



SRS CMAT Catch Up Funding Overview

1. Summary Information

School	St Thomas More Catholic Voluntary Academy				
Academic Year	2020-21	Total number of pupils	450	Total Catch up funding budget	£29,681
Attendance of pupils 19-20 (Sept 2019 and 20 Mar 2020)	95.31%	Attendance of pupils 20-21 (year to date 26.11.2020)	94.5%	Number of pupils who have not returned to school	4

2a. Barriers to Future Attainment and Progress

Academic Barriers

A.	All pupils lost learning opportunities due to covid-19 and have gaps in their knowledge and understanding as a result. Some pupils did not engage well with work set by school during lockdown and have more significant gaps.
B.	Year 7 (2020-21) did not complete end of KS2 assessments. As a result, we do not have baseline data upon which to monitor and ensure their progress.
C.	Pupils were not exposed to rich variety of reading opportunities and texts during their time learning at home during lockdown; this had a negative effect on reading skills which affects curriculum access.

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

D.	Bereavement, social and emotional issues, and ongoing covid-related absences
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2b. Intended Outcomes *(specific outcomes and how they will be measured)*

Success Criteria

A.	<ul style="list-style-type: none"> All pupils will recover in their learning and those with greater gaps will catch-up with their peers (Progress data/outcomes) 	<ul style="list-style-type: none"> Whole school recovery curriculum is planned and well-delivered End of year outcomes and progress indicate pupils are meeting age and stage related expectations
B.	<ul style="list-style-type: none"> Nationally benchmarked assessments will give teachers data needed to plan and differentiate the curriculum. (GL test data) 	<ul style="list-style-type: none"> Pupils sit GL Progress Test Series in English, Maths and Science (Y7) and CAT 4 (Y7) assessments Teaching and learning planning and delivery adjusted accordingly to ensure pupils can catch-up

C.	<ul style="list-style-type: none"> Improved reading fluency and reading comprehension allowing full access to the wider curriculum (New Group Reading Test – all year groups tested in Advent Term and again in Pentecost Term) 	<ul style="list-style-type: none"> Pupils' reading ages in Summer 2021 will indicate that they are reading at or above their chronological age
D.	<ul style="list-style-type: none"> Y11 students will be able to continue with their preferred education/training/job placement post-16. (NEET figures) 	<ul style="list-style-type: none"> No "NEET" students in September 2021

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. GL Assessments	£
ii. Comparative Writing Assessments (No More Marking)	£
iii. Century	£
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
Dedicated recovery time (September 2020)	Review and reinforce learning done during lockdown Identify gaps in learning Plan learning opportunities to fill gaps	Barry Carpenter Recovery Curriculum EEF Rapid Review findings on lost learning Qualitative feedback from teachers and pupils on learning experience during lockdown	Monitoring for Achievement activity SLT Recovery Curriculum meetings with Middle Leaders Middle Leader monitoring of provision within their subjects	SLT & Middle Leaders	SLT Monitoring for Achievement activity – ongoing throughout year

<p>Review Curriculum plan for 2020-21, identifying core areas of focus learning and review of sequencing of learning</p>	<p>Time made available to cover all core areas of learning for this year</p>	<p>Make time to cover the full breadth of the curriculum for this academic year, as well as filling gaps from lockdown learning. Evidence suggests that impact will be greatest amongst pupil-premium-eligible pupils. https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-</p>	<p>Monitoring for Achievement activity SLT Recovery Curriculum meetings with Middle Leaders Middle Leader monitoring of provision within their subjects</p>	<p>SLT & Middle Leaders</p>	<p>SLT Monitoring for Achievement activity – ongoing throughout year</p>
<p>Knowledge Organisers Resources: £984</p>	<p>Core knowledge for all subjects available to all pupils and shared in accessible manner</p> <p>Efficient delivery of core learning, freeing up lesson time for recovery</p> <p>Pupils have tools to work independently</p> <p>Pupils trained in how best to learn core knowledge</p>	<p>EEF evidence reviews found that metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p>	<p>Monitoring for Achievement activity Lesson drop-ins Pupil voice Homework monitoring</p>	<p>SLT & Middle Leaders</p>	<p>Lent 1 Term</p>
<p>Learning Journey</p>	<p>Share understanding of what good learning looks like at STM</p> <p>Pupils empowered by knowledge and understanding of good learning behaviours</p> <p>Consistency of approach across the school minimises strain on working memory of learners</p>	<p>EEF evidence on metacognition https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p>	<p>Monitoring for Achievement activity Lesson drop-ins Pupil voice Homework monitoring</p>	<p>SLT & Middle Leaders A Galletly</p>	<p>Lent 2 Term</p>

