

ST JOHN'S CHURCH of ENGLAND ACADEMY

CATCH UP PLAN STRATEGY 2020 - 2021

The Government have allocated £1 billion of funding to support children and young people to catch up. 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 due to COVID-19. Although all children have had their education disrupted, it is acknowledged that those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. [So alongside the universal catch-up premium, a £350 million National Tutoring Programme will provide additional, targeted support for those children and young people who need the most help.](#)

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](#) but have the flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [support guide for schools](#) with evidence-based approaches to catch up for all pupils. Schools should use this document to help them direct their additional funding in the most effective way.

Accountability and monitoring

School leaders must be able to account for how this money is being used to get the school back on track and teaching a normal curriculum as quickly as possible. Governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

COVID Catch Up premium spending summary			
Total number of pupils from Reception to Y6 (based on October census)	203	Amount of catch up premium per pupil	£80.00
Total Catch up Premium Budget	£16,250		

Introduction

The St John's approach to planning post lockdown 2020/21 is based on "The EEF Guide To Supporting School Planning: A Tiered Approach To 2020-21" as recommended by the DfE.

Our catch Up Plan should be read in conjunction with our wider School Development Plan which picks up key elements in more detail. This plan specifically outlines the use of catch up funding and links to our pupil premium funding plan.

Three key areas are considered in line with the EEF approach

1. Quality Teaching for All

The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.

2. Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.

3. Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

Overview of Catch Up Premium strategy

The first 4 weeks of term involved the staff operating a 'Recovery Curriculum' with the emphasis on essential knowledge and skills in reading and maths, re-establishing good learning behaviours and time spent on mental health, wellbeing and social skills development.

Additional lesson time will be spent on core teaching. Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons in the autumn term. French will not be taught in the autumn term.

The staff have used their own informal assessment along with information from the previous class teacher to identify areas that were not taught due to school closure. Pupils from Y2 to 6 have completed NFER tests from the summer term to gain an accurate baseline in reading and maths to monitor progress going forward. From this information, we have been able to identify the children who will need support to 'Catch Up'.

Impact of Covid School Closure

From our analysis, it is clear that:

- There are increased gaps in reading, writing and maths, especially for those who struggled to engage fully with home learning.
- Missed daily phonic teaching in EYFS and Y1 has impacted significantly on early reading and writing
- Learning behaviours have deteriorated significantly e.g. listening skills, independence, resilience and pace of learning
- Social, emotional and mental health needs of children are exacerbated

Key Priorities:

- **Consolidation of basic skills across all year groups:**
 - A) Maths - Speed and mental maths agility (e.g. tables and number bonds)
 - B) Writing- Handwriting, letter formation along with basic sentence punctuation and spelling of high frequency words
 - C) Reading and extending vocabulary through quality texts across the curriculum
- Focus on phonics, language and communication
- Supporting pupils to re-establish behaviours for learning

- Re-establish positive relationships and promote positive mental health and well- being
- Ensure pupils are supported effectively with home learning especially those with no device to access home learning.
- Ensure pupils are in school, on time every day to learn

Catch Up Strategy Plan for 2020 - 2021					
Quality of Teaching for all – Priority 1: Ensure consistent high quality teaching and learning across the school					
Focus	Actions	Evidence and rationale for choice	Funding source/cost	Monitoring	Intended Outcome/ Success Criteria
Metacognition	<ul style="list-style-type: none"> • Organise CPD for staff so they can teach the children metacognition strategies to improve pupil learning. 	EEF- consistently high levels of impact with average of 7 months' additional progress each year.	School Improvement Plan	Lesson observations Learning Journals/book scrutiny	Pupils are using metacognitive knowledge To improve their understanding of how to learn.
Behaviour for Learning in the classroom	<ul style="list-style-type: none"> • Re-establish good learning behaviours in classroom e.g. listening, independence, resilience, active participation, confidence. 	Importance of learning behaviours as identified by EEF.	none	Class Teachers report to SLT (pupil progress meetings)and parents (termly reports)	Increase in positive learning behaviours. Pupils are learning effectively and making good progress by end of summer 2021
	<ul style="list-style-type: none"> • All class bubbles to have a TA/CSA to support class teacher with flexible teaching including pre teaching and same day intervention to support progress. 	EEF – 3-5months' progress when TA's have been trained to deliver.	Pupil premium	Termly Pupil progress meetings	Increased progress

