

## **CATCH-UP PREMIUM REPORT**

DfE 31st October 2020 "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.

We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery, and the government intends for schools and colleges to fully open in September.

The government has announced £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.

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. That is why, alongside the universal catch-up premium, we are launching a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help."

### **Catch-up Priorities:**

- Ensure teachers and staff are confident and have the necessary tools to support children's catch up through high-quality learning, teaching and assessment
- Ensure that gaps/missed knowledge and misconceptions are addressed through the curriculum and basic skills approach
- Re-establish the positive behaviour and learning routines that have been the foundations of the school
- Ensure that the welfare and well-being of the children, staff and local community is at the forefront of our integration back into school
- Continue with the outstanding work around family engagement to support both parents and children

### **St John's Summary Information:**

Total number of pupils: 167

Amount of catch-up premium received per pupil: £80 Total catch-up premium budget: £13,360

## **BARRIERS TO FUTURE ATTAINMENT**

### **Academic barriers:**

A Teachers and other staff need a greater understanding of children's mental health needs in order to be able to help and support children who may have been affected adversely by closures and COVID-19.

B Gaps/missed skills and knowledge and misconceptions could limit attainment and progress of all children in Reading, Writing and Maths

C Early career teachers (NQTs) were cut short, which could lead to missed training and school/classroom experiences.

D Children's resilience and self-confidence is lower than pre-COVID, which could result in weak progress and attainment.

E Children's reading ages may be lower than expected at the start of Autumn 2020.

F Children in KS1 and EYFS will have gaps in their phonological knowledge, which could result in fewer children passing the Phonics Screening Test at the end of the Autumn Term 2020.

G Variability in home learning engagement will result in missed knowledge and future misconceptions.

### **External barriers:**

H Children have been away from school for a significant and sustained period of time, which could result in poor mental health, well-being and issues around social and emotional behaviours.

I Low attendance and/or punctuality.

J Variability in parental engagement

Teaching				
Action	Intended outcome and success criteria	Measured by?	Lead	Reviewed
To ensure that teachers and staff are confident and have the necessary tools to support children's catch-up through high quality learning, teaching and assessment	<p>Pre-assessments, mini quizzes and mini plenaries assess prior-knowledge on a regular basis</p> <p>Baseline assessments will provide current reading attainment/reading ages</p> <p>Reading Test for lowest 20% Baseline assessment will provide current maths attainments using WRM end of term tests</p> <p>All teachers will use 'Plan-teach-Review' to inform high quality teaching</p> <p>Teachers and TAs will have a deeper understanding of effective maths learning and teaching through online White Rose Maths CPD (3 Modules)</p> <p>Children's metacognition will improve their learning. They will be more conscious of their thinking and more aware of their strengths and strategies that are useful to their own learning.</p>	<p>Pupil Voice</p> <p>Work Scrutinies</p> <p>Termly Data Analysis</p> <p>Keystage Meetings</p>		
Teachers to have access to daily practise and review materials using ICT e.g. TTRockstars, Reading Eggs, IDL	Analysis will show that whole class gaps have been filled and progress has been accelerated.	<p>Weekly tracking, including usage</p> <p>Pupil Progress</p> <p>Data Analysis</p>		
Targeted Academic Support				
Daily additional Phonics teaching for YR, Yr1, Yr2 and YR3 children identified	Accelerated progress will ensure that the national figure for the phonics screening tests are met in Autumn 2020 and Summer 2021. 100% of children in	<p>Internal data tracking Entry and exit phonics score</p> <p>Entry and exit reading ages</p>		

through baseline data and inhouse tracking	Year 2 & 3 identified will pass the phonics re-sit test by Autumn 2021 and Summer 2021 YR children will be have secure knowledge of all phonemes in Phase 3 of Letters and Sounds	Pupil progress meetings		
To provide 1:1 Maths tuition for Y1- Y6 children who have been identified through baseline data and inhouse tracking	Attainment and progress in Maths will be accelerated and the attainment gap will exceed pre-COVID attainment. YR3 Target of 75% (+/-5%) YR4 Target of 75% (+/-5%) YR5 Target of 80% (+/-5%)	Internal data tracking Entry and exit data		
To provide 1:4 and 1:3 Reading tuition for Y1-Y6 who have been identified through baseline data and inhouse tracking	Attainment and progress in Reading will be accelerated and the attainment gap will exceed pre-COVID attainment. YR1 Target of 95% (+/-5%) YR2 Target of 93% (+/-5%) YR3 Target of 90% (+/-5%) YR4 Target of 75% (+/-5%) YR5 Target of 75% (+/-5%)	Internal data tracking  Entry and exit reading speeds (wpm)  Entry and exit reading ages  Entry and exit scaled scores  Pupil Progress		
To provide 1:1 tuition in speech and language for children in Reception identified through baseline data and internal tracking	Accelerated progress will be made in children's speech and language so that national figures are met +/-5% in July 2021 in CLL	Internal data tracking  Entry and exit data		
Class based TAs to provide 1:1 Precision Teaching of Reading on a daily basis	There will be accelerated progress in targeted children's reading ages and speed of reading (wpm) e.g. +6mths from each assessment point	Internal data tracking  Entry and exit reading speeds  Entry and exit reading ages  Pupil Progress		

<b>Wider Strategies</b>				
To continue to use the ELSA to deliver 1:1 or small group activities linked to supporting mental health and well-being	Children will develop secure stress management systems and improve their foundations of emotional resilience. This in turn will enable children to access learning, build self-esteem and facilitate metacognition.	Pupil Voice		
KS2 classes will begin to use 'A Confident Me' programme to ensure whole class coverage of growth mindset attitude.	Children will develop secure stress management systems and improve their foundations of emotional resilience. This in turn will enable children to access learning, build self-esteem and facilitate metacognition.	Pupil Voice  Attitude questionnaire before and after completing programme		
To signpost all staff to the SAS well-being package where they can access counselling and other well-being services.	All staff are aware of the SAS service and use this to support their own well-being as and when needed	All staff are aware of the SAS service and use this to support their own well-being as and when needed		