

Coronavirus (COVID-19): Catch-up Funding Plan – St Michael’s Catholic Academy

Overview					
School	St Michael’s Catholic Academy				
Academic Year	2020 - 2021	Catch-Up Fund	£82000	Total Pupils	1025

DfE Guidance
<p>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 curriculum expectations for the next academic year in actions for schools during the coronavirus outbreak.</p> <p>While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.</p> <p>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.</p> <p>To support schools to implement their catch-up plans effectively, EEF has published the school planning guide: 2020 to 2021. This will provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice.</p>

EEF Model for Evidence based Strategic Planning

1 Teaching

For example

- Professional development programme
- Supporting Early Career teachers
- Assessment
- Effective remote learning

2 Targeted academic support

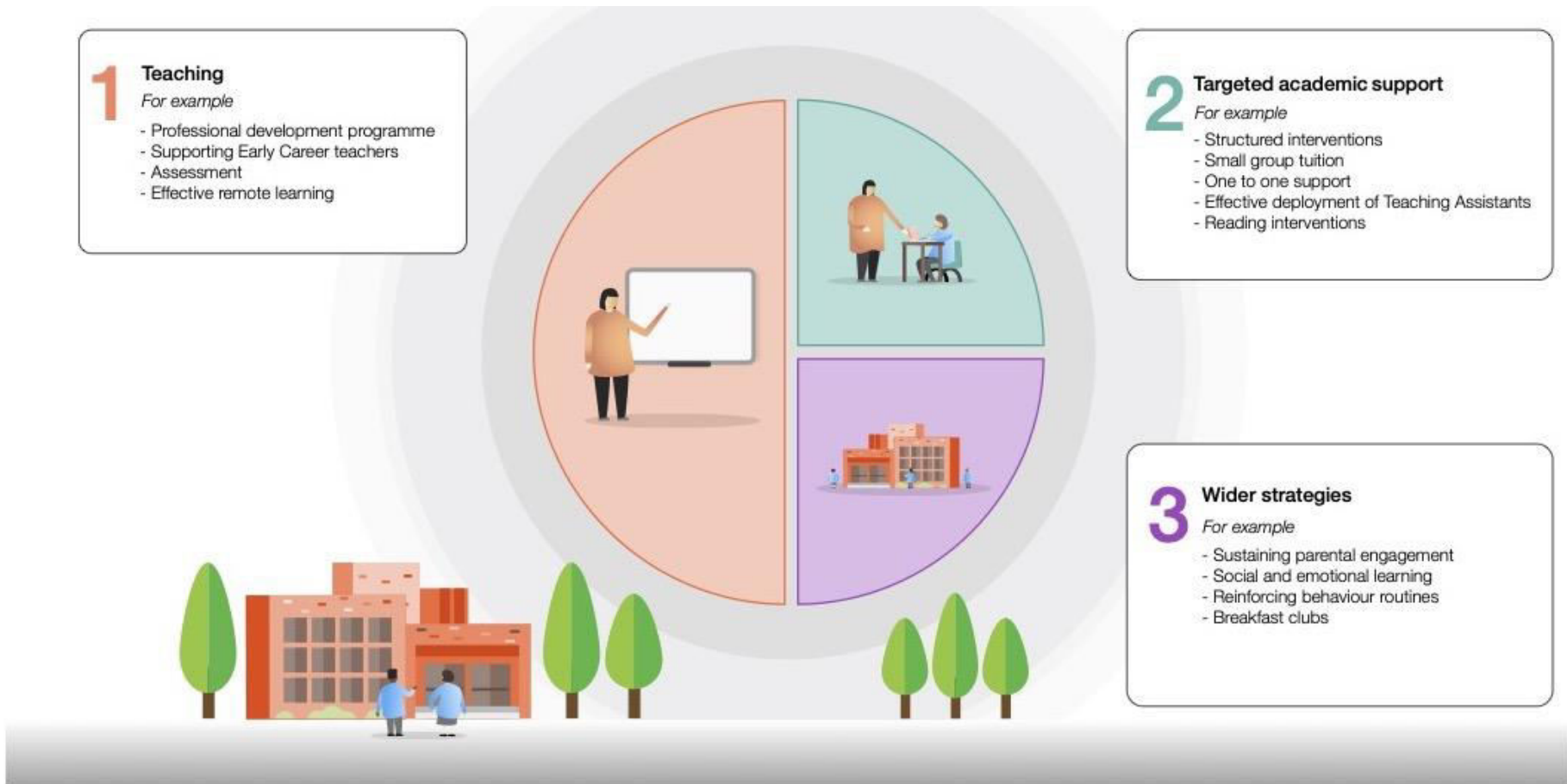
For example

- Structured interventions
- Small group tuition
- One to one support
- Effective deployment of Teaching Assistants
- Reading interventions

3 Wider strategies

For example

- Sustaining parental engagement
- Social and emotional learning
- Reinforcing behaviour routines
- Breakfast clubs



Identified Impact of COVID 19 (Primary)	
Maths	N/A
Writing	N/A
Reading	N/A
Foundation	N/A

