



St John's Church of England Academy School - Catch-Up Premium Plan

| Summary information | | | | | |
|----------------------|-------------------------------------|-------------------------------|---------|-------------------------|-----|
| School | St John's Church of England Academy | | | | |
| Academic Year | 2020-21 | Total Catch-Up Premium | £12,480 | Number of pupils | 156 |

| Guidance |
|---|
| <p>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.</p> <p>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.</p> <p>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.</p> |

| Use of Funds | EEF Recommendations |
|--|---|
| <p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> | <p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> |

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.

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

| | |
|------------------------|---|
| <p>Maths</p> | <p><i>Content planned for the Summer Term 20 has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments. We are working with 'CanDo' maths who have designed a specific recovery maths curriculum and frequent assessments that will be put in place from September 20.</i></p> |
| <p>Writing</p> | <p><i>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Grammar, Spelling and Punctuation specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. We have introduced a new writing structure through Read in to Writing linking to specific year grammar, punctuation and spelling expectations. We are a pilot school for The reception year early language programme (NELI).</i></p> |
| <p>Reading</p> | <p><i>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. Children's comprehension skills have also suffered as a result of the lockdown. We are building on our strategy of VIPERS by introducing whole class reading and cracking comprehension. We are a pilot school for The reception year early language programme (NELI).</i></p> |
| <p>Non-core</p> | <p><i>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. We have planned our curriculum through clearly identifying links to missed learning and prior learning.</i></p> |

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 | Impact (once reviewed) | Staff lead | Review date? |
|---|--|---|-------------------------------|-----------------------------|
| <p><u>Supporting great teaching:</u> Our Enquiry Curriculum identifies missed and prior learning which links into our current plans. The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, we are focussing on CPA – concrete, pictorial and abstract, manipulatives, ensuring they are taught and accessed regularly in Maths.</p> | <p><i>Additional time was provided for teachers to research and plan our curriculum in the summer term in preparation for our return in September 2020.</i> <i>Monitoring of books will take place in staff meeting time. Release time will be available to as monitoring time and additional cover will be required to facilitate this.</i> <i>(Included in School Improvement Plan Costs)</i></p> <p><i>Maths subject Leaders to attend GLOW Maths CPD. INSET and Staff meetings for CanDo and Maths 5 BIG IDEAS.</i> <i>(Included in School Improvement Plan Costs)</i></p> | <p>Curriculum content delivered.</p> <p>Full curriculum in place by end of Spring 20.</p> <p>Subject Leaders training impacting on skills and confidence of staff and delivering CanDo Maths. Lesson observations and book looks show evidence of CPA being used appropriately.</p> | <p>P.H C.A</p> <p>C.A</p> | <p>Termly</p> <p>Termly</p> |
| <p><u>Teaching assessment and feedback</u> Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p> | <p><i>Implement the NFER and CanDo National Test-style Standardised Assessment tests as well as reading and phonics assessments.</i> <i>Complete tests and record assessments to identify gaps on Target Tracker to track performance.</i> <i>(Included in School Improvement Plan Costs)</i></p> | <p>Gaps identified in numeracy and literacy - phonics, spelling, sentence structure, comprehension – and subject-specific assessments to identify particular areas where pupils have forgotten or misunderstood key concepts.</p> <p>Pupils provided pupils with high-quality feedback, building on accurate assessment.</p> <p>Gaps reduced from baseline assessments.</p> | <p>SLT</p> | <p>T1; T6</p> |
| <p><u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling have an opportunity to become familiar and confident with the setting before they arrive.</p> | <p><i>A specific section for Prospective Parents is added to the school website. A 360 virtual tour of our School and photos are shared with all new-starters and prospective parents.</i> <i>A pack of information is provided for all new starters.</i> <i>The teacher speaks to the parents and children via phone / zoom so that they can feel more confident when joining.</i></p> | <p>Parents and children feel reassured and confident to start school. Smooth transition in place.</p> | <p>P.H / S.G</p> | <p>T1; T6</p> |
| Total budgeted additional catch-up cost | | | | £0 |

| ii. Targeted approaches | | | | |
|---|---|--|------------|----------------|
| Desired outcome | Chosen action/approach | Impact (once reviewed) | Staff lead | Review date? |
| <p><u>Reading Interventions – whole class, small group and Individual</u></p> <p>Identified children will have significantly increased rates of reading fluency, expression and intonation. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p> | <p>All teachers are expected to read to their class daily, demonstrating reading porosity. Cracking Comprehension purchased for all year groups. <i>(Included in School Improvement Plan Costs)</i> Guided reading and targeted 1 – 1 reading support provided. TA costs £2767</p> | <p>Confidence raised. Reading ages and Standardised scores increase.</p> | S.G / J.P | Termly |
| <p><u>Phonics Interventions</u></p> <p>Identified children will regain lost and missed phonics learning and increase their understanding and application of phonic knowledge within their reading and writing.</p> | <p>Additional whole class sessions included daily. Phonic strategies implemented within specific intervention sessions targeting key children. Class and Intervention support provided in Year 1/2/3 and with key children in Y4 and Y5. TA costs £3538</p> | <p>To identify gaps in phonics to work towards phonics screening in Autumn 2 2020 (Y2) and Summer 2021 (Y1)n to meet National Expectations. Phonetic Knowledge Gap reduced in KS2.</p> | S.G / J.P | Termly |
| <p><u>Numeracy Intervention –</u></p> <p>Maths on Track sessions supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p> | <p>Rapid Maths and MOT sessions are timetabled for specific KS2 pupils. TA costs £6666</p> | <p>Increased understanding of key mathematical skills. Confidence raised. Standardised scores increased.</p> | C.A / J.P | Termly |
| Total budgeted cost | | | | £12,971 |

| iii. Wider Strategies | | | | |
|--|--|--|---|-----------------|
| Desired outcome | Chosen action/approach | Impact (once reviewed) | Staff lead | Review date? |
| <u>Supporting home learning</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning. | Online learning resources purchased to support children with core subjects at home. Atom Spelling Shed Times Table Rockstars Numbots <p style="text-align: right;">£309.58</p> | Parents feel confident in supporting home learning through the use of on-line programs. Pupils confidently accessing on-line programs / APPS . | PH | T2, T4, T6 |
| <u>Support for SEMH</u> Barriers to learning identified and addressed in order to enable children to access their learning. | Monitor SEMH children across the school and implement a programme of class support and individual interventions. Whole School Weekly PSHCE structured curriculum - Navigate / Coram Education Individual Support –Thrive / SENDCo / Referrals to Young Minds / Space to Shine <p style="color: red;">Part of Trailblazer Program to provide individual support to children / parents through Young Minds.</p> | Children provided with support to enable them to access learning. Red cards / exclusions reduced. | PH | Termly |
| <u>Access to audio experiences that enhance the curriculum – Now Press Play</u> Children are engaged within aspects of the curriculum through emotion, imagination and movement. | As children are not able to attend educational visits at this present time due to Covid-19 we will use the Now Press Play experiences to expand their experiences and vocabulary in a totally immersive way. <p style="color: green;">£1650 – Kindly purchased through the PTA</p> | Engagement in children of all abilities stimulating children’s imaginations and inspiring creative writing. Develop children’s emotional responses and discussion skills Makes learning fun and exciting | PH | T2, T6 |
| Total budgeted cost | | | | £ 309.58 |
| | | | Cost paid through Covid Catch-Up | £12,480 |
| | | | Cost paid through PTA | £1,650 |
| | | | Cost paid through school budget | £800.58 |
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