



# St John's

Church of England

# Academy

*Part of the*



CATCH UP PLAN STRATEGY: 2020 – 2021 (Reviewed January 2021  
& July 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. Therefore, 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)	<b>203</b>	Amount of catch up premium per pupil	<b>£80.00</b>
<b>Total Catch up Premium Budget</b>	<b>£16,240</b>		

### 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 quality 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. These include attendance, behaviour and social and emotional support.

### **Overview**

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 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 have increased.

### **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 wellbeing.
- Ensure pupils are supported effectively with home learning, especially those with no device or internet connection.
- Ensure pupils attend punctually 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 Review at Jan. 21 Review July 21
Metacognition	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 use metacognitive knowledge to improve their understanding of how to learn.
Behaviour for Learning in the classroom	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)	Much time has been spent on re-establishing positive learning behaviours in the autumn term however these will have regressed during present lockdown. Recovery Curriculum following whole school opening on 8th March. Vast majority of pupils are learning effectively and have made at least good progress. Some children with SEMH needs have Individual Support Programmes. Three children with EHCPs are moving to specialist provision in Sept. 21

	<p>All class bubbles to have a TA/CSA to support teachers with flexible teaching, including pre-teaching and same day intervention.</p> <p>Timetables for all year groups with interventions/strategies identified.</p>	<p>EEF: 3-5months' progress when TAs have been trained to deliver interventions.</p>	<p>Pupil Premium Funding</p>	<p>Termly Pupil progress meetings</p>	<p>Progress from baseline assessments in R, W &amp; M at the end of December show at least good progress with some outstanding.</p> <p>Progress in July showed most classes had made at least good progress in RWM apart from Y1 (Reading &amp; Maths) and Y6 Maths due to complex individual needs.</p>
	<p>Whole school approaches to Guided Reading, T4W &amp; Maths. Introduce Spelling app, Sir Linkalot, to be used at school &amp; home.</p>	<p>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</p>	<p>White Rose Planning materials</p> <p>Catch Up - spelling app</p> <p>£410</p>	<p>Subject leads monitoring termly</p>	<p>Learning approaches in RW &amp; M embedded across the school</p> <p>Increased % of pupils achieving Year Group expectations</p> <p>Staff training 15<sup>th</sup> Dec. However, no time to introduce due to lockdown.</p> <p>Spelling Programme introduced in May. Some positive results with SEN pupils but not popular with children in general - Discontinue.</p>
<p>Assessment in Foundation Subjects</p>	<p>CPD on agreed practices and policy for assessing Foundation Subjects</p>	<p>Providing 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</p>	<p>School Improvement Plan</p>		<p>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.</p> <p>Some CPD with staff has taken place although insufficient time to assess due to lockdown.</p>

					Will continue to be embedded next year.
PSHE	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 and Mental Health team GB monitored Pupil Wellbeing Through pupil voice.	Pupils have a good knowledge of how to keep themselves healthy both physically and mentally. Pupils feel safe and secure in school and are developing their resilience to cope. PSHE curriculum has been reviewed.
<b>Targeted Approaches – Priority :</b> 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	• Talk Boost with identified group 2 x 20 min per week from 6 <sup>th</sup> Oct. to Dec.20	EEF 5 months’ progress.	Staff already trained to deliver. Cost of staff time from EY PP Fund 1 hour per week.	Termly pupil progress meetings	12 identified pupils made accelerated progress in speech, language and communication. Children need this for learning and understanding new words as well as participating in conversations.
Reception	Nuffield Early Language Intervention (NELI) training for staff in January 2021. Twenty week intervention for a target group following initial assessment of all children.	Recommended by EEF. Children with better language skills have better literacy skills. Additional 4/ 5 months’ progress.	DfE fund training and provide resources	Termly pupil progress meetings	Accelerated progress in listening, narrative and vocabulary skills. CPD completed. Intervention unable to start until post lockdown and all pupils are screened. Resources are prepared Nuffield Programme was adapted to meet the needs of pupils. 4/12 pupils achieved a GLD.

