

St John's Catch-Up Funding Strategy Statement 2020-21

School Strategy leaders	Krystyna Bickley: Executive Headteacher Roisin Conway: Deputy Headteacher	No. of Eligible Pupils	186
		Total Allocation	£14, 880

1 Teaching

Training and support to prepare teachers for the New Academic Year

Professional Development
Opportunities and resourcing to support the implementation of the curriculum

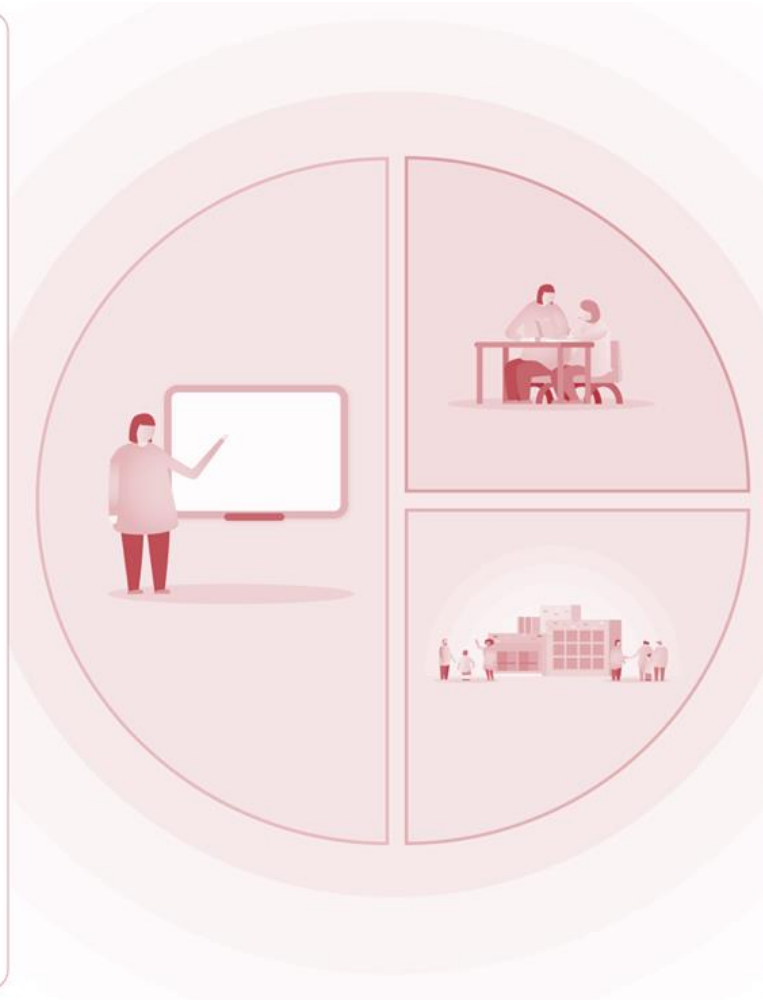
Ensuring teachers have training and support to adjust to structural and organisational changes.

Raising expectations of Teaching and Learning and Standards across the school.

Developing pupil formative and summative assessment

Assessing and Monitoring Pupil Progress.

Additional support for recently qualified teachers



2 Targeted academic support

One to one and small group tuition

Small group and additional intervention work

Extended time in school

Physical development

3 Wider strategies

Family and pastoral support

Supporting parents and carers wellbeing

Accessing technology (Calibrae Online Learning Platform) and resources at home during prolonged isolations

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 and should prioritise support for pupils according to their need.

