

Catch Up Strategy Statement

1. Summary information					
School	St. John the Evangelist Catholic Academy				
Academic Year	2020/21	Total Catch Up budget	£13,440	Total number of pupils Rec- y6	169

1. Areas in which support will be required in relation to aiding Catch Up Recovery and future attainment		
Barriers	Issues to be addressed in school	
Welfare		
Safeguarding		DSL is the Principal (non-teaching), DDSL is the Vice Principal - Y5 class teacher (1 full day and 2 half days out of class). Split site.
Mental health support		Impact of non - schooling and bereavement over lockdown, job losses and changes in family circumstances. FSM have increased due to current circumstances. Issues in friendships on return to school. Anxiety over further impact.
Curriculum and assessment		
Disruption to teaching		Some pupils have not accessed schooling since the end of March. Some pupils did not complete home learning. Only 37 % of eligible pupils (N, R Y1 and Y6) returned on 1 st June increasing to 46% by July. Phonics teaching was not completed at home as parents not skilled in delivering synthetic phonics. Electronic Remote learning needs to be developed and contingency plans need to be in place for staff who are isolating. Due to some home environments, further disruption has been caused in language and learning and children coming into EYFS with poor literacy skills. A number of children need to be referred to speech and language.
Assessment and reporting		No testing took place during the summer term. Government suspended external testing. Last internal data was March 2020. During the Autumn term 2020, pupils will need to be assessed. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs will support the school to provide effective support. For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach. Diagnostic assessment – the school will be considering important questions that relate to 'how' and 'when' we assess pupils. Questions may include: <ul style="list-style-type: none"> • What learning has been lost or misunderstood? • What new knowledge and experiences have been gained?

		<ul style="list-style-type: none"> • Should we re-teach that material to the whole group, or move on? • What is the right balance between standardised assessments and classroom-based diagnostic assessments?
Gaps opened up by home learning		<p>The school has identified that there are gaps in phonics in EYFS, KS1 and Y3. The gaps in reading and comprehension are across the school.</p> <p>The school has identified gaps in numeracy across the school, including basic numeracy skills. Pupils have missed subject specific learning in science and the foundation subjects. (Recap the what you need to know document in order to ensure they understand what went on before) (Could be discussion and videos).</p>
Transitioning all pupils back into working at school		<p>EWO is working with families who are in quarantine or reluctant to return to school due to coronavirus. Children have not had the opportunity to do normal transition.</p> <p>Number of children have moved house and have not found a new school, so not in education. Some pupils need support to get into the routine of school life. Most pupils are very tired by the end of the school day.</p>
People and resources		
Governance capacity		Governance is strong at Director level and local level.
Leadership capacity		<p>New leadership team in place 2019/2020. Principal in post since September 2019, Vice Principal returned from an 18 month secondment in January 2020. Vice Principal is a class teacher.</p> <p>New EYFS lead in place and only one teacher across the EYFS.</p> <p>New PP lead in place.</p>
Financial		Balanced budget predicted for end of academic year.
Recruitment and retention		<p>Temporary EYFS teacher now permanent.</p> <p>The school lost 1 full time and 1 part time teacher and have not replaced the roles.</p>
Others		
Travelling Families		<p>Some families reluctant to return to school.</p> <p>Attendance for children is sporadic.</p>

Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Effective High Quality Teaching supported by evidence informed CPD for teachers and support staff firmly embedded across the school.	Outcomes at the end of EYFS, Phonics, KS1 and KS2 show that all pupils (where appropriate) achieve Age Related Expectations

B.	Targeted academic support established across the school is in place.	Gaps are closing and learning which was lost has been identified and addressed leading to improved end of Key Stage results across the school.
C.	<p>Wider strategies are used to address barriers to ensure success. Attention on supporting pupils' social, emotional and behaviour needs as part of good teaching is an effective strategy to support learning.</p> <p>Attendance – support and communication with parents and carers is good.</p>	<p>Attendance is in line with national and behaviour is consistently outstanding across the school</p> <p>Extra - curricular activities support children's pastoral and academic progress.</p>

Planned expenditure					
Teaching					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Effective High Quality Teaching supported by evidence informed CPD for teachers and support staff firmly embedded across the school.	<ul style="list-style-type: none"> • Continue with a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impacting upon learning including remote teaching. • Continue with <ul style="list-style-type: none"> - effective teaching, such as explicit teaching (clear explanations) - scaffolding, - flexible grouping - cognitive and metacognitive strategies. • Peer-support model to help embed and sustain research-based teaching strategies. 	<p>EEF guide to support school planning for effective teaching for all .</p> <p>EEF COVID 19 guide research guide which identifies actions which have been proven and has been complied by drawing on a wide range evidence from research and resources.</p>	<p>CPD undertaken by all teachers and support staff re –enforce and embed curriculum expectations with quality first teaching.</p> <p>Teaching across the school is consistent and no less than good in any year group.</p> <p>Peer support model embedded</p> <p>Subject leaders continue to develop and embed their subjects and new subject leaders</p>	HR PT NM KW	Cycle of review for all area programmed for each half term.