Identified Impact of COVID 19 (Secondary)	
KS 3	<p>There have been three major impacts from COVID in terms of the learning: Firstly the impact of the lockdown from March 23rd where the sudden nature of this event left many students without access to the technology needed for learning; secondly the intermittent self-isolation that occurred from September to December 2020 and thirdly the final lockdown from Jan 6th to March 8th 2021. These three events have caused different impacts at different rates to different groups of students. Overall there has been a major loss of curriculum time, a huge loss of social interaction and an increase in anxiety and mental health issues. Additionally, the younger students have lost out on the fun aspects of their childhood with their friends. They have missed out on Sports Days, foreign trips and locally events. There has been a huge loss in their experiences of important social and cultural events that form the structure of their childhood experiences.</p> <p><u>Curriculum Progression</u></p> <p>The students have had a disruption to the curriculum progression and there are significant gaps to be addressed moving forward. These have been most marked in subjects that were not easy to deliver online such as technology, Art, Music, science and PE.</p> <p>While the engagement on TEAMS was excellent in the last lockdown it was less so in the summer of 2020 where lack of technology created poor access. By 2021 this had largely been addressed, but there were still some barriers to engagement created by poverty such as children looking after siblings while parents worked and also the need to share devices. Additionally, there are some families where the children were not in any routine and parents were struggling to control this. These factors inhibited engagement and this was not limited to one socio-economic group.</p> <p>Overall there were some students that performed very well but this was not consistent. The high attaining students were able to access the full curriculum and were fully engaged with TEAMS. However middle and lower attaining students showed far less resilience when facing barriers to learning whether technical, social or academic.</p> <p>Consequently around 25% of the students did not achieve in line with expectation even when the provision was live online teaching and</p>

	<p>pastoral staff phoned to confirm students were able to join online lessons.</p> <p>One major impact has been a lowering of reading age as many students were not reading regularly at home.</p> <p><u>Personal Development</u></p> <p>Due to the lack of social interaction and the loss of routine many students have not developed the maturity expected for their chronological age. The lack of experiences of extra curricular activity has been a major impact and the students have lost the developmental gains associated with teams activities and shared experiences of fun activities. Their loves have become more and more focussed around screen time and their phones and this is a concern for their development.</p> <p><u>Safeguarding</u></p> <p>During each lockdown the pastoral staff were making regular class to the vulnerable families but despite this there have been an increase in disclosures on return from lockdown. Three children have been taking into care and there have been more strategy meetings for serious concerns. Additionally there have been a significant increase in the number of records from Operation Encompass.</p>
KS 4	<p>In KS4 the impact has been similar to KS3 but the effect on the coverage of the GCSE has caused more anxiety and concern. Students have not been able to complete Art assignments and DT or Resistant Materials work for the GSCE practical modules. While some students engaged fully with eth process of online learning there have been a number that struggled with this process due to pressures at home during lockdown and this has resulted in some serious gaps in learning.</p>
KS 5	N/A

Planned Provisions

For All Pupils (Universal Offer)				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
All students will have the technology and data services required to access online learning	Laptops and ipads Individual visits to check on internet availability and to set up systems where needed.		D Kelly	
All students that were vulnerable or the children of key workers were able to come into school despite the lack of school bus transport that had been suspended.	Minibus provision for vulnerable students and key workers. (including drivers)		F Magog	
Increased opportunities for trips and visits to compensate for the loss of extra-curricular experiences.	Engagement with Tess Valley Active to promote outdoor pursuits and sporting activities including ice skating and the climbing wall, high ropes and the Tees Barrage rafting.		T Hall	
Reading ages have dropped against previous levels across all year groups.	Accelerated reader programme to be implemented across the whole KS3 cohort over 3 years		K Jackson and H Bowes	
	Implementation of new library with Library Assisant.		S Pedalino and D Kelly	

Planned Provisions				
Targeted Pupils				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
Year 11 will be fully prepared for the next stage in their education	Tutoring in school for English and Maths with specialist provision and extra revision sessions in school to fill gaps caused by intermittent lockdowns.		Cesary Hopkins and Helen Bowes	
Year 10	Tutoring in school for English and Maths		Cesary Hopkins and Helen Bowes	
SEN students will recover losses in reading age	Extra provision in school with English and maths through extended provision			
Students recently moved into LAC/CIN/CP	Employment of a Family Support Worker to work alongside the most vulnerable students with families at risk.		TBC Post currently advertised.	
Creation of more sports activities after school and at lunchtime	Employment of a new member of staff into the PE department at 0.5.			

Planned Provisions

Wider Strategies				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
Curriculum progression has been interrupted and planning to identify gaps must be rigorous. Gaps then need to be addressed to ensure students have had access to the full curriculum	All Curriculum Leaders have worked with staff and the Curriculum Deputy to identify areas that need to be revisited due to the disruption. Adaptations and reasonable adjustments have been implemented in the curriculum planning to supplement learning. Rapid recall and retention activities have ensured that the pace of learning has increased in face to face lessons and in remote learning to mitigate against lost learning time.		Clare Humble Deputy for Curriculum	