CATCH UP TIMETABLE	
Autumn Term 2020	<ul style="list-style-type: none"> • Implement revised programmes of learning in English, Mathematics and the wider curriculum. • Assess pupils against end of year age related expectations and identify gaps in learning. • Monitor planning and delivery of teaching and learning of basic skills. • Implement intervention strategies for specific learning needs. • HT/SENCO ensure staffing resources deployed effectively to meet specific needs. • Analysis of attainment from baseline assessments. • Pupil progress meetings between HT and teaching staff to discuss teaching and learning strategies, pupil progress, catch-up support and next steps in learning. • Creative use of catch-up premium to meet need (additional support as needed) • Further analysis of data following the end of term assessment week, adjustments made to the delivery of teaching and learning to further support pupils.
Spring Term 2021	<ul style="list-style-type: none"> • Implement revised provision map as necessary. • Monitoring of provision and deployment of additional support as required. • Analysis of data following the end of term assessment week, adjustments made to the delivery of teaching and learning to further support pupils.
Summer Term 2021	<ul style="list-style-type: none"> • Ongoing creative use of catch-up premium to meet need (additional support as needed) • Analysis of data following the end of term assessment week, adjustments made to the delivery of teaching and learning to further support pupils.

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Reading and writing attainment – gaps in attainment and low attainment demonstrated in baseline assessments in September 2020 across specific year groups with over 50% of pupils demonstrating reading and writing attainment lower than the expected standard. Historic average reading progress measures and well below writing progress measures are also an obvious barrier at St John’s.
B	Low phonics attainment in 2018 and lack of phonics provision in key stage 1 during the lockdown from March to September 2020 is a clear focus.

C	SATs year groups require additional support, particularly for the disadvantaged pupils (historic data demonstrates a significant gap in attainment for this group with their peers) Tracking learning over time is a specific focus and remains an ongoing priority.
External barriers	
D	Pupils with EAL and SEND have specific barriers to learning over and above the lost learning due to COVID and are given support to ensure they meet their full potential.
E	Behaviour and emotional barriers to learning and emotional well-being. The school plays an important role in providing resilience and support to all pupils and a priority is to establish a well-being programme in school.
F	Implementation of the remote learning strategy to enable pupils to access on-line and remote learning in the event of further lockdowns and isolation from school.

1. Teaching

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
A	SATs Year groups - additional support to achieve good attainment in reading, writing and mathematics at the end of Keys Stage 1.	Additional teaching and learning catch up sessions in reading, writing and mathematics. Extra basic skills teaching time	Baseline assessments and ongoing formative assessments	Extra TA support for additional group teaching Support from Headteacher to structure and support training and delivery. Professional collaboration –	Pupils low attainment at the start of the new academic year. Gaps in learning leading to pupils regressing in their knowledge of the basic skills. Year 2 - pupils have not retained prior phonics learning. Year 6 – pupils have not retained basic skills and	£1000	Year 2 pupils making accelerated progress to develop and embed knowledge and early reading skills. Year 6 KS2 outcomes in reading, writing and mathematics demonstrating increased numbers of pupils working at expected and above standards of learning.	LJ AB KB

				coaching and mentoring	application of number work in mathematics. Historic gaps in the basic skills of writing and composition across all year groups.			
B	All Pupils across the school.	Quality first teaching – clear planning structures, delivery and assessment of teaching and learning. Coherent sequenced curriculum enabling pupils to address gaps in their learning, skills and knowledge.	Baseline assessments and knowledge of increased and prolonged disruption to schooling from March to September 2020.	Inset delivered by KB – focusing on planning, assessment, basic skills and curriculum, Refer staff to the EEF teacher toolkit Additional support for staff to address areas for development. Ongoing phonics support from OCC. Maths and English leaders providing direction and support through inset.	Prolonged time away from normal teaching routines Need to upskill teachers to meet high expectations of teaching and learning. Flexibility in approaches needed in order to meet the needs of all pupils who may not be year group ready	£1000	Strong Quality First Teaching to ensure pupils have the best chance of making up for time missed	
C	Children moving from Year 1 to Year 2	To address the gaps in attainment in Year 2 children after lost learning	Baseline assessments Professional dialogue of	Revised timetable to focus on Catch up strategies to	The lost learning time for many of these pupils coupled with low starting point's means that the foundations/basic skills	£1000	Staff to address gaps in the basic skills. Improved attainment and progress measures	LJ DR KB