Phonics	Extra daily phonics support for identified pupils in Rec, Y1, Y2 & Y3.	EEF states an additional 4 months progress.	Specialist TA or teacher Y1: £8,357 Y2: £584	Nat. assessments	90% of Y1 passed Phonics Screening in June 21. 90% of Y2 passed Phonics Screening in Nov 20. 3 SEN pupils did not achieve the pass mark. 70% of Reception children achieved the ELG for Reading in July 21.
Small Group Tuition	Extra CSA support to release TA/CT to support targeted interventions in Reception & Y1 from January 21.	EEF state an additional 4 - 6 months progress for Phonics, Reading and Maths.	Catch Up 5 x 3.5 hrs for 21 weeks. Rising Stars reading - £360	Analysis of end of term assessments	The vast majority of pupils made at least good progress.
Small group tuition	Identified pupils from class bubbles to benefit from small group tuition from CT starting February 2021. Additional hours of supply in Y5 for extra support with maths.	EEF state additional 4-6 months progress for phonics and reading comprehension strategies and techniques.	Trainee teacher supported in Y5. Travel expenses: £870	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 with a TA 30mins x 20 weeks.	EEF states additional 6 months' progress.	Lord Crewe's Charity £718.00	See separate plan	15/17 targeted pupils started the programme. Three dropped out after 2 sessions (1 was designated as Clinically Vulnerable; 1 due to parents refusing; 1 SEMH ASD pathway). Reading comprehension showed good progress from baseline assessment in Oct to Dec 20 for 11 out of the 12 pupils.

<p>Social and Emotional Learning</p>	<p>Target pupils identified for specialist SEL interventions with Mental Health Lead or PWP practitioner.</p> <p>Training for a member of staff (HHSW) to be a 'THRIVE' practitioner.</p> <p>License for 'THRIVE' materials.</p> <p>Introduce 'THRIVE', a developmental and trauma sensitive approach that supports schools to meet the social and emotional needs of the children and helps them develop greater levels of emotional resilience.</p>	<p>EEF states 4 months progress, especially for disadvantaged and vulnerable pupils.</p>	<p>PWP or Mental Health practitioner PP Funding</p> <p>£1,000 CPD £623 License</p>	<p>Half termly SENCO/SLT meetings</p> <p>CPOMS reports</p>	<p>Due to staffing changes and COVID restrictions, this external service has only operated successfully from May so only a few pupils have been able to access the service.</p> <p>Target pupils show improved emotional or attitudinal outcomes. They can talk about their feelings in a controlled manner and demonstrate how to resolve problems.</p> <p>Y3 took part in a 4 week mindfulness project, which lead to improved levels of awareness around their own feelings, thoughts and sensations with increased ability to problem solve, ask for help when needed and bounce back from setbacks.</p> <p>Positive feedback from practitioner re Thrive CPD; training will be complete in October 21. Need to develop a strategy for how this will be implemented in school as part of overall strategy in supporting social and emotional needs.</p>
<p>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.</p>					
Focus	Actions	Evidence and rationale	Funding source/cost	Monitoring	Intended Outcome/ Success Criteria



Home Learning	<p>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) Thirteen new laptops purchased to support home learning for those pupils who have no or limited devices at home. Apply for a grant through local charity for laptops. 30 Vodaphone SIM data cards ordered. Create packs of learning for children self -isolating.</p>	<p>Digital resources to supplement teaching and learning can increase learning by 4 months' through effective feedback and motivating pupils to practise more.</p>	<p>Catch Up (13 laptops) £3,338</p> <p>£4,400 received (17 laptops)</p> <p>£695 CPG Books and paper copies</p>	SLT	<p>Strong remote learning offer in place. Weekly homework activities are uploaded and feedback is given to pupils as appropriate. Staff communicate daily with pupils through Purple Mash and at least weekly with parents through Class Dojo. Parents receive a phone call where applicable. Pupils and parents have access to logins for Maths, Reading &amp; to support continuity of learning at home. Laptops (13 from School Budget, 17 from Lord Crewe's Charity and 25 from DfE) available to use at home for those children with no device. Home learning packs supplied to pupils. Very positive feedback from parents (see analysis of parental questionnaire)</p>
Daily Breakfast Club	<p>Identified vulnerable children to attend. Extra support with reading/phonics for identified children.</p>	<p>EEF states that extended school time leads to 2 months progress.</p>	<p>PP funding &amp; grant</p>		<p>This was limited due to being in class bubbles.</p>
Attendance Officer	<p>Monitor daily attendance and liaise with parent/carers. Work closely with attendance officer.</p>	<p>Evidence shows pupils who have good attendance make better friendships,</p>	<p>Pupil Premium Funding</p>	<p>Attendance team monitors weekly.</p>	<p>Attendance from Sept to Dec 20 is high at 96.9% (Excluding COVID related absences)</p>

		take more ownership of their learning and are more confident.			Attendance from 8 <sup>th</sup> March to 2 <sup>nd</sup> July 21 was 96%.
--	--	---	--	--	---

**Catch Up Allocation:** £16,240

**Catch Up Premium Spent:** £16,237