

Catch-Up Funding Planning Document

School: Saint Peter's Hinckley

Date: 9/9/20

Total Funding predicted - £16,693

Area	Barriers	CMAT/DFE approach from Sept 2020	Mitigating action	Anticipated Cost	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 first two weeks of term. Rapid catch-up to be put in place. This may include a narrowing of the curriculum in primary schools up until October half term. Where particular concerns with key Maths and English skills are identified, consider making use of additional small group intervention and 1-1 tuition before school, at suitable points in the school day and after school day <p>Evidence and implementation guide for 1-1: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p> <p>Evidence and implementation guide for small group tuition: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> <ul style="list-style-type: none"> Use of online resources for additional homework and or use at home should pupils/bubbles need remote learning. The need for extra reading books, to ensure limited cross contamination. <p>Key questions: How are leaders ensuring students resume</p>	<p>Estimate £7000 to pay staff a standard tuition rate of £20 per hour (inclusive of teaching and prep time). See Covid file.</p> <p><i>Busy Things – home access £826 covered for 2 years. Bug Club – on-line reading/comprehension book resource - £500 Times Table Rock Stars – on line times table games and practice £288 Abacus maths and WhiteRose– online learning tools to subsidise lessons and</i></p>	<p>October assessment point. Pupils highlighted from assessment tasks and tests – evidence of gaps for tutors to use</p> <p>Close monitoring of impact of additional tuition/ interventions. Review impact at least every six weeks.</p>	

			<p>the school's curriculum (including, where necessary, the blend of classroom teaching and remote education)?</p> <p>TD – expectations given of core subject concentration for a limited time only – if necessary (see COVID file). Recovery curriculum and blended learning protocols draft shared at staff meeting 8/8/20. Further details put into place at key stage meetings W/B 14/8/20.</p>	<p>homework - £1000</p> <p>Physical reading books, to help with restricted access – quarantined within bubbles on their return to school - £1607.40</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 (following school transition planning model). 	<ul style="list-style-type: none"> Consider how routines will be re-established as part of reintegration to school. Plan programme of 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. Continue clear messaging to parents to raise understanding of expectations of attendance. Follow additional steps to support attendance, including use of pastoral support and CMAT additional letter. Once you have reviewed your attendance patterns, consider use of additional EWO time for those who are persistently A / at risk of PA. Key questions: <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>Pupils have adapted well into new routines – staggered starts and finishes. Some arriving and leaving with siblings. Toilet time is regimented! Issues for some classes who need the toilet in the afternoon. TA's need to escort to maintain bubbles. Second full week back had low attendance due to colds and other COVID type symptoms – some having tests and waiting results. Two staff members had children from other primary schools requesting that they get tested which led to staff absence.</p> 	<p>Copying of materials and information, estimate £50.</p> <p>Joe Dawson Ed Psych led Teacher day session on coming back to school following COVID and how to spot and manage anxiety.</p> <p>Follow up documents circulated after the training.</p> <p>Social aspect needs addressing in EYFS – term of extra adult support - £1618.65</p>	<p>Monitor rewards and sanctions in comparison to patterns seen in previous two academic years up to Nov 2020. Monitor for whole cohort and consider patterns within groups (gender/dis).</p> <p>Identify if additional steps will be required.</p> <p>Student discussion forum for KS2+ week 3 Sept to gauge student confidence and understanding of routines and expectations.</p>	

Health and well-being	<p>The Health and well-being of children may have been impacted by:</p> <ul style="list-style-type: none"> Anxiety about Covid-19 and direct family experience of Covid-19, including bereavement Reduction in physical exercise and opportunities for physical development Poverty, including lack of access to a healthy diet. 	<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. • Time for ELSA to finish her training remotely. To start sessions again when the need arises <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>Use of COVID funding and pupil premium funding to maintain ELSA supervision and Chaplaincy provision for mental well-being and spirituality. Training from Joe Dawson on 2nd Teacher day about anxiety after being away from school.</p>	<p><i>Chaplaincy provision support</i> £700</p> <p><i>Additional time for pastoral support may be required</i> ELSA £110</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>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>	
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</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 	<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>£875 <i>Educational Psychology support and resources – Joe Dawson.</i></p>		

	authority level in terms of the processing and review of EHCP..	part of reopening to do this.				
				<i>Total planned cost: £14575.05</i>		
				<i>Reserve: £2117.95 for allocation following assessment reviews.</i>		