



SRS CMAT Catch Up Funding Overview

1. Summary Information

School	Saint Benedict Catholic Voluntary Academy				
Academic Year	2020-21	Total number of pupils	1375	Total Catch up funding budget	£79,998
Attendance of pupils 19-20 (Sept 2019 and 20 Mar 2020)	95.1%	Attendance of pupils 20-21	95.2% (up to half term)	Number of pupils who have not returned to school	0

2a. Barriers to Future Attainment and Progress

Academic Barriers

A.	Pupils enter Year 7 below National Average from KS2
B.	Low Literacy levels
C.	Low access to learning technology, internet and books at home

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

D.	Impact of the COVID19 School closure (loss of learning, routines and emotional and mental wellbeing)
-----------	--



2b. Intended Outcomes <i>(specific outcomes and how they will be measured)</i>		Success Criteria
A.	Improve knowledge retention, and therefore progress through the curriculum	Progress scores for all pupils will continue to improve
B.	Improve Literacy levels and reading ages	Increase in vocabulary retention, reading age and reading fluency
C.	Close the gaps in pupils learning from the COVID19 School closure	All pupils have caught up by the start of the summer term and at the correct point in terms of the schools long term plans
D.	All students can access quality first teaching resources digitally	All students have their own device giving them access to digital learning

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					£
ii. NFER or GL Assessments					£
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



<p>Staff CPD</p> <p>Walkthrus package: £1250</p>	<p>Improved practice (teaching and learning) across all areas of the curriculum on behaviour and relationships, explaining and modelling, questioning and feedback and practice and retrieval. This will allow learning to be accelerated, and knowledge to be retained.</p>	<p>The CPD resource 'WalkThrus' is aligned with the evidence base, including Rosenshine's principles and practice; and the evidence base upon which Ofsted's inspection framework is based. Mastery Learning has a 5+ month increase in progress and retrieval practice proven to be highly effective in making learning 'stick.' (EEF)</p>	<p>CPD will be linked directly to teacher and LSA appraisal; the equivalent of 1.5 INSET days devoted to studying the material, coaching conversation and peer observations.</p>	<p>LFG</p>	<p>Learning walks will be carried out every half term in line with QA Policy. Data from each half term is reviewed.</p> <p>All staff have been assigned to a teaching and learning group based on walkthrus, as part of their appraisal.</p>
--	--	---	--	------------	--

<p>Knowledge Books and show-me boards</p> <p>£11503</p>	<p>Many pupils have little or no access to books at home; some pupils have no access to the internet either. Knowledge books that capture succinctly the key knowledge for every subject in every year group will provide a key resource to allow independent study to continue at home. The provision of show-me boards for every pupil, alongside training on self-quizzing, gives all pupils a simple strategy for independent study</p>	<p>Metacognition and self regulated learning can add up to 7 months learning (EEF) The knowledge organisers are presented using a cognitive load reducing format aligned with the evidence base from Oliver Caviglioli's Dual Coding movement, which aids schema development. This approach will make the curriculum more accessible to all abilities.</p> <p>Show- me boards allow teachers to assess student understanding of topics using low stakes quizzing to reduce student anxiety in line with the recovery curriculum.</p>	<p>CPD on INSET day on the use of Knowledge Books to support learning at home and in school.</p> <p>CPD in teaching and learning groups throughout the year.</p>	<p>AKG & LFG</p>	<p>In line with the school QA policy and calendar</p> <p>Staff and student feedback will be gathered by Xmas.</p>
---	---	--	--	----------------------	---



<p>Improved homework to support knowledge retention</p> <p>Satchelone:£9000 Tassomai – Science: £4000 Hegarty - Maths: £1000 Drama/English package: £2100 Music/media package: £418</p>	<p>Successful homework enables learners to retain knowledge learned in class. The aim is for all students and parents to engage with homework organisation platform, Satchel one. This allows teachers to set meaningful homework tasks for students, whilst allowing parents to keep track of their child's progress. Students will also be able to retain subject knowledge and accelerate learning in Science, Maths, English, Drama, Music and Media using the software identified.</p>	<p>Homework has a 5+ month increase in progress (EEF)There is consistent evidence that schools that provide more homework perform better. Satchel one is the leading learning platform for homework</p>	<p>Ensure that staff and students have received training to use software so they are competent users.</p>	<p>LFG/ AKG</p>	<p>Satchel one engagement to be reviewed by January</p> <p>Directors of learning are to review student engagement of platforms by January</p>
<p>Form Time Reading: £600</p> <p>Intensive reading / literacy intervention</p>	<p>PP + SEN pupils have reached their chronological reading age by the end of the Y7</p>	<p>On average, reading comprehension approaches deliver an additional six months' progress. EEF</p>	<p>Trained staff to deliver the program</p>	<p>CSG</p>	<p>Regular monitoring of progress Six-monthly re-testing</p>
Total Budgeted Cost					<p>£35,871</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



