

Coronavirus (COVID-19): St John's Catch-up Funding Plan

Overview					
School	St John's Catholic School and Sixth Form College				
Academic Year	2020-2021	Catch-Up Fund	£92,320	Total Students	1154

DfE Guidance
<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 curriculum expectations for the next academic year in actions for schools during the coronavirus outbreak.</p> <p>While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.</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.</p> <p>To support schools to implement their catch-up plans effectively, EEF has published the school planning guide: 2020 to 2021. This will provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice.</p>

EEF Guide to supporting school planning 2021

St John's Catholic School and Sixth Form College



1 Teaching

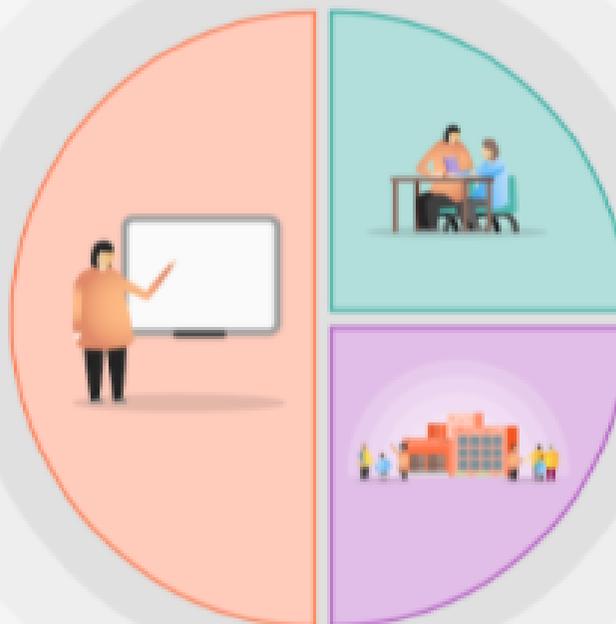
High quality classroom based diagnostic assessment using Star Reader, Star Maths and Hegarty Maths integrated with the curriculum.

T&L priorities reinforced and supported by weekly briefings and sharing of best practice

High quality CPD; middle leader development; coaching strategies to support T&L

Subject knowledge enhancement and departmental development time

QA of remote teaching, materials and resources
Opportunities for students' practical skill development and targeted subject-specialist intervention: Music, Art, ICT, Science, DT



2 Targeted academic support

1:1, 1:3 and small group intervention.

Groups rearranged to provide targeted intervention

Modelling and oracy strategies used across curriculum

Handwriting and reading intervention (Years 7 & 8 - through English)

Maths intervention (Timetable Rockstars, Hegarty - LSAs and specialist staff)

3 Wider strategies

SEMH support via tutors and mentors

Technical/ICT support for families
Staff & student wellbeing - workshops, resources, website links, mental health support

Extra curricular recovery

Informed conversations (tutors & students) pastoral and academic needs

Parental engagement- reinforce value of education

Identified Impact of COVID 19 (Secondary)	
KS3	<p>Extensive impact of periods of self-isolation for students has resulted in a need to considerably upgrade our capability to deliver remote and blended learning.</p> <p>Significant impact on literacy and numeracy skills which has widened the gaps in reading ages, writing ages and numeracy progress across the Key Stage.</p> <p>No access to specialist teaching spaces due to operating in zones, therefore, students have a practical skills deficit (Year 7: Science, DT, Music; Year 8: limited practical skills in the same areas due to extended lockdown periods and limited access to specialist rooms and equipment)</p> <p>Students' well-being, mental health and family finances/dynamics have been affected by lockdown periods. Increased evidence of students' mental health issues and attachment concerns; limited resilience and a lack of ability to socially interact effectively; financial concerns and disruptions to the family unit resulting in the need for additional support and external agency help.</p>
KS4	<p>Extensive