



St John's Catholic Primary School Covid-19 Catch-Up Funding Report 2020-21

Summary Information

School	St John's Catholic Primary School, Rotherhithe, SE16 6SD
Academic Year	2020-2021
Catch up premium allocation	£16,160
Number of pupils YR-Y6	202
Proportion of disadvantaged pupils	35%
Published Date	November 2020

School Context

St John's proportion of disadvantaged pupils across the school is high. Historically attendance has poor, but with a range of measures over a number of years this has improved considerably. The vast majority of children from Reception to Year 6 engaged with the detailed online learning that the school provided. School staff kept in contact with all children and their families. Upon re-opening on September 2nd 2020 we had a good response to children coming back to school. Attendance is stable across all year groups upon return and is in excess of 96% at the time of writing (November 2020). The staff have jointly agreed which key learning objectives they will be focusing on for the beginning of the autumn term, but a data sweep in late November will give a clearer picture of where the remaining gaps may be in reading, writing and maths. A full analysis for vulnerable groups will be carried out and further refinement to interventions will be planned.

Strategy Statement – Aims and Priorities

The overall aim of our work is to reduce an attainment gap for those pupils who for whatever reason were unable to engage with remote learning and raise the attainment of all pupils to try to close the curriculum gaps that inevitably occurred because of the school closure.

- To ensure that children’s anxieties and concerns regarding their return to school are met.
- School attendance returns towards the stated target of 97%.
- A Recovery Curriculum is implemented for the first half of the autumn term teaching the key objectives identified as essential but missed from the closure.
- Resources are sourced to help narrow the curriculum gap.
- Staffing arrangements are re-visited to secure staffing Bubbles in order to be able to implement interventions
- The IT deficit that exists due to economic disadvantage is minimised, particularly for older pupils.

Attainment Data from Spring 2020

Year Group	Reading %	Writing %	Maths %
Year 1	55	55	65
Year 2	74	74	77
Year 3	79	66	72
Year 4	75	64	71
Year 5	84	65	77
Year 6	75	75	75

Barriers to Future Attainment :

A	Quality Teaching for all
B	Targeted Support
C	Other approaches

Planned expenditure for current academic year

Quality of teaching for all					
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? Cost
Well-being Project for initial two weeks of the term	For children to be able to express their feelings and thoughts through a whole school text which allows for vocabulary associated with feelings to be explored.	Book chosen which has potential to be used in all year groups through the school. Project to be completed due to extended absence from school for most children.	Each teacher to plan activities based on the text 'The Colour Monster' which allow children to express their feelings during lockdown and allow them to explore any worries they have about returning to school. Teachers to plan vocabulary which is age appropriate and allows children to express themselves.	Class teachers	October 2020 £80
Recovery Curriculum	For children to be supported to cover the main areas of focus in Writing and Maths (which they would have missed from Summer 2020) in order to move to the Autumn curriculum statements after half term. The aim of this is for attainment to be in line by the end of the autumn term.	STAR statements which are key from Summer 2020 to be selected in order for children to catch up what they have missed by half term (October 2020) and from November 2020 to be able to work from the Autumn term objectives as they usually would.	Teachers' plans to show the Recovery Curriculum Objectives in Writing and in Maths and how they will meet them each week during September and October.	Class teachers	November 2020 (data collection) and termly thereafter. £0
QT for all budgeted cost:					£80

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? Cost
Summer Catch up Pack	To prepare for whole school reopening in September so that children return to school ready to learn.	All children will have missed out on the educational opportunity of 'normal schooling' between March and July 2020. The aim was to develop a sense of build up and preparation for a full return to school. To provide extra practice at home in key learning areas.	Packs will be accounted for when the children return in September. Certificates to be awarded to celebrate home learning.	Head of School	September 2020 £335
Science Topic Workbooks	To allow the children to catch up on the Science topics they missed in Summer 2020.	Before the children cover the Science topics this year it is essential that they have the opportunity to cover the topic that precedes this in order to ensure that there are no gaps in their knowledge and to allow them to build on their knowledge.	Before the Science topic is taught teachers will be able to send how a Science workbook, to allow the children to work through the concepts at home and explore the vocabulary. Lessons will be planned to utilize this learning and to make links to the next topic.	Science Leader	Summer 2020 £520
Mathletics Subscription for KS2	To enable children in KS2 to move towards online learning at home in Maths for regular Maths homework, beginning with Upper Ks2 and moving to lower KS2 before December 2020.	Mathletics has been used successfully in the past and the programme allows for teachers to be able to set work for pupils and track their successes and any areas they find difficult. There is a need for children to move to online learning and this is a straightforward way to do this as Mathletics can be accessed on a PC, laptop, tablet or mobile phone.	Teachers to award certificates for effort and achievement. Teachers to plan homework and classwork using Mathletics to back up what the children are learning in school.	KS2 teachers	Termly £1000

