="list-style-type: none"> -Use of peer and self-assessment to complement teacher feedback -Use of short term assessment techniques as connect activities or discussion of marking and feedback -Use of diagnostic teaching practices such as concept maps and knowledge organisers to recap topics -Student data provided to parents at each data drop -Assessments of student wellbeing through form activities 	
To support transition	DOP DKS3 DKS4	£3626	<ul style="list-style-type: none"> -Form time transition back to school activities for all years focussing on wellbeing and mental health -Support for students in years 8-11 struggling with transition back to school with placements in the intervention centre -Focus groups run by PCO for each Year group to provide strategies such as mindfulness to aid transition back to school -Online year 7 welcome evening to aid student and parent transition to MSJ -Teaching in form groups for year 7 (all year) to aid transition and be more primary based grouping -Welcome activity days led by chaplaincy team for year 7 -Keeping in touch activities for year 7 with their primary school -Wellbeing days for all years led by pastoral team -regular student voice to assess wellbeing, confidence and concerns and enable these to be actioned 	
To enable one to one and small group tuition providing targeted intervention	DoCD DoC	£33,255	<ul style="list-style-type: none"> - Teaching staff to provide one to one or small group teaching intervention in subject area basic skills within each zone on a timetabled -SEND team to provide focus group one to one or small group sessions on basic literacy and numeracy in each zone - Two week booster programme with a focus on literacy, numeracy, resilience and BfL to be delivered within the intervention centre by the intervention team -Reading intervention groups to take place in each area and led by HoTL 	

To provide extended school time.	DoCD		<ul style="list-style-type: none"> -Timetabled period 7 for all year 11 students with half termly rotation of departments to ensure complete and fair curriculum coverage - After school work areas to be available in each zone to provide support with homework, consolidation of work or pastoral support to students -Online learning packages to enable extension of school at home through the use of teams etc. 	
To provide parent and carer support.	DoP	£8027	<ul style="list-style-type: none"> -To further increase the use of social media to support parents through information provision -To produce an informative newsletter with tips on supporting children's learning and wellbeing -To trial virtual parents evening software to enable discussion of student progress and strategies for support -Develop learning packages for parents online to teach use of ICT, reading strategies etc. -Provision of welfare calls around student progress facilitated on a half termly basis by form tutors 	
To facilitate access to technology.	DoCD DoTL	£1605	<ul style="list-style-type: none"> -Provide timetabled lessons for students on use of SMHW, Microsoft 365, outlook and teams -Provide online training packages for parents in how to use SMHW, Microsoft 365, outlook, teams etc. -Provide training to all staff in effective use of all packages used to support the online learning of children -To develop and deliver a series of online and live lessons for students to access if they are working from home -To assess the ICT access of all students at staff at home -Facilitate the distribution of laptops from government scheme and provide training for students and parents on operation and connection of these 	
To develop school	DoTL DoP	£3646	<ul style="list-style-type: none"> -To develop a series of projects that children can follow whilst at home over holiday periods to extend and consolidate learning. These would be marked 	

holiday support.			by staff. Potential for delivery of live lessons over the course of one day with each member of staff delivering one lesson over the time period on a rota. -To have an on call member of the pastoral team available for students and parents to discuss issues during holiday periods	
-------------------------	--	--	--	--