



## SRS CMAT Catch Up Funding Overview

1. Summary Information					
School	English Martyrs Catholic Voluntary Academy				
Academic Year	2020-21	Total number of pupils	289	Total Catch up funding budget	£19,363
Attendance of pupils 19-20 (Sept 2019 and 20 Mar 2020)	97.08%	Attendance of pupils 20-21	98.44%	Number of pupils who have not returned to school	2

2a. Barriers to Future Attainment and Progress		
<b>Academic Barriers</b>		
A.	Regressed Communication and Language skills within SEN and EAL cohorts and boys from disadvantaged backgrounds.	
B.	Low exposure to 'rich and ambitious' vocabulary in both Core and Foundation areas across low and middle attaining pupils from disadvantaged backgrounds.	
C.	Low resilience to problem solving, reasoning and creative thinking in maths and across the curriculum.	
<b>Additional Barriers</b> <i>(including issues such as attendance, social and emotional issues manifesting themselves in behaviours, bereavement, or other areas of loss)</i>		
D.	Challenges in Social Skills, Personal Development, and Emotional Regulation.	
2b. Intended Outcomes <i>(specific outcomes and how they will be measured)</i>		Success Criteria
A.	For children to be articulate in their communication skills in order for them to communicate their emotional needs; pursue and maintain healthy relationships and achieve their academic potential.	Positive progress scores in core subjects for 85% of children.

<b>B.</b>	For children to have experience, understanding and acquisition of a broad and ambitious vocabulary in order to communicate orally and in writing, across a range of social contexts and academic subjects at a sophisticated and nuanced level.	For 15% of Disadvantaged or vulnerable pupils to attain the Higher Standard in writing at KS1 and KS2 assessment points.
<b>C.</b>	For children to be build up problem solving strategies and approaches and to apply these within mathematical and scientific thinking.	Positive progress scores in core subjects for 85% of children.
<b>D.</b>	For children to have functional behavioural and social skills, well-rounded personal development and working emotional regulation in order to develop a growth mind-set, improved self-esteem and confidence levels, improved emotional regulation and strategies to minimise the effects of toxic stress.	For disadvantaged and vulnerable children to be proportionately represented in positive reward logs (Good Work liturgies/ House Points/ traffic light system) and 'reflection' behaviour reward logs as a result of their improved self-regulation and improved in-class strategies. For this to support their academic attainment and result in cohort-level success across core subjects (85% meeting expectations, 15% exceeding expectations)

### 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?
<p>Develop teachers' subject knowledge and flexible understanding of the content being taught.</p> <p>Focused spending on improving teaching (CPD) and to support for NQT in particular.</p> <p>11 teachers to have non-contact time for CPD/Research - £2,255</p> <p>£4000 set aside for cost of CPD</p>	<p>* Teachers develop a broad array of teaching strategies that positively impact upon learning.</p> <p>* All teachers report their subject knowledge has improved and made a positive impact to class.</p>	<p>During the school closures, 42.3% of teachers wanted to improve Subject Knowledge.</p> <p>Rosenshine's examples of effective instruction show several occasions when a teacher's subject knowledge will be important. We can't lecture, demonstrate, question and provide worked examples unless our knowledge is sufficient for us to do so.</p>	<p>SLT and subject leaders monitoring and evaluation of books.</p> <p>Lesson observations.</p>	<p>Acting Headteacher</p> <p>Subject Leaders</p>	<p>Half termly</p>
<p>Develop effective assessment to support teaching.</p> <p>Subject leaders to have leadership time to support SLT in developing assessment.</p>	<p>* All pupils are assessed efficiently, effectively and without bias.</p> <p>* English Martyrs' has a successful assessment system to enable all teachers to understand thoroughly what is expected to be mastered by pupils at any given stage of education, and assess their progress towards doing so in a meaningful and fair way.</p>	<p>Diagnostic assessment is a crucial tool in a teacher's toolkit to help understand the specific areas of strength and weakness in learning, especially before teaching of a particular topic or unit begins.</p> <p>Research has shown diagnostic assessment is used for learning when taking action to adjust teaching, and it plays a significant role in improving learning outcomes for all students. It assesses what the learner already knows, the nature of difficulties that he/she has, which if undiagnosed might limit their engagement in new learning.</p>	<p>SLT and subject leaders will use Insight to monitor assessment.</p> <p>SLT will monitor through pupil progress meetings.</p>	<p>Acting Headteacher</p>	<p>Half termly</p>



