



The Covid-19 Gap Action Plan

**School Name:
St Margaret Clitherow**





DfE Funding Premium

Background

DfE Funding Support

- The government has announced £1 billion of funding to support children and young people to make progress following the pandemic.
- 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.
- Schools' allocations are calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in reception through to Year 6.
- 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.
- 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.
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The EEF COVID-19 SUPPORT GUIDE FOR SCHOOLS highlights key areas to focus upon when allocating the Catch-Up Premium Funding.

The main area of focus for ALL gap recovery funding received at St Margaret Clitherow will focus on high quality teaching for all children as they return to school.

The funding has been used in relation to two main areas identified by the EEF guidance:

1. Supporting great teaching
2. One to one and small group tuition
3. Targeted interventions.
4. Pupil assessment and feedback
5. Targeted support and resourcing further to teaching and whole-school strategies we believe our children will benefit from focussed support. E.g. Support for mental health and wellbeing and technology to enhance learning.

For many children, compensating for the negative impact of school closures will require a sustained response. It is highly unlikely that a single approach will be enough. Therefore, the funding will be spread across a range of different children in response to their individual specific needs. These approaches will be supported by the school's belief that Quality First Teaching is essential in supporting children to negate the negative impact of the school closures. All children who require it will receive targeted support and intervention where necessary.

This action plans details the ways in which DfE funding will be allocated at St Margaret Clitherow. The main areas of focus will be:

- To support children's Wellbeing.
- Reading 'Reading is the key to unlock all other subjects. In all subjects, there is some element of reading. If we create confident, passionate readers then we will be creating life-long learners.'
- IT to support high quality teaching and learning.

School Name: St Margaret Clitherow
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Success Criteria	Actions	Financial costs	Evaluation & Impact (Date)	Evaluation & Impact (Date)	Final Evaluation & Impact (Date)
<p>1-to-1 and small group tuition A particular focus for interventions is likely to be on literacy and numeracy. Programmes should have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery across all year groups. Misconceptions addressed individually during intervention sessions. Compensate for the negative impact of school closures. Accelerate the progress of identified pupils. Diminish the gaps in pupils' knowledge due to the pandemic</p>	<p>School will provide an additional qualified teacher to work across the school so that 1 to 1 and small groups teaching can be facilitated alongside quality first teaching with the class teacher.</p> <p>Implementation of effective, evidence-based interventions (small group and/or one to one) Interventions focused on identified, specific needs; support delivered by appropriately trained staff; interventions carefully timetabled to avoid narrowing of the curriculum; timely monitoring of interventions to track progress.</p> <p>Set up catch up intervention programmes. Ensure lessons taught addresses all areas of missed learning. Staffing arranges to support this intervention</p> <p>Additional PPE purchased to enable intervention across phases.</p>	<p>TA Autumn 2020</p> <p>Qualified teacher Spring/summer</p>	<p>Summative and formative assessment. Moderation. Work scrutiny Pupil progress meetings. Learning walks/observations.</p>		

<p>Intervention programme</p> <p>An appropriate numeracy intervention, such as supports those identified children in reinforcing their understanding of basic maths skills and application of number</p> <p>Identified children are able to access catch-up. The attainment of those identified children improves and effect of lockdown is becoming negated.</p>	<p>School will provide an additional qualified teacher to work across the school so that 1 to 1 and small groups teaching can be facilitated alongside quality first teaching with the class teacher.</p> <p>Teachers encouraged to follow adapted planning framework from White Rose Maths which has revisions and revisits built in</p> <p>Staff within phases are trained and they are able to deliver the intervention confidently</p> <p>The cost of teacher and TA.</p>				
<p>Children in EYFS, KS1 and beyond will have a weekly phonics book to match the phonics they are learning in class so that they can practise these sounds and embed their phonic knowledge into long term memory to help them with their early reading skills. The lowest 20% will have access to high interest books that match the phonics they are learning so that they can practise the phonics they are learning, fill any gaps in their phonic knowledge and help them to develop their skills in reading,</p>	<p>Purchased Big Cat Books to match the phonics which is being taught in class. Teachers created glossaries for each book which were stuck in the back to support parents to discuss the meaning of key words in context. Teachers led parent workshops to explain the introduction of the new phonics books in EYFS and KS1. The lowest 20% in KS2 have been identified and given books to match the phonics being taught in phonics intervention. Highly skilled TA working towards developing a KS2 Phonics intervention for the lowest 20%.</p>				

<p>All children will be able to read words and sentences independently. That children will pass the phonic check overall in KS1. That children in Year 2 will meet expected standard in phonics To purchase decodable books which allow children to reinforce and access their phonics phase through appropriate reading material</p>	<p>Additional targeted phonics intervention 10 minutes daily small group/1-1 delivered by trained staff. Teacher/TA to liaise with Y2 class teacher to plan additional phonics teaching to support pupils to consolidate and secure phonic knowledge and skills. Resources to enable successful intervention. to assess all of the children and allocate them a book band . to audit the KS1 individual home reading books to ensure there are enough phonetically</p>		<p>Moderation. Work in class/books to show application. Pupil progress meetings. Liaise with class teacher. Learning walks/observations Tracking of interventions using Provision Map.</p>		
<p>Supporting parents and carers Learning continues in the event of a lockdown or isolation period. This covers the breadth of the curriculum. Children know how to use the programmes. Coverage of learning in line with the face-to-face provision for children in school. Staff provide feedback which parents are able to access and provide support. Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p>Microsoft TEAMS installed. Purple mash purchased. Staff training in how to use and embed Microsoft Teams Support children's learning through a blended approach combining a mixture of remote online learning and differentiated activity booklets. Teachers' weekly planning takes account of the possibility of children isolating. Home-learning paper packs are printed and ready to distribute for all children. Support for emotional wellbeing and mental health of families. Scheduled time for meetings, preparation and delivery of materials</p>		<p>Pupil progress meetings. Questionnaire/discussions with parents and children. Engagement levels</p>		

<p>Teaching assessment and feedback Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>PIRA/PUMA part of school assessment programme Complete termly assessments and record outcomes on Eazmag to track performance</p>		Autumn 20	Spring 2021	Summer 2021
<p>Reduction in the percentage of pupils displaying signs of anxiety. Pupils attend school ready to learn. Attendance is improving and is at least 95%</p> <p>Children need emotional support to ensure their wellbeing following school closure and possible upheaval and bereavement.</p> <p>The spirit of the school thrives once more. Pupils reflect on their experiences and develop spiritually and mentally from opportunities to explore themselves and the world around them in a safe space.</p>	<p>Mental Health Team established and trained in strategies to support pupils suffering from the effects of lockdown. Provision of early intervention in order to prevent pupils requiring intensive support. Purchase of resources to support the PHSE</p> <p>Children's wellbeing is a top priority and they are well-cared for and given the skills to cope with issues they have faced.</p> <p>All pupils will have the opportunity to participate in virtual 'retreat' days throughout the school year. Organised by the school chaplain.</p>				