

Catch-Up Premium Plan

St John the Baptist CE VC Primary School

Summary information					
School	St John the Baptist CE VC Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£18,240	Number of pupils	228

Guidance	
Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.	
Use of Funds	EEF Recommendations
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. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.	The EEF advises the following: Teaching and whole school strategies ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support Targeted approaches ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time Wider strategies ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Context	
Context	The proportion of disadvantaged pupils is higher than national. Engagement with home learning is historically limited. Parental literacy/numeracy skills are poor. Adult learning courses were usually well attended pre-Covid but as they are virtual at the moment there is minimal take up on these. Attendance has been poor on return to school (92.3% up to the end Nov incl Rec, 92.6% excl Rec) We know that without repetition/regular practise, children do not retain knowledge. Classes have been adversely affected by closure since September. The mental health and wellbeing of staff and pupils has been impacted by Covid19. Parents seeing the impact of additional self-isolation in terms of financial impact (heating costs, additional food) A further lockdown in Spring Term 2021 has meant further disruption to the children's learning and any gains made in Autumn haven't been maximised.
Barriers	Specific content has been missed in maths – there are gaps in sequences of learning and recall of basic skills. Many pupils have limited reading materials at home and are not always encouraged to read at home. This directly impacts on the writing – teachers feel this is the weakest area on return to school in September. Many families have limited access to technology, or limited Wi-Fi/data. Oracy – children have not had the opportunity to converse with professionals or peers in order to develop speaking and listening skills. Socialisation – children have not had the opportunity to use, build upon and develop their social skills.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Desired Impact	Staff lead	Review date?
<u>Supporting great teaching:</u> Regular staff CPD Focus on consolidation of basic skills Additional lesson time on core teaching Particular focus on reading and phonics, including Lord Crewe's charity funding to purchase a book for each child (of their choice) and experience days £8500 Additional time spent on mental health, wellbeing and social skills development – Thrive approach Reduce workload for teachers wherever possible Shared language of emotion coaching across school	CPD on SeeSaw for all teachers CPD on Clicker £500 Emotion Coaching and Thrive approach for all staff CPD in September Core skills to have increased curriculum time across all year groups (handwriting, spelling, basic sentence punctuation, times tables recall, basic addition and subtraction fact recall and reading skills) Teachers plan for building pre-requisite knowledge alongside new learning, taken initially (Au1) from information passed up by the previous teacher Reading, writing and maths to have increased teaching time in order to cover missed learning – particularly in the autumn term. Some other subjects may be taught as blocked days, or deferred. Focus on teaching strategies which develop self-confidence and resilience Mental health and wellbeing to be at the core of all work, with increase in pastoral support for identified children.	Engagement with home learning during class closures is high in every class. Weekly homework is completed on SeeSaw (from Jan) An overall increase in self-confidence and resilience Staff are better informed and more able to support children with mental health needs.	SLT PT VD	Feb 21
<u>Teaching assessment and feedback</u> Assessment of learning to identify major gaps in core subjects Ensure additional time (staff meetings etc) is given to teachers to enable high quality responsive teaching 'Substantial modifications' (DfE) are to be made to the curriculum in preparation for the Summer term to ensure critical content is taught before the Autumn term.	Recovery Curriculum planned for mental health and emotional wellbeing first with a view to then identify gaps in academic knowledge before returning to a fuller curriculum timetable. Academic interventions heavily weighted towards English and Maths with carefully targeted pupils identified based on previous assessment data and teacher knowledge. Regular pupil progress meetings and intervention reviews to ensure progress and the correct children are receiving the correct intervention. TAs will be part of Pupil Progress meetings as they hold valuable knowledge of the children. Live Marking to continue as this provides immediate feedback to children to correct misconceptions and challenge.	Lessons and interventions are targeted to achieve the correct desired outcomes to ensure children's confidence in knowledge alongside accelerated progress over time. Children are clear on how they can improve their learning in order to accelerate progress. Teachers do not feel overwhelmed		Half termly PP meetings

	'Curriculum & Assessment – Road to Recovery' drawn up to map out the interim changes to the curriculum and assessment. English and Maths subject leads to draw up critical content in consultation with teachers.			
<u>Transition support</u> Increased pastoral support for new pupils joining school	Pastoral Team support new children to school – particularly those who are part of the PDC – to ensure a smooth transition into school. Approaches can include key adult time, emotional interventions and building relationships. £162 per week= £3,078	Children feel supported and know they have a point of contact if in need of emotional support. Children feel settled and safe enough to make academic progress.		Ongoing
Total budgeted cost				£12,078

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Assessments identify children who need targeted support TAs (or the class teacher) deliver targeted interventions Teacher led interventions in year groups identified (Y2,3 and 5) Consideration will be given to the National Tutoring Programme and the Teach First 'Academic Mentors' programme in the Summer term if required.	As part of the planned Recovery Curriculum, all teachers spend time assessing pupils during Autumn term. TAs lead interventions as per PP meetings (quadrant) Experienced teacher with KS1 and KS2 curriculum knowledge to work alongside the class teacher and assessment lead, in the Spring term, to ensure interventions are precise and impactful. £19,000 Interim adjustments to internal assessment allow children time to catch up whilst still taking into account the end target for them.	Progress is accelerated term by term Majority of children to be one step behind their target by Summer 21 and make the last step of accelerated progress in 21/22. Due to further lockdown this has been extended to Autumn 21.		Feb 21 Feb 21
<u>Intervention programmes</u> Same day in class intervention for numeracy	Behaviour strategies shared and used to support children who have found it difficult returning to school	Pupils feel confident in their learning and have a sense of achievement.		July 21

Specific intervention programmes run by TA staff in Literacy and numeracy Pastoral interventions Key Adult time for identified vulnerable pupils Weekly access to therapy pony for identified children	Pastoral interventions/therapies to continue e.g BU programme, counselling £2,600 Same day interventions to be used where possible, particularly in maths, to ensure children keep pace with the learning in the classroom. Teachers/TAs are responsible for identify children for this based in assessments throughout the lesson. Clicker is to be used throughout school for whole class teaching and interventions to provide targeted support in English. Project X is to be continued to be used as an established, proven reading intervention within KS2. Targeted phonic interventions in KS1 based on teacher assessment. SALT interventions to continue.	Pupils make accelerated progress towards targets.		
<u>Extended school time</u> n/a				Ongoing
Total budgeted cost				£21,600

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Free Breakfast Club Pastoral support packages Additional food parcels £3,750 Community Hub shop Regular phone calls or doorstep visits during class closures to offer support Provision of paper, pens and stationery items to all pupils £250 Support with home learning Additional support for reading at Breakfast Club £235	School is the Hub of the community to provide support, advice and challenge. Additional Food/hygiene parcels provided – some with a small charge some free (weekly) Additional support in providing items such as uniform, clothes, shoes, toiletries and Christmas presents. Pastoral Team increased to allow additional support for families. School to work alongside Hygiene Bank, Fareshare Charity and local Foodbanks to meet demand.	Parents feel supported emotionally and financially. Parents feel supported in helping their children to complete tasks at home – know the expectations.		Feb 21 Feb 21

[illegible]