Class sets of Guided Reading Books for KS2	To enable children in KS2 to read quality texts in school daily. Guided reading to be increased to a daily class lesson across KS2 for the first Autumn half term. Two texts per year group to be covered in half term.	Daily Guided Reading was chosen as a method for KS2 children to be able to catch up on reading, ensuring that the children returned to school in September and were reading books they enjoyed. Books were selected from the Literacy Tree programme as this is used by the school. Literacy Tree texts included high quality planning ideas for the teachers to support daily guided reading lessons.	Literacy Leader to support selection of quality texts to ensure progression across the key stage. Literacy leader to ensure that lessons were planned and taught daily	Literacy Leader	November 2020 £1910
Additional staff employed and re-organising support staff to secure staffing Bubbles for each class	Class bubbles maintained. Children able to remain in school safely. Classes taught well.	If staffing levels diminish it will compromise the safety of the class bubble and necessitate interruption of teaching time in school.	Safer recruitment practices employed. Ongoing monitoring.		March 2021 £11690
Targeted support budgeted cost:					£15455
Other approaches					
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? Cost
Additional devices	All children have access to remote learning offer when needed.	Some children do not have access to devices at home to be able to reliably access remote learning	Children identified, in the older cohorts. Devices set-up appropriately and securely	HOS Technical support	Spring 2021 £9982

Dining Hall furniture/server	Additional table(s) purchased to allow for two classes to sit in the Hall and eat dinner at one time. In this way all children will get a hot meal daily.	For children to get a hot meal daily.	Lunchtime organization to be assessed weekly and changes made to the systems to allow for meals to be served to children at their tables in the hall.	EHT HOS Mid day Meals Supervisor	Monitoring weekly – feedback allows for changes in routines/ practice. £800
Well-being Champion appointed	To promote importance of wellbeing for staff.	To recognise the importance of staff wellbeing during these times.	Staff to be able to suggest ideas to support wellbeing.	Well being champion EHT and HOS	Termly £0
Other approaches budgeted cost:					£10782
Total of costs					£26,317
Total cost – Covid catch-up costs have resulted in a balance of £10,157 to be met from school reserves					

Details of the funding

Funding allocation

St John's allocation is based on a per pupil basis, with a total of £80 for each pupil in years Reception through to Year 6.

Payments

This funding will be provided in 3 tranches. The school will be provided with an initial part payment in autumn 2020, based on the available data of pupil numbers. A second grant payment will then be distributed in early 2021, based on updated pupil and place data.

The first payment will be based on the pupil headcount from the October 2020 census. The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil. A further £33.33 per pupil will be paid during the summer term 2021. Though funding has been calculated on a per pupil basis, schools have been advised that they should use the sum available to them as a single total from which to prioritise support for pupils according to their need. 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.

St John's Covid-19 Catch-Up Impact Evidence



The following table show the percentage of children in each class who were at age-related expectation by the end of the autumn term and at the end of the academic year. During the academic year 2020-21, additional income was spent on additional resources for class and home use, additional devices, and online learning subscriptions. More detail is given in the Covid-19 Catch-Up Funding Report. The impact of this strategy can be evidenced by the data seen in the table below.

% of Children on track in each class from Year 1 to Year 6

Year	Cohort	Reading		Writing		Maths	
		% ARE Dec 2020	% ARE July 2021	% ARE Dec 2020	% ARE July 2021	% ARE Dec 2020	% ARE July 2021
1	29*	73%	72%	67%	72%	70%	72%
2	30	63%	73%	60%	67%	73%	77%
3	29*	37%	76%	33%	69%	43%	72%
4	27*	62%	70%	54%	63%	58%	63%
5	30	73%	80%	63%	73%	77%	80%
6	25	72%	84%	68%	76%	72%	80%

* Indicates a change in cohort number from December 2020 to July 2021.