	<ul style="list-style-type: none"> • Embed a broad and engaging curriculum that focuses on vocabulary acquisition. • Whole school reading approach underpinned by clearly defined formative assessment practices. • Curriculum 'essentials' for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects. • Development of Maths Mastery supported by Maths Hub. • Effective formative assessment as a central point of T&L • Home learning focuses on independent practice • Feedback on tasks • Monitor and evaluate outcomes and quality of implementation. 		<p>are supported in their new role.</p> <p>A consistent approach to the development of reading, writing and maths is in place across the school with all staff using the essentials for the development and progress in these areas.</p> <p>There is a specific focus on maths mastery development with the support of maths hub leading to a consistent approach to maths teaching across the school which has clear progression.</p> <p>Formative assessments are embedded in the teaching practice across the school and these are used consistently.</p> <p>Use of metacognition is embedded across the school.</p>		
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Total budgeted cost:

CPD: In house/ Collegiate training. Other training will be sourced (budget).

Current peer-support with SPA – Support plan already in place (already costed).

ii. Targeted Academic Support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Targeted academic support is established and embedded across the school.</p> <p>Feedback is in place.</p>	<p>Structured interventions</p> <ul style="list-style-type: none"> - Small group tuition - One to one support - Effective deployment of Teaching Assistants - Reading interventions (Sutton Trust reading guidance) <p>Introduce the Nuffield Language Programme in the EYFS.</p> <p>Same-day in-class intervention. Sessions are explicitly linked to daily lessons and effective interventions are maintained over a sustained period and are carefully timetabled and staff are trained so that delivery is consistent.</p> <p>Teacher-led targeted group teaching for all year groups.</p> <p>Specific intervention programmes led by both Teachers and Teaching Assistants. Before and after school academic targeted support for identified children.</p> <p>Research School led literacy CPD to ensure high-quality teaching.</p> <p>Provide parents with additional support materials where appropriate</p>	<p>Nuffield (EEF evidence based)</p> <p>Use of EEF evidence base which includes the use of the following researched strategies-</p> <ul style="list-style-type: none"> -interventions such as 1:1 and small group work. -Effective implementation ensuring sessions are explicitly linked to daily lessons -effective Interventions are maintained over a sustained period - effective feedback structures in place <p>Interventions are carefully timetabled and staff are trained so that delivery is consistent.</p>	<p>Staff training</p> <p>Monitoring of lessons</p> <p>Assessments</p> <p>Review</p> <p>Monitoring indicates that gaps are closing and learning which was lost has been identified and addressed leading to improved end of Key Stage results across the school.</p>	<p>HR</p> <p>PT</p> <p>NM</p> <p>KW</p> <p>DJ</p>	<p>Half termly.</p>

	Progress of impact monitored				
<p>Total budgeted cost £4,500 Before school catch up sessions: 2 staff Afternoon intervention 2 hours per afternoon, 1xKS1 and 1xKS2 (Already costed in the budget)</p>					
Wider Strategies					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Wider strategies are used to address barriers to ensure success across the school</p> <p>Support and communication with parents and carers is outstanding.</p>	<p>Ensure all pupils have priority access to classroom teaching and online materials.</p> <p>Ensure the most vulnerable pupils have priority access to classroom teaching and online materials including the technology needed for remote learning.</p> <p>Ensure pastoral contact home for all students also identify barriers to engagement due to technology or a lack of other forms of support.</p> <p>Use of coaching to ensure teachers are focused on closing gaps for disadvantaged students that would potentially be greater in a blended learning.</p> <p>Outdoor learning provision in place.</p> <p>Attention on supporting pupils' social, emotional and behaviour needs as part of good teaching to be</p>	<p>EEF Research guidance and EEF COVID 19 Guidance.</p> <p>Technology for online learning</p>	<p>Ensure appropriate remote learning technology is in place to ensure remote learning for children when needed.</p> <p>Behaviour is monitored across the school and at various points eg break, lunch.</p> <p>Established routines in place to address attendance issues. Monitoring of attendance data and groups.</p> <p>Family Support Worker (new role) to support PA children.</p> <p>Senior leader/ family support worker monitors attendance</p>	<p>HR PT NM KW FSW</p>	<p>Daily monitoring of attendance.</p>

<p>Attendance is at least in line with national for all groups of children.</p> <p>Persistent Absence is lower than the national figure for all groups of children.</p> <p>Mental Health is positive for all children, staff and stakeholders.</p>	<p>used as an effective strategy to support learning.</p> <ul style="list-style-type: none"> - Parental engagement - Social and emotional learning - Reinforcing behaviour routines - Breakfast clubs <p>EWO to work with attendance officer in school.</p> <p>SLT/ Family Support Worker to carry out first call to those with attendance issues.</p> <p>Kathryn (MHP) continue to work in school (staff and parents still send referrals) addressing mental health and barriers/ issues.</p> <p>All staff in school to partake in the L2 mental health and wellbeing accreditation.</p> <p>New family support worker to liaise with families promoting positive mental health strategies.</p>	<p>Attendance needs to be good in order for children to achieve in school.</p>	<p>daily and ringing home if required.</p> <p>Monthly attendance records in place and analysed.</p> <p>Half termly attendance letters to be sent home and any children below 90% to be addressed in person with Principal and parents/ carers with a face to face meeting. (Could be telephone based on current restrictions)</p> <p>Attendance reports to Governors.</p> <p>Children and staffs mental health is positive and there is clear and open communication.</p>		
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Total budgeted cost £9250
Family Support Worker: current TA in post.
EWO time (Already budgeted)
Technology (30 laptops £10,000 (£5,000 from NBC and catch up budget £5,000)
Purple Mash £750