<p>Accelerated Reading</p> <p>Salary: £***** (already budgeted for so not included in bid total below)</p> <p>Lexia: £9000</p> <p>Books: £750</p>	<p>Accelerated Reader in place in Literacy Curriculum time for all students in Y7 and Y8. Additional provision for Year 9 students in English to support loss of literacy time during lockdown.</p> <p>Progress evidenced in improved Reading Ages.</p>	<p>AR data showed an average increase of 5 months progress over a 4 month period for Year 7 last year and 7.5 months progress for Year 8. (Evidence shows the longer students engage consistently, the greater evidence of impact seen).</p> <p>Previous impact for disadvantage shows it works meaning we can roll out to whole cohort : Accelerated reader lessons October 17 to July 18 resulted in:</p> <ul style="list-style-type: none"> • Yr. 7 Disadvantaged students – 65% improved reading age • Yr. 8 Disadvantaged students – 60% improved reading age • 57% of the Yr. 7 Disadvantaged students who improved their reading are now reading above their chronological age. • 36% of the Yr. 8 Disadvantaged students who improved their reading are now reading above their chronological age. 	<p>AHT will implement and review in the same way we have been doing for the last three years to ensure the same level of impact continues.</p>	<p>CSG</p>	<p>In line with Assessment calendar and Star reading/ GL assessment windows.</p>
<p>Targeted small group Intervention classes for Year 11 and identified underperforming groups in Years 7-10</p>	<p>To provide small group intervention for Year 11 students and other targeted pupils who are not on target to reach their minimum expected grade, to progress. Students/ subjects will be identified at data collection points. The sessions will be provided by SBCVA staff. (£20 per hour would enable a total of 1362 small group or individual sessions across approximately 200 pupils which would enable 6-7 sessions per pupil.</p>	<p>EEF – Evidence shows that small group tuition is effective, and can add over 4 months of learning to a student, which will help to pull back some of the learning time lost due to lockdown.</p>	<p>Termly schedule to be produced and specific individuals identified from internal data.</p> <p>Progress of individuals can be monitored at each data collection point.</p>	<p>LFG</p>	<p>Reviewed termly to assess student progress</p>
<p>Total Budgeted Cost</p>					<p>£76 998</p>
<p>vi. Other Approaches (including links to personal, social, and emotional wellbeing)</p>					



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
Pass surveys £0	Attitudes to school and learning are identified early on the return to school. Allow for targeted support.	Evidence suggests pupils attitudes start to develop as negative changes a year before they start to display these behaviours in school. By gathering the data early, it allows for intervention to occur to develop these in to positive experiences.	Pastoral team will formulate a plan of tutor time interventions over the course of the year to address any issues; Deputy Head will monitor	HBE	<i>In Line with School QA policy and calendar</i>
Two week Summer school for Year 6 students joining Saint Benedict in September 2021 £3000	To enable PP students to; <ol style="list-style-type: none"> 1. Familiarise themselves with the school and staff 2. Work on teir literacy and numeracy 3. Engage in enriching activities usually unavailable to them 	EEF – Evidence that suggest that students can gain learning time by attending a summer school. This would allow PP a chance to help them to 'catch up' with peers.	A comprehensive plan will be drawn up beforehand and suitable staff deployed to run the summer school	HBE	To be reviewed at October half term 2021
Total Budgeted Cost					£ 3000
Grand Total					£79 998

4. Additional Detail (if applicable)



--

5. Approved and Authorised By		
Role	Signature	Date
Head-teacher	K Gritton	2/11/2020
Director of Performance and Standards	Amanda Greaves	
Finance Director	Phil Curtis	
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>

