

COVID-19 Catch-up Funding Report

Summary information

School	St John the Baptist CE Primary School				
Academic Year	2020-21	Total Catch-Up Funding	£22,880	Number of pupils	286

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.

In June, a £1 billion fund for education was announced by the government. The catch-up premium is funded on a per pupil basis at £80 per pupil. This funding is based on the number of pupils in school and does not include Nursery children, meaning that St John the Baptist will be in receipt of £22,880 (286 x £80). The school has the job of deciding the best way to spend this money. Before allocating this money, we used the Education Endowment Foundation support guide to investigate evidence-based approaches to catch up for all students. We also spoke to other schools in our federation and in the local cluster of schools to share ideas and to build an evidence base.

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.

Additional notes post March 8th are italicised

How we will use the funding

We will use this funding for specific activities to support our pupils to catch up for lost teaching over the previous months, in line with the government guidance on 'curriculum expectations for the next academic year'.

We have the flexibility to spend the funding in the best way for our pupils and their circumstances. We have used the Education Endowment Foundation (EEF) 'Coronavirus (COVID-19) support guide for schools' to support us to make the best use of this funding. This guide details evidence-based approaches to catch up for all students. We have used this document to help us to direct our additional funding in the most effective way.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our goal of getting our pupils back on track and teachers teaching a normal curriculum as quickly as possible. Governors will scrutinise the schools' plans, approach and use of funding. This will include consideration of whether we are spending this funding in line with our catch-up priorities and ensuring appropriate transparency for parents.

Identified impact of lockdown	
Reading	<p>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, especially in the lower year groups. The gap between those children that read widely during lockdown and those children who did not is now wider. EAL children in KS1 and lower KS2 is also an area for focus.</p> <p><i>Reading and oracy skills in the youngest children have decreased. Common exception words (reading and writing) need to be revisited. Following the second lockdown many Nursery and Reception EAL children had a noticeable decrease in spoken English vocabulary.</i></p>
Maths	<p>Specific content has been missed during the summer term 2020, leading to gaps in learning and stalled sequence of learning. Recall of basic skills has not suffered for all children – some children are not able to recall addition facts as quickly as they previously did.</p> <p>Times tables need to be re-learned and practised regularly. Some calculation strategies need to be re-visited. <i>Place value is a gap and some concepts previously taught in prior year groups have needed immediate attention post March 2021.</i></p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. 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. Ideas and writer voice is more diverse with ideas post lockdown being more varied.</p> <p><i>SPaG – For some children in KS 1 common exception words are more likely to be attempted phonetically. Punctuation overall needs to be focussed upon i.e. Identifying punctuation gaps and in own writing has decreased for some children. Handwriting has continued to be a challenge and many children's writing has increased in size and orientation inconsistent. In KS 2 cursive handwriting is inconsistent.</i></p>
Wider Curriculum	<p>There are 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. All units will be taught over this year to accommodate missed learning.</p>
Health & Wellbeing	<p>Many children have returned to school with lower levels of fitness, there is an increase in children's weight and many have lower concentration levels. Some children have found it challenging to respond appropriately in social situations and have had overwhelming emotions.</p> <p><i>In Nursery there has been an increase in non-verbal emotion responses (i.e. crying) rather than verbally expressing needs and wants. For key children in Nursery there was also a decrease in self-care.</i></p>

Planned expenditure		
i. Teaching and whole-school strategies		
Desired outcome	Chosen approach and anticipated cost	Impact
<p><u>Supporting quality first teaching:</u> 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>Additional CPD for teachers to research and plan. Reduced meeting time in Autumn term and additional cover to facilitate the additional time needed. (£2000)</p>	<p>Children's knowledge and historical, geographical, scientific skills were improved and children were able to make links between their learning. During lockdowns, the curriculum</p>

