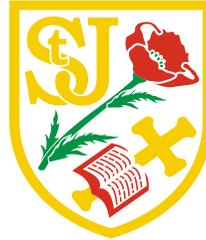


# COVID-19 catch-up premium report



Following the COVID-19 pandemic and subsequent closure of schools, the Government announced that schools will be given £1 billion of funding to support children and young people to catch up with learning. This is especially important for the most vulnerable and disadvantaged backgrounds.

This funding 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. The amount of funding allocated is based on pupil numbers and is based at £80 for each pupil.

At St John's, we have considered the age of our children when deciding how to allocate and spend our money. We will also use the government recommended, 'COVID-19 Support Guide for Schools' published by the Education Endowment Foundation (EEF) to identify the best strategies, based on long term research, that will enable us to achieve the most positive outcomes.

## SUMMARY INFORMATION

|                         |         |  |     |
|-------------------------|---------|--|-----|
| Total number of pupils: | £26,560 | Amount of catch-up premium received per pupil: | £80 |
| 361                     |         |  |     |

## STRATEGY STATEMENT

- Ensure accelerated progress in writing for all pupils in Key Stage One and Two.
- To ensure accelerated progress in language development for children in EYFS.
- To ensure behaviour and SEND in reception is not a barrier to learning.
- To ensure gaps in maths are closed.

## Barriers to learning

| Barriers to learning (academic) |  |
|---------------------------------|--|
| A                               | Gap's in children's mathematical knowledge   |
| B                               | Children's stamina has decreased and unable to independently edit and improve their own writing. |
| C                               | Language barriers for EYFS pupils  |

| Barriers to learning (external) |  |
|---------------------------------|--|
| A                               | Poor technology available for teachers and children                              |
| B                               | Lower than expected attendance for Pupil Premium children and those with anxiety |
| C                               | Social and emotional barriers to learning  |

## Planned expenditure for current academic year (Whole school)

| Action  | Intended outcome and success criteria   | What's the evidence and rationale for this choice?  | How will you make sure it's implemented well?            | Staff lead                  | When will you review this?       |
|---|---|---|--|-----------------------------|----------------------------------|
| Progression in writing model and exemplifications | Teacher will have a deep understanding of the writing expectations of their year and the one below. | Our experience tells us that when teachers are given strong models to compare judgements against, they are more accurate. | Dissemination of exemplifications<br><br>Peer moderation | AHT (assessment)<br><br>DHT | Termly – Pupil Progress meetings |

|  |   |  |  |                      |             |
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| Purchase of IT to support remote learning  | To enable the continuation of learning during bubble closures and lockdowns | Feedback from parents and staff during initial lockdown and assessment of children   | Support sessions<br>Email<br>Discussions with IT support           | SBM<br>DHT           | Spring term |
| Training on Google Classroom for all staff | Staff will be confident in the use of technology to support Remote learning | Our experience tells us that when teacher are well supported and given adequate and specific CPD, they perform better and know how best to support the children. | Observations<br>Remote learning model<br>Discussions with teachers | DHT<br>IT Technician | Half termly |
| Total budgeted cost:                       |   |  |  |                      | £16911      |

#### Planned expenditure for current academic year (Targeted support)

| Action  | Intended outcome and success criteria   | What's the evidence and rationale for this choice?  | How will you make sure it's implemented well?   | Staff lead                          | When will you review this?                 |
|---|---|---|---|-------------------------------------|--|
| Specific language support for children in reception | Children to make accelerated progress with their language to meet GLD by the end of the year. | <a href="https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention#:~:text=The%20Nuffield%20Early%20Language%20">https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention#:~:text=The%20Nuffield%20Early%20Language%</a><br>NELI is a 20-week intervention designed to improve the oral language skills of reception-aged pupils. It'll involve individual and small group scripted language teaching sessions delivered by trained school staff | Coaching observations.<br><br>Observations of children to gain evidence of their achievements | EYFS lead<br><br>Reception teachers | Half termly<br><br>Pupil Progress meetings |

|                                       |   |  |  |  |   |
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| <p>Catch Up Literacy Intervention</p> | <p>Children to make accelerated progress with their Literacy - reading skills</p> | <p><a href="#">Catch Up Literacy - Catch Up</a></p> <p>Catch Up Literacy is a structured one-to-one intervention for learners who find reading difficult. It enables struggling readers to achieve more than double the progress of typically developing readers.</p> <p>Catch Up Literacy uses a book-based approach to support learners in their reading of a book so they activate both dimensions of reading – word recognition processes (including phonics) and language comprehension processes.</p> <p>The Intervention requires 2 x 15 minute interventions weekly and is reviewed half termly.</p> | <p>Teachers well informed of intervention to ensure the right pupils are selected</p> <p>TA's trained and supported throughout the process</p> <p>Regular TA meetings to go through any concerns or worries – discuss and trouble shoot together to ensure intervention is effective</p> <p>Monitoring of the Individual Session Record Sheets</p> | <p>English lead</p> <p>Inclusion Coordinator</p> <p>AHT (Assessment)</p> | <p>Half termly</p> <p>Pupil Progress meetings</p> |
|---------------------------------------|---|--|--|--|---|