		time leading to a high percentage of children working below age ARE.	individual pupils needs. Gap analysis of the year 1 curriculum.	address phonics acquisition. Extra resources to support basic skills weaknesses. Provision and specific group teaching to address specific learning needs.	in English and Mathematics is required to ensure the building blocks for prior learning are not missed and misconceptions are identified and dealt with.		demonstrated by all groups of children. Children excelling in learning due to high expectations and familiar approaches to learning.	
D	Pupils in Years 1 and 3	Support for recently qualified teachers to ensure catch up learning programmes are delivered to pupils.	Baseline assessments Professional dialogue of individual pupils needs. Gap analysis of the Year 2 curriculum affecting the year 3 pupils.	Bespoke support from the Headteacher providing extra teaching support through a coaching and mentor model. Strong support from the year 6 teacher in Mathematics and the EY's teacher for phonics. Support from the DHT in RE and behaviour management.	(EEF- Guidance The key- Supporting RQT's) 1 RQT had a disrupted year due to Covid and didn't attend all training courses. Both RQT's to attend additional training to further develop their skills and knowledge.	£1000	To provide and support strong teaching in years 1 and 3 following an early career development plan. Staff provided with opportunities to collaborate with experienced colleagues.	
E	All year groups including year 4 and 5.	To ensure all teachers have a clear understanding of the curriculum gaps that need covering in the current year of	Gaps Analysis Professional dialogues.	Implement consistent programmes of learning for the delivery of English and Mathematics.	EEF- Support for teachers Historic low attainment data in Reading, Writing and Mathematics.	£1000	Upskilling of staff demonstrating a clear understanding of the curriculum gaps and how to address them.	

		teaching from previous years objectives		Staff training to support implementation. Implementation of curriculum themes for each year group.	Historic lack of rigour and scrutiny of teaching and learning outcomes.		Improved staff expertise in meeting the needs of their children. Staff benefiting from i coaching and mentoring skills. Improved pupil attainment in the core subjects particularly KS2 classes.	
F	All Pupils across the school.	To ensure that all children make expected or more progress in all curriculum subjects.	Baseline assessments Assessment tracking analysis	Inset on 'star marking' on the assessment tracker Opportunities for staff to conduct learning walks, book reviews and progress analysis. Subject leader action plans addressing key issues.	Staff opportunity to improve subject knowledge. Deeper understanding of pupil progress and how to measure it.	£2000	Staff demonstrating greater subject knowledge across all key stages. Staff demonstrating a deeper understanding of the expectations of progressive skills. Pupils demonstrating a greater understanding of the thematic and basic skills curriculum.	

2. Targeted Academic Support

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
A	Year 2 from September 2020 not on track to	Additional phonics teaching and catch up.	Baseline assessments	Small group tuition	(EEF- Small group tuition) effective approach	£500	Year 2 pupils making accelerated progress to develop and embed phonic	LJ

	pass phonics screening in November 2020.	Target Extra Phonics teaching time			Pupils low baseline assessment in phonics. Gaps in learning and lack of practice at home leading to pupils regressing in their phonic knowledge		knowledge and early reading skills	
B	Attainment of pupils in pupils in Year 2/ 3/4/5	Additional catch-up teaching and implementation of a consistent approach to the teaching English (specific focus on reading and writing)	Baseline assessments	Small group tuition	(EEF- Small group tuition effective approach) Pupils have gaps and Years 2/3/4/5 demonstrating lower than expected standards in each year group. Gaps in learning between all classes.	£2000	All pupils making accelerated progress to develop and embed the basic skills curriculum.	LJ FK JB HP
C	Children in year 6 significantly behind age related	Additional catch-up teaching. SAT's programme focussing on gaps.	Baseline assessments Previous academic year's assessments. Gap analysis of the previous year group curriculum Assessments	1:1 Tuition Small group tuition	(EEF- 1:1 group tuition effective approach) Pupils must be secondary ready and to ensure they have additional catch-up learning to prepare them for secondary school EEF- Small group tuition effective approach	£1000	Year 6 pupils making progress to develop and embed the basic skills curriculum.	RC
D	Years 4 and 5 Pupils not on track to be age	Extra teaching and learning opportunities	Last year's assessments	Small Group Tuition	EEF- Small group tuition effective approach	£1000	Years 4 and 5 pupils catch up programme demonstrating children are	JB HP