<p>To purchase resources to stimulate communication and language across the whole school – to ensure pupils have access to a wealth of experiences to meet with a range of fiction and non-fiction texts.</p> <p>High quality adult child interactions are important and sometimes described as talking with children rather than just talking to children. £3,500 to cover books and other resources</p>	<p>Children have access to wide range of books and other resources to stimulate communication and language.</p> <p>Greater emphasis placed upon oracy in all key stages, across all curriculum areas.</p> <p>Children acquire a broad range of rich vocabulary and are able to transfer it across the curriculum.</p>	<p>Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.</p>	<p>SLT, HT and subject leaders will monitor through lesson observations, learning walks, pupil voice, and book/planning scrutinies.</p>	<p>English Lead  Acting Headteacher</p>	<p>Half termly during Phase Monitoring weeks.</p>
<p>To purchase Phonics tracker to allow whole of EYFS/KS1 and selected children in KS2 access to a tailored phonics assessment to support their learning. £324 to cover 135 licences</p>	<p>Gaps in phonetical understanding and knowledge decrease and are filled.</p> <p>Unbiased assessment of pupils individual phonic needs.</p> <p>Tracking pupils from EYFS through to KS1 and if need be KS2</p>	<p><i>Systematic daily phonics teaching is a key element of the CLLD approach to the teaching of early literacy. Teachers need to feel confident about assessing children’s command of phonic skills and knowledge if they are to plan effectively to meet all children’s needs and to support them in becoming fluent, independent readers and writers. By ensuring that teaching is adapted to support all children, teachers can be sure that all children make good progress and that vulnerable children are identified early and provided with support to enable them to catch up before the gap between them and their peers widens. National Strategies: Primary, Phonics: assessment and tracking guidance.</i></p>	<p>SLT and English Lead will monitor through lesson observations and track progress through the software.</p>	<p>English Lead</p>	<p>Half termly through pupil progress meetings.</p>
<b>Total Budgeted Cost</b>					<b>£10,079</b>



**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?
<p>Structured interventions - small group tuition - one to one support - effective deployment of Teaching Assistant</p> <p>Sessions are 15-45 mins, occur regularly and are maintained over a sustained period.</p> <p>Release Teacher/TA to run interventions.</p> <p>Teacher Supply Cover - £205 per day x 10 days - £2255</p>	<p>All children improve knowledge and understanding.</p> <p>Gaps in learning are closing.</p> <p>Assessments are used to identify appropriate pupils, guides areas for focus and track pupil progress.</p> <p>Connections are made between the out-of-class learning in the interventions and class teaching.</p>	<p>EEF – Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.</p> <p>TA interventions deployed in a way that supplements, not replaces, the teacher.</p>	<p>Effective implementation is key – SLT will monitor sessions are explicitly linked to the content of daily lessons and that effective feedback structures are in place.</p> <p>SLT will monitor the intervention to ensure it has structured supporting resources and lesson plans with clear objectives.</p>	<p>Phase Leaders deploy teachers and TA's.</p>	<p>Each intervention will be reviewed after the session. Assessment will inform future planning.</p>
<p>Oral language skills form a crucial foundation for thinking, learning and social interaction.</p> <p>Small groups of children identified as needing targeted language support.</p> <p>Release Teacher/TA to deliver NELI intervention.</p> <p>Teacher Supply Cover - £205 per day x 4 days - £820</p>	<p>Children’s vocabulary, listening and narrative skills and develop phonological awareness and early letter sounds knowledge as foundations for early literacy skills are developed.</p>	<p>Nuffield Early Language Intervention Programme (NELI), through EEF trials, has shown to improve children’s oral language and early literacy skills.</p> <p>A recent trial of the programme found that children made on average +3 months of additional progress compared to children in the comparison group.</p>	<p>EYFS phase leader to ensure that TA running NELI has appropriate time to plan, resource and deliver the NELI programme.</p>	<p>EYFS Leader TA to deliver NELI</p>	<p>At the end of 10 week intervention children are assessed.</p>



<p>SEND children to have access to Widgit Communication In Print software to help support staff prepare learning resources suitable for their needs.</p> <p>5 installations - £459</p>	<p>Support Staff and SENCo to prepare resources to support speech, language and communication needs of pupils.</p> <p>Pupils able to use Widgit symbolisation to become independent learners.</p>	<p>SSSEN teacher, Sally Baysford, highly recommends the software to support teaching and learning of SEND pupils.</p> <p>CMAT SENCo lead, Katherine Chadbourne, also highly recommends the use of the software.</p>	<p>SENCo will oversee the use of the software and Support staff will be trained in using the software.</p>	<p>SENCO</p>	<p>Half termly</p>
<b>Total Budgeted Cost</b>					<b>£3,534</b>

<b>vi. Other Approaches (including links to personal, social, and emotional wellbeing)</b>					
<b>Action</b>	<b>Intended Outcome</b>	<b>What Is the Evidence and Rationale for This Choice?</b>	<b>How Will You Ensure It Is Implemented Well?</b>	<b>Staff Lead</b>	<b>When Will You Review Implementation?</b>



