



SRS CMAT Catch Up Funding Overview



1. Summary Information

School	St Edwards Catholic Academy				
Academic Year	2020-21	Total number of pupils	216	Total Catch up funding budget	£14,472
Attendance of pupils 19-20 (Sept 2019 and 20 Mar 2020)	96.28%	Attendance of pupils 20-21	97.25%	Number of pupils who have not returned to school	0

2a. Barriers to Future Attainment and Progress

Academic Barriers

A.	A large number of pupils are working below ARE in all subjects due to lockdown (significantly in Maths and SPaG).
B.	There are a variety of different gaps in learning in a range of subjects.
C.	Pupils have been out of school for six months. Six months of the curriculum has not been taught.
D.	There are gaps in phonics in Years 1, 2 and 3.

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

E.	A range of emotional and wellbeing issues, including anxiety, a lack of resilience, poor social skills and low confidence and self-esteem
F.	A risk of lower attendance, especially amongst pupils and their families that fall into the vulnerable category for Covid-19

2b. Intended Outcomes <i>(specific outcomes and how they will be measured)</i>		Success Criteria
A.	Pupils are on track to meet their FFT 50 target in English and Maths	Pupils meet FFT 50 target (or are on track to)



B.	There are no gaps in pupils learning	Through teacher assessment and formal assessments there are no gaps in learning
C.	There are no gaps in phonics in Years 1, 2 and 3	Year 2 pass Phonics screening check. Y3 resits are successfully passed.
D.	The NC objectives that have been missed have either been covered or are planned to be covered in that Key Stage.	All NC objectives and key knowledge has been taught and remembered, or have been planned to be taught in that key stage.

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					£1462.50
ii. NFER or GL Assessments					£1100
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?
Online subscription for Bug Club Phonics	No gaps in phonics in Y2 or Y3. Y1 90% pass Phonics screening Check	Resource that can be used to teach whole class, groups or individuals. Also can be accessed at home.	TF and SW to implement and monitor its effectiveness.	KM	Feb 2021



Online subscription for Spag.com for Y2-Y6	Fill gaps in SPaG knowledge. Pupils meet FFT50 target in SPaG	Effectively used last year throughout the school as a revision tool.	JC to monitor	JC	Feb 2021
Education City for KS1	Teach an exciting, broad and balanced curriculum	Education City has many useful and exciting resources for a range of subjects and themes.	KM to monitor its use and effectiveness	KM	Feb 2021
Total Budgeted Cost					£1145
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
Part-time Nursery Nurse in EYFS	Pupils meet PSED ELG and are ready for Year 1.	A small group of pupils are well below ARE in all areas. One to one teaching and small group work is essential.	Directed by EYFS teacher. KM to monitor and evaluate.	KM	Feb 2021
Phonics TA Support and Phonics Tracker	90% of pupils pass the Phonics screening test in Y1. No gaps in phonics in Y2 or Y3.	Y1, Y2 and Y3 missed 6 months of phonics. Targeted small group and individual support is needed.	TF, SW and NP to plan and monitor.	KM	Feb 2021
TA support in Y5 & Y6 for SPaG	SPaG outcomes are in line or above national average. Pupils meet their FFT 50 target.	Assessments show gaps in SPaG knowledge, especially Y5 curriculum.	JC to plan and monitor	KM	Feb 2021
Total Budgeted Cost					£9168.50



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
Targeted TA support for pupils with their wellbeing	Pupils are happy	TAs already successfully support a number of pupils and parents with wellbeing	Directed by KM. KM to monitor and evaluate	KM/MH	Feb 2021
Total Budgeted Cost					£1596
4. Additional Detail (if applicable)					

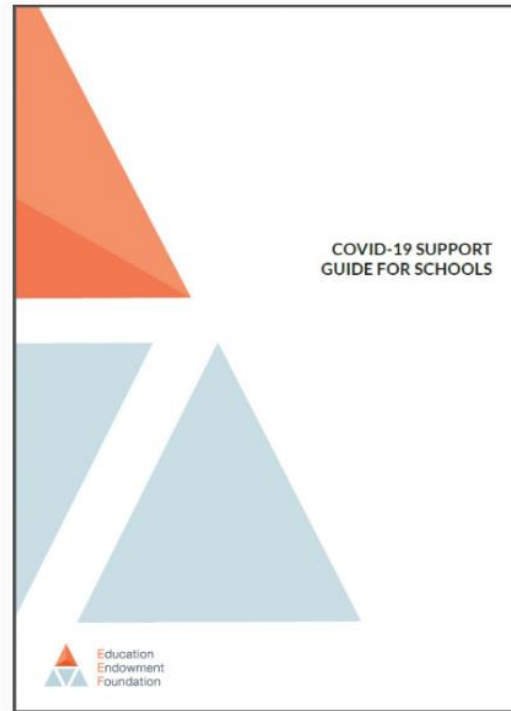
5. Approved and Authorised By		
Role	Signature	Date
Headteacher		09.11.2020
Director of Performance and Standards		
Finance Director		
Schools to share with the Local Governing Body to assist in monitoring processes		



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