	related at the end of Year 6		KS1 Data Baseline and informal assessment Practice age expected questions		Pupils must be ready to access the next year group's learning and be able to meet expected standards.		ready to access the next step in learning and are on track to make the expected standard of learning in Reading, Writing and Mathematics.	
E	Year 6 Pupils in Maths not on track to meet ARE.	Extra teaching though extending the school day.	Baseline assessment analysis alongside regular assessment outcomes. Professional dialogue.	Booster sessions to supplement in school activities Small group targeted intervention.	EEF- Small group tuition effective approach Pupils must be secondary school ready and to ensure they have additional catch-up learning to prepare them for secondary school EEF- Small group tuition effective approach	£500	Improved KS2 outcomes in mathematics demonstrating increased numbers of pupils working at the expected standard.	AB KB
F	Pupils in all year groups with social emotional needs brought about by lack of routine	Small group support and informal counselling support through extended day provision.	By class teachers, SENCO and SLT	Provision provided to support small groups of pupils. Small group intervention by deputy DSL.	EEF- Small group tuition effective approach To ensure pupils are confident and mentally ready to learn with strong learning behaviours	£500	Pupils demonstrating an ability to quickly adapt back into routines and access full learning opportunities. Pupils demonstrating greater resilience skills and strategies	LK
G	Pupils in all year groups will develop their physical wellbeing.	Improve physical wellbeing of all pupils.	Class teachers	Improved provision in school.	Evidence that supports pupils accessing the outdoors to improve their mental health and well-being.	£500	Pupils are able to quickly adapt back into routines and access full learning opportunities.	JB

		Increased physical activities through improved provision in school.		Introduction of forest school provision.				
--	--	---	--	--	--	--	--	--

3. Wider Strategies

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Expenditure	Desired Outcome and how/when it will be measured	Staff Lead
A	Pupils and parents' anxiety on returning to school	Mental health and anxiety support	Through the deputy DSL.	Individual and group intervention support from private outreach services.	High proportion of parents and carers reporting to have Anxiety issues. (1:1/ Group support-EEF)	£500	Additional support available to break down anxiety and ensure pupil attendance	LK KB
B	Parents unable to work and struggling as financially as a result of COVID	Deprivation and financial difficulty	Deputy DSL through conversations and ongoing support	Continue to provide parents with food and uniform from the schools self-managed food/uniform	(DFE guidance/ Schools experiences and prior work and pupil premium research) Children not coming to school hungry and in the right uniform has a negative impact on self-esteem and concentration. Without providing pupils with the basics then they can't access learning	£500	Pupils ready to learn, increased concentration levels and pupils demonstrating high self esteem	LK LH
C	Disadvantaged Pupils who experience difficulty	Deprivation and financial difficulty	Deputy DSL through conversations	Ensure all families have access to resources to work	(DFE guidance/ Schools experiences and prior work and pupil premium research)	£880	All pupils are able to access home learning if having to self-isolate and continued learning can take place.	LK

	completing work from home if forced to self-isolate		and ongoing support	from home when self-isolating	Families that have rare or no access to remote learning and wider resources that make it difficult for continued learning to take place.			
--	---	--	---------------------	-------------------------------	--	--	--	--