<p>Up to 10 children including 4/5 targeted learners identified for specific SLE needs and 2 – 4 learners who could be leaders for the rest of the group 2hour session Staffed by an outside provider (Level 3 Forest School Leader)</p> <p>The 'core business' of teaching literacy and numeracy, a large and often unrecognised part, involves addressing children's emotional, social and behavioural needs.</p> <p>3 groups over the year with supplies - £4,500</p>	<p>* Pupils to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life.</p> <p>* Pupils to build the emotional resilience; emotional regulation; patience and empathy; and self-esteem of a group of children.</p> <p>* To enrich our natural environment to better benefit the emotional health of the wider school community.</p>	<p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>EEF - Improving Social and Emotional Learning in Primary Schools Guidance Report</p>	<p>Well Planned: 6 week initial programme with review after 6 weeks</p> <p>Week 1 – Intro to wildlife and Sarah. Minibeast demo, discussion about wildlife we find in the UK. Making seed bombs and bird feeders.</p> <p>Week 2 – Building tyre planters</p> <p>Week 3 – Fill tyres with soil and Plant up tyre planters with herbs or winter bulbs dependent on Season (Tyres can be provided by Parkside High)</p> <p>Week 4 – Build wildlife homes – drill bug houses, bird boxes, bug hotel</p> <p>Week 5 – Building/improving planters – wall or ground . (Maintenance and repairs can be made to enhance existing planters)</p> <p>Week 6 – Plant up planters and celebrate with a camp fire (toast marshmallows)</p>	<p>Acting Assistant Head and PP Lead</p> <p>SMSC leader</p> <p>TA with extensive SEND experience and knowledge</p>	<p>Review after the initial 6 weeks programme with a view to repeat the programme with a different group of children or continue with the targeted children.</p>
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<p>Up to 8 children to attend Rainbows to support them cope with the significant loss through death, relationship breakdown or other circumstances that may have occurred since Covid-19 school closures to present day.</p> <p>Supplies to run the interventions - £450</p>	<p>Raised awareness of the impact of bereavement and loss on children.</p> <p>Nurtured and developed the emotional health and mental well-being of children who have experienced a significant loss through death, relationship breakdown or other adverse circumstance.</p>	<p>75% of young people agreed that the Rainbows programme helped them to feel calmer in themselves.</p> <p>79% of young people agreed that they felt more confident and less worried about their problems.</p> <p>71% of young people felt that they got on better with their family as a result of Rainbows.</p> <p>100% of young people agreed that they trust the adults who run the groups.</p> <p><i>95% of children agreed that the Rainbows group gave them a safe place to talk about their feelings.</i></p> <p><i>Research findings from 'An evaluation of the direct impact of the Rainbows Programmes in supporting children and young people within South Yorkshire' 2011</i></p>	<p>Pupil Voice will ensure that the children are more confident and the children are able to articulate their feelings.</p> <p>Facilitators of the programme follow Rainbows plan for children aged Year 2-Year 6.</p>	<p>SMSC Leader</p> <p>TA with Rainbows training</p> <p>Admin Assistant to gain Rainbows experience</p>	<p>Review at the end of the 6 week programme.</p>
<b>Total Budgeted Cost</b>					<b>£4950</b>

#### 4. Additional Detail (if applicable)

**(SMSC Leader and qualified ELSA)** will continue to work with children 1:1 to support children with their social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship. Although not additional cost for delivery as it is part of SMSC leader's salary but a small amount of budget will be used on resources to support the education provided - £800

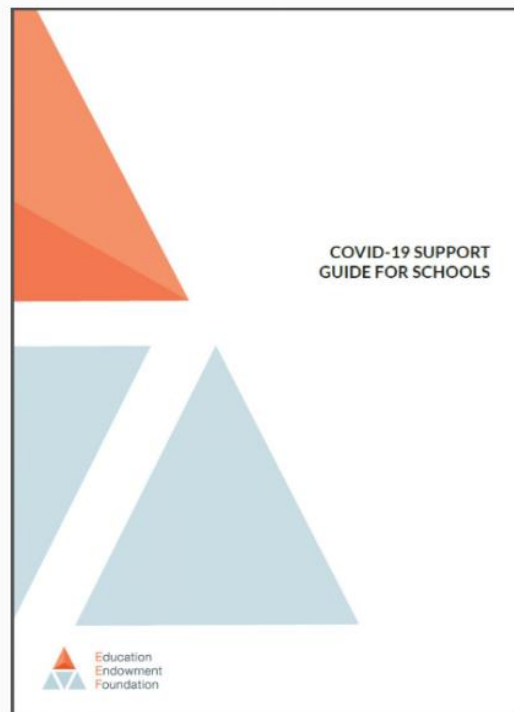


5. Approved and Authorised By		
Role	Signature	Date
Headteacher	<i>E Jones</i>	17 <sup>th</sup> November 2020
Director of Performance and Standards		
Finance Director		
Schools to share with the Local Governing Body to assist in monitoring processes		

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>



[↓](#) Covid-19 Support Guide for Schools