|                                       |   |   |  |  |   |
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| <p>Catch up Numeracy Intervention</p> | <p>Children to make accelerated progress with their Numeracy skills</p> | <p><a href="#">Catch Up Numeracy - Catch Up</a><br/>         Catch Up Numeracy is a structured one-to-one intervention for learners who find numeracy difficult. It enables learners who struggle with numeracy to achieve more than double the progress of typically developing learners.</p> <p>Catch Up Numeracy involves 15-minute individual sessions delivered twice a week. It is grounded in academic research and addresses 10 key components of numeracy</p> <p>It is suitable for all struggling learners whose Number Age is significantly below their Chronological Age and is designed for use with struggling learners</p> | <p>Teachers well informed of intervention to ensure the right pupils are selected</p> <p>TA's trained and supported throughout the process</p> <p>Regular TA meetings to go through any concerns or worries – discuss and trouble shoot together to ensure intervention is effective</p> <p>Monitoring of the Individual Session Record Sheets</p> | <p>Maths lead</p> <p>Inclusion Coordinator</p> <p>AHT (Assessment)</p> | <p>Half termly</p> <p>Pupil Progress meetings</p> |
|---------------------------------------|---|---|--|--|---|

|                              |  |  |   |                                |   |
|------------------------------|--|--|---|--------------------------------|---|
| <p>Learning Hive tuition</p> | <p>For pupils to build confidence and develop a variety of skills through interactive drama, STEM and Well-being workshops</p> <p>For targeted pupils to make accelerated learning through group tuition in English and Maths.</p> | <p>We were provided with free tuition from Learning Hive through the See Hear Respond programme in conjunction with Barnardos. This led to a positive return to school for those pupils involved. Parents reported that children were engaged with the numeracy and literacy tuition and that the drama helped them to develop their confidence and improved wellbeing.</p> <p>Catch up should involve giving pupils opportunities to develop creatively and enabling them to progress their wellbeing and mental health positively as well as closing the gap in maths and English.</p> <p>Learning Hive are recognized tuition providers who work with Barnados and Place 2Be.</p> | <p>Monitoring of tuition including reports to parents.</p> <p>Liasing with Learning Hive to ensure that tuition is appropriate and inline with St John's school teaching methods and expectations.</p> <p>Monitoring of pupil progress in Maths and English.</p> <p>Monitoring of EMHWP of pupils involved in drama and well-being workshops.</p> | <p>AHT</p> <p>VS</p> <p>DH</p> | <p>Pupil progress meetings.</p> <p>Weekly reports from Learning Hive.</p> |
|------------------------------|--|--|---|--------------------------------|---|

|                      |   |   |   |  |                                  |
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| SALT                 | Children to make accelerated progress with their Speech and Language, if the need is identified, across the school. | <p>There are more pupils joining St Johns with Speech and Language needs.</p> <p>Currently the SALT team have to spend a large proportion of their time reviewing and targeting pupils with EHCP's and this leaves limited time for new referrals.</p> <p>We currently hold advice clinics for parents and then some pupils are referred through to the service, but in order for all the pupils who need support to be assessed, targeted, reviewed regularly, we need more SALT time.</p> | <p>Well planned SLT Termly Liaison Meeting</p> <p>Well planned Advice Clinic termly</p> <p>Well planned and organized Targeted Intervention Support</p> <p>Well planned and organized Universal Needs support</p> | <p>Inclusion Coordinator</p> <p>Speech and Language Therapist linked to School</p> <p>Class Teacher discussions and input via concerns forms</p> | <p>Half Termly</p> <p>Termly</p> |
| Total budgeted cost: |   |   |   |  | £5721                            |

**Planned expenditure for current academic year (Wider)**

| Action                          | Intended outcome and success criteria   | What's the evidence and rationale for this choice?  | How will you make sure it's implemented well?  | Staff lead                       | When will you review this? |
|---------------------------------|---|---|--|----------------------------------|----------------------------|
| Education Welfare Officer (EWO) | Parents/carers will have the support needed to help them to get their child/ren into school | The Education Welfare Service's main task is to work with parents/carers and children in order to support pupils' regular school attendance and to reduce unnecessary absence. Children and young people will not perform as well as they should at school if they do not attend regularly. They are also likely to be disadvantaged as a result both educationally and socially. | Fortnightly meeting with the Education Welfare Officer<br><br>Evidence on CPOMs<br><br>Weekly SLT meetings | DSL<br><br>Inclusion Coordinator | Half termly                |
| Designated Wellbeing Lead       | Children, staff and parents will be supported and able to adapt after lockdown              | The DWL will endeavor to establish a whole school approach to mental health, including preventative activity and promotion of good mental wellbeing and resilience among children and staff.  | SLT meetings<br><br>Discussions with the school community<br><br>Website                                   | DWL                              | Half termly                |
| Total budgeted cost:            |   |   |  |                                  | £3870                      |