<p>Assessment and Feedback</p> <p>Resources: Mini-Whiteboard, pens (3 per pupil) and rubber (1 per pupil), bags (£1346.20)</p>	<p>Facilitate efficient and impactful assessment in classrooms where teachers circulation is well below usual levels due to covid restrictions.</p>	<p>EEF evidence review on assessment and feedback: "Feedback studies tend to show very high effects on learning." https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</p>	<p>Monitoring for Achievement activity Lesson drop-ins Pupil voice Homework monitoring</p>	<p>SLT & Middle Leaders</p>	<p>Lent 2 Term</p>
<p>Visualisers x 12 @ £85 (£1020)</p>	<p>Facilitates efficient direct instruction, modelling, guided peer assessment, walking talking mocks, and lesson recording.</p>	<p>Evidence summary on direct instruction - https://www.tes.com/news/direct-instruction-works-says-50-years-research</p> <p>Case study https://johntomsett.com/2015/04/24/this-much-i-know-about-what-really-works-when-preparing-students-for-their-examinations/</p>	<p>Monitoring for Achievement activity Lesson drop-ins Pupil voice Homework monitoring</p>	<p>SLT & Middle Leaders</p>	<p>Lent 2 Term</p>
Total Budgeted Cost					<p>£3350.20</p>

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
Year 7 and Year 8 pupils will have access to Accelerated Reader programme. (£4742)	Improved reading fluency and reading comprehension allowing full access to the wider curriculum Pupils establish reading habits outside the classroom	Evidence summary on negative impact of reading on screen vs reading in print: https://www.theconfidentteacher.com/2020/07/reading-on-screen-a-warning/ Covid-19 and the Literacy Matthew Effect https://www.theconfidentteacher.com/2020/09/covid-19-and-the-literacy-matthew-effect/	This will be guided and actively monitored by English teachers and the librarian, using Accelerated Reader data. Reading Age test data	English team and librarian S Coyle	Lent 2 Term
Pupils in years 9, 10 and 11 will access to a rich variety of texts related to their fields of study. (Library lending rates, reading age progress) (£1000)	Improved reading fluency and reading comprehension allowing full access to the wider curriculum, as well as offering high level of challenge and cultural capital	Read All About It: Why reading is key to GCSE success' - www.gla-assessment.co.uk/whyreading	Library lending rates Reading Age test data	Librarian S Coyle	Lent 2 Term
Assessment for Learning (y7) Assessing Secondary Writing (£250)	Writing baseline assessment of Year 7 pupils using No More Marking Secondary Writing Assessment. Assessments in September 2020 and in July 2021. CPD on improving writing skills included in package.	Establish a baseline of a child's literacy and mathematics. Track their progress QLA to enable us to intervene at the earliest opportunity	Testing and subsequent interventions (both in-class and outside of classroom) led by Heads of English and Maths	Head of English Head of Maths SLT	

Assessment for Learning (y7) (Cost taken from topslice)	Baseline assessment of year 7 to assess current levels in Maths and English. Using GL assessments to get national benchmark.				
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<p>Subject-specific learning tools and resources</p> <p>Maths – Learning By Questions (£400) English – Century (£1425) Science – Educake (£865) & Tassomai (£708) RE – Hodder Dynamic Learning and e-book subscription (£1040) Geography – Educake (£500) History – Hodder Student E-book Y7-Y11 (£425) Art – 2 x Nikon DSLR cameras V5600 (£1398) Music – 4 x Keyboards (£1036) D&T – Upgrade of 2D Techsoft license to include off-site licensing (£495) Food – Textbooks for KS3 class-set (£449.75) MFL – Pearson Active Learn e-books, Teachit Translation (£30) and Writing Packs, Language Gym subscription (£180) = (£652) Computing – Smart Revise subscription (£256) PE– Fitness Equipment (£244.83) + iPad (£400) = £644.83</p>	<p>Subject specific resources to provide efficient access to learning materials supporting independent access to learning.</p>	<p>To support catch-up and keep-up in individual subjects</p>	<p>Department meetings Line management meetings (SLT & ML) Monitoring for Achievement activity</p>	<p>Middle Leaders</p>	<p>Lent 2 Term</p>
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<p>Independent study training sessions for KS4 pupils and their parents</p> <ul style="list-style-type: none"> -targeted session for parents -subject-specific training on how to study that subject in lessons 	<p>To train students how to study effectively</p>	<p>EEF evidence on metacognition https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p>			
<p>Small group tuition Tutor employed by school (£9694.22)</p>	<p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p>	<p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p> <p>Studies show impressive gains after even online tutoring. https://www.scientificamerican.com/article/scale-up-tutoring-to-combat-covid-learning-loss-for-disadvantaged-students/</p>	<p>Diagnose, therapy, test approach with monitoring of rates of progress between “diagnose” and “test” stages of the intervention</p>	<p>SLT</p>	<p>Half-termly after each round of intervention</p>
Total Budgeted Cost					<p>£25730.80</p>

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
DSL training x 3 (£600)	Increased capacity of safeguarding team	https://www.evidenceforlearning.net/recoverycurriculum/	My Concern Pastoral team meetings and	A Galletly	Fortnightly via link-governor meetings
Parent communication strategy	Provide practical strategies to support learning at home Offer more sustained and intensive support where needed Tailor school communications to encourage positive dialogue about learning	EEF Guide Working with Parents to Support Children’s Learning https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/	Line management meetings My Concern records Strategy planning document	A Galletly	Half-termly in pastoral team meetings
Total Budgeted Cost					£600
4. Additional Detail (if applicable)					
5. Approved and Authorised By					
Role	Signature		Date		
Headteacher					
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>

