



St John Fisher Catholic College

COVID Catch-Up Premium Plan

Summary information					
School	St John Fisher Catholic College				
Academic Year	2020-21	Total Catch-Up Premium	£75,440	Number of pupils	943

Guidance

Children have experienced unprecedented disruption to their education as a result of COVID-19. Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education is substantial, and the scale of our response must match the scale of the challenge. Schools' allocations is calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by COVID-19, the grant will only be available for the 2020/21 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
<p>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.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ☑ Supporting great teaching ☑ Pupil assessment and feedback ☑ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ☑ One to one and small group tuition ☑ Intervention programmes ☑ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ☑ Supporting parent and carers ☑ Access to technology ☑ Summer support

Identified impact of lockdown

GCSE Core Subjects	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Positive learner attitudes exist towards each of the 4 subjects, RE, English, Maths and Science, however they are quite simply, 'behind'. Other 'option' subjects have gained time through the curriculum restructure.
Non-core subjects	There are now significant 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 curriculum experiences e.g. trips, visitors and powerful curriculum moments.
Behaviour	Routines and habits have been drastically affected by lockdown. In particular, early KS4 learners' routines have been badly affected. Their resilience to instruction and direction as part of the daily routine of a school day has been detrimentally affected.
Fitness and Emotional Wellbeing	Fitness levels have decreased significantly across each cohort. There is also an increase in need for emotional and mental health support for learners, who have struggled with the process of lockdown and other issues that they have faced during this time, which have not been addressed in the way that they normally would have been addressed.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u> Confidence levels of learners increasing, provision of required catch-up resources and delivery of full curriculum being planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so knowledge gaps can be reduced.</p>	<p><i>Provision for Revision and Training Resources. Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p style="text-align: right;">£8,360</p>		GM	End of Summer term 21
<p><u>Transition support</u> Children who are joining St John Fisher Catholic College have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>A 360 interactive virtual tour of and video tour is arranged and shared with all new starters.</i></p> <p style="text-align: right;">£80</p>		GM	Ongoing
Total budgeted cost				£ 8,440

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u> An appropriate literacy intervention, such as Catch-Up Literacy, supports those identified children in reinforcing their understanding of basic literacy skills and reading. Positive changes in book trawls, GPPs, and improved literacy levels of targeted learners will be seen.</p>	<p><i>Additional release time and catch-up support for targeted learners through delivery of literacy-focused sessions across Year 7-11.</i></p> <p style="text-align: right;">£10,000</p>		SR	July 21
<p>Progress across Y11 core subjects for targeted learners increases, as measured through GPPs of targeted learners.</p>	<p><i>Delivery of pre-planned sessions outside of the school day. The cost is accrued through payment for sessions. Additional PPE (screen) purchased to enable interventions.</i></p> <p style="text-align: right;">£10,000</p>		MS	Feb 21
<p>Support of targeted learners across curriculum time to negate the effects of lockdown.</p>	<p><i>MyTutor online lessons to support targeted learners in lessons, fitting into the school timetable. The impact of this will be measured through GPPs of targeted learners.</i></p> <p style="text-align: right;">£2,000</p>		GM/MS	June 21
<p><u>Intervention programme</u> Greater understanding of needs of learners, and enabling pastoral staff to be proactive and positively reactive to situations as they arise. Positive outcomes for the caseload</p>	<p><i>Behaviour external support : Training and Coaching for pastoral team to support post-COVID response, with acute learner cases being supported directly through Parkes Education.</i></p>		CT	Ongoing

<p>of learners supported and a breadth of interventions and support ideas being realised by the pastoral team.</p> <p>Reduction in FTE especially post-COVID due to struggles with behaviour, emotion & routine, and successful reintegration back into lessons with improved behaviour.</p> <p>External support packages to be delivered in an appropriate setting. ELSA delivery to support learners during and after this pandemic.</p>	<p style="text-align: right;">£6,300</p> <p><i>Development of new socially-distanced reintegration space and support plan to allow for reduced FTE to address inclusion agenda.</i></p> <p style="text-align: right;">£9,000</p> <p><i>SEND Nurture Area : Development of a nurture space to allow for emotional support in a suitable setting.</i></p> <p style="text-align: right;">£1,700</p>		<p>CH</p> <p>CH</p>	<p>December 20</p> <p>End of spring term</p>
<p><u>Extended school time</u></p> <p>Identified learners to access 10 weekly catch-up sessions. The attainment of those identified learners improves and effect of lockdown is becoming negated.</p> <p>Improved attendance and engagement of targeted learners, and increased fitness levels as identified in PE lessons.</p>	<p><i>Delivery of pre-planned catch up sessions outside of the school day. The cost is accrued through payment for sessions. Additional PPE (screen) purchased to enable intervention.</i></p> <p style="text-align: right;">£6,000</p> <p><i>Outdoor Gym to promote positive attitudes towards fitness and build upon previous fitness levels. Offering outdoor exercise sessions before and after school.</i></p> <p style="text-align: right;">£18,000</p>		<p>MS</p> <p>JR</p>	<p>Feb 21</p> <p>End of spring term</p>
Total budgeted cost				£63,000

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will afford greater independent learning and increase the likelihood of sustained, independent home-learning.</p>	<p><i>Laptops will be available as required for learners who are directed to work from home due to self-isolation. Additional online learning resources will be purchased, to support learning at home across curriculum areas.</i></p> <p style="text-align: right;">£2,000</p>		<p>JB</p>	<p>Ongoing</p>
<p><u>Access to technology</u></p> <p>Teachers have webcam laptops that 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><i>Purchase 4 laptops for use by staff as and when required. They can also be loaned out to parents to support home-learning as required.</i></p> <p style="text-align: right;">£2,000</p>		<p>JB</p>	<p>Feb 21</p>
Total budgeted cost				£ 4,000
				Cost paid through Covid Catch-Up £75,440