<p>High quality CPD undertaken by all staff in maths and writing during lockdown supports excellent classroom teaching</p> <p>Support for teachers in their second year who missed the summer term of their NQT year. Experienced teachers to support, coach and mentor as necessary.</p>	<p>Purchase additional concrete resources for maths and reading books to allow for one child : one text Additional EYFS reading books as more pupils are at the early stages (£1000)</p> <p>Cover costs for coach/mentoring during the Autumn term (£1000)</p>	<p>was not narrowed and a full curriculum offer was taught.</p> <p>Coaching supported newly qualified teachers. Provision and learning was good and children continued to make progress.</p>
<p><u>Teaching assessment and feedback</u> Teachers have a very clear understanding of current attainment.</p> <p>Teachers and leaders understand what is the most important learning for each year group which will give the children the best chance to successfully continue their educational journey in 2020-21</p>	<p>Purchase and implement the test for assessments. Complete tests and record assessments to identify issues and plan sequences of lessons (£500)</p> <p>Release time for all class teachers to attend St John the Baptist Fundamentals Check meetings to analyse assessments, plan provision and discuss each child with leaders of learning. (£1500)</p>	<p>Assessments consolidated teacher's assessments of children. Data was analysed and precision teaching targeted gaps allowing children to make accelerated progress.</p>
<p>Teachers assess / evaluate the impact of lockdown on individual children / groups of children both academically and emotionally. This is objective led and carried out at an individual child level.</p> <p>Teachers and leaders work together to plan teaching specifically in the areas of academic and emotional development which have been identified as being less secure.</p>	<p>Release time for all class teachers to attend St John the Baptist Fundamentals Check meetings to analyse assessments, plan provision and discuss each child with leaders of learning. (£1500)</p> <p>Release time (£1000)</p>	<p>Fundamentals Check meetings allowed teachers to identify groups / individuals and interventions planned.</p>
<p><u>Transition support</u> Children who are joining school from different settings or who are joining St John the Baptist to have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>Pastoral team to meet with all new parents/ families to share induction plans and ensure that transitions run smoothly. Release time for class teachers and SENDCo to meet with new parents / families (£200)</p>	<p>New and existing children were inducted and settled back into school.</p>
<p><u>Healthy and Wellbeing</u> Teachers to evaluate the needs of specific children and refer (re: health and wellbeing). All classes to complete daily mile daily.</p>	<p>Pastoral team to liaise with School Nurse and signpost to Hackney programme.</p>	<p>Daily Mile has increased fitness of children completing every day.</p>
<p>Total budgeted cost</p>		<p>£ 8,700</p>

Planned expenditure		
ii. Targeted approaches		
Desired outcome	Chosen approach and anticipated cost	Impact
<u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of reading fluency and prosody. 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 become confident readers and dips in reading attainment will be negated.	Additional time for experienced teacher/s to support the delivery of the reading, maths and writing interventions. £9,000 Additional PPE (screens) purchased to enable intervention across phases. Cost covered through school budget	Children made accelerated progress through interventions.
<u>Extended school time:</u> Identified children are able to access a weekly “homework” club – (1 hr per night). The attainment of those identified children improves and the effect of lockdown is becoming negated.	Staff support learning in After School Club (additional adults) Cost covered through school budget £500	To be continued in 2021 2022.
Total budgeted cost		£9,500

Planned expenditure		
iii. Wider Strategies		
Desired outcome	Chosen approach and anticipated cost	Impact
<u>Supporting parents and carers</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. Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	Additional online learning resources will be purchased, to support children reading at home. £1500 Home-learning paper packs are printed and ready to distribute for all children. Additional paper based resources printed/purchased for families supported on a 1:1 basis. Stationery packs are to be purchased and set aside for children to take home when home learning occurs. £700	Online texts and resources available to families to encourage reading at home. Reading Plus analysis demonstrated children made better progress with regular access. Children not engaged in home learning via Google Classroom received packs. Work returned indicated children were engaging better with packs rather than online. Children were then targeted with intervention on return to school.

<p><u>Access to technology</u> During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>Revenues to purchase additional devices to be explored.</p> <p>Purchase 25 Chromebooks & new trolleys. Repurpose Laptops to be used as Chromebooks and set up additional devices. Additional LGFL licences to be purchased.</p> <p>Purchase mobile routers to use with SIM cards to support connectivity.</p> <p>Chromebooks can now be used by the children to support the curriculum. They can also be leant to parents to support home learning if needed.</p> <p>Purchase additional Laptops to support staff where needed. £11,478</p>	<p>We issued over 80 devices to families during the lockdown which allowed them to access online learning. Children with borrowed devices were prompt to lessons and were able to join in all activities that otherwise would have been missed.</p>
Total budgeted cost		£13,678

Cost paid through Covid Catch-Up	£ 22,880
Cost paid through school budget	£ 8,998
Total	£31,878

We have set out how we will allocate the additional funding to support curriculum recovery this academic year.

Some approaches that we will use will be funded from other sources (e.g. Pupil Premium or the Primary PE grant). This will be based around the EEF guidance and the use of a 3-tier approach:

Tier 1: Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

Tier 2: Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

Tier 3: Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times