	<ul style="list-style-type: none"> • Whole school approaches to Guided Reading, T4Writing & Maths • Introduce Spelling app. 'Sir Linkalot' to be used at school & home. 	Extensive evidence from EEF shows that strategies need to be carefully modelled and practised with the pupils taking increasing responsibility for selecting and using strategies	White Rose Planning materials Catch Up -spelling app £420	Subject leads monitoring termly	Learning approaches in RW & M embedded across the school Increased % of pupils achieving Year Group expectations
Assessment in Foundation Subjects	<ul style="list-style-type: none"> • CPD on agreed practices and policy for assessing Foundation Subjects 	Proving high quality feedback to pupils as well as gathering feedback on how well pupils have learned topics is essential for teachers to address gaps. EEF	School Improvement Plan		Subject- specific assessments identify particular areas where pupils have forgotten or misunderstood key concepts ensuring that new material covered builds on secure foundations leading to good progress across the curriculum.
PSHE	<ul style="list-style-type: none"> • A quality PSHE curriculum is in place throughout school which includes a mental health and well - being focus • Mindfulness curriculum 	Pupils feel safe and secure being back in school.	School Improvement Plan	PSHE Lead Mental Health team	Pupils have a good knowledge of how to keep themselves healthy both physically and mentally. Pupils are developing their resilience to cope.
Targeted Approaches – Priority : Ensure identified pupils have access to necessary 'catch up' interventions (see individual class catch up plans for more detail)					
Focus	Actions	Evidence and rationale for choice	Funding source/cost	Monitoring	Intended Outcome/ Success Criteria
Reception	<ul style="list-style-type: none"> • Talk Boost – with identified group 2 x 20 mins per week x 6 	EEF 5 months' progress.	Staff already trained to deliver-cost of staff time from EY Pupil Premium Fund 1	Termly pupil progress meetings	Accelerated progress in the foundation skills in speech, language and communication that children need for learning and understanding new words as well as having conversations.

			hour per week for		
Reception	Nuffield Early Language Intervention (NELI) Training for staff in January 2021 20 week intervention for a target group following initial assessment of all children.	DFE –recommended through EEF Children with better language skills have better literacy skills; additional 4/ 5 months’ progress	DfE fund training and provide resources	Termly pupil progress meeetings	Accelerated progress in listening, narrative and vocabulary skills.
Phonics	• Extra phonics support for identified pupils in Y1, 2 & 3	EEF – additional 4 months’ progress	Specialist TA or teacher	Nat. assessments	90% Y1 achieve Phonics Screen – June 21 80% Y2 achieve Phonics Screen – Nov. 20
Small group tuition	• Extra CSA support to release TA/CT to support targeted interventions in Reception & Y1 from January 21	EEF – additional 4-6 months’ progress for phonics/reading/maths	Catch Up 5 x 3.30 hrs x 21 weeks) £4, 347	Analysis of end of term assessments	All pupils making at least good progress.
Small group tuition	• Identified pupils from class bubbles to benefit from small group tuition from Class Teacher from February 2021	EEF – additional 4-6 months’ progress for phonics/reading comprehensive strategies and techniques.	Catch Up £25 per hour £5,350	Termly data analysis	Accelerated progress in reading comprehension and or maths
Year 6 Reading Booster	17 Targeted Y6 pupils arrive 8am for Breakfast and then access online personalised reading programmes TA 30mins x 20 weeks	EEF – additional 6 months’ progress	Lord Crewe’s Charity £718.00	See separate plan	Reading comprehension improved from baseline assessment
Social and emotional learning	• Target pupils identified for specialist SEL interventions with Mental Health Lead or PWP practitioner	EEF – Effective SEL can lead to additional 4 months progress, especially for disadvantaged and vulnerable pupils	PWP or Mental Health practitioner PP Funding plus £2,000 Catch Up	Half termly SENCO/SLT meetings CPOMS reports	Target pupils show improved emotional or attitudinal outcomes. They can talk about their feelings in a controlled manner and demonstrate how to resolve problems.

Wider Strategies – Ensure home learning is not inhibited due to lack of technology available to them at home
Ensure daily breakfast for identified vulnerable pupils plus extra support for basic skills
Ensure all children are attending regularly and punctuality is good.

Focus	Actions	Evidence and rationale	Funding source/cost	Monitoring	Intended Outcome/ Success Criteria
Home Learning	<ul style="list-style-type: none"> • Conduct survey to find out which children do not have access to technology • Policy and practices set up using Purple Mash as the platform to share different elements of learning (see Remote learning Policy). • Y1 to 6 trained in how to access home learning and personalised programmes (Maths and Reading) • 13 new laptops purchased to support Home learning for those pupils who have no or limited devices at home • Apply for grant through local charity for laptops • 30 Vodo Phone Sim data cards ordered • Create packs of learning for chn. self -isolating. 	Digital resources to supplement teaching and learning can increase learning by 4 months' through effective feedback and motivating pupils to practise more.	<p>Catch Up (13 laptops) £3,328</p> <p>£4,400 received (17 laptops)</p> <p>£805 CPG Books and paper copies</p>	SLT	<ul style="list-style-type: none"> • Pupils and parents have access to individual logs for maths, reading & to support continuity of learning at home. Strong remote learning offer in place. • Weekly homework activities are uploaded and feedback given to pupils as appropriate. • Laptops available to use at home for those children with no or shared device at home.
Daily Breakfast Club	Identified Vulnerable children e.g. FSM to attend. Extra support with reading/phonics for identified children	EEF – Extended school time 2 months' progress	Pupil Premium Funding & grant		

Attendance Officer	<ul style="list-style-type: none"> • Monitor daily attendance and liaise with parent/carers • Work closely with attendance officer 	Evidence shows pupils who have good attendance make better friendships, take more ownership of their learning and are more confident.	Pupil Premium Funding	Attendance Team monitors weekly.	Attendance is 96% (not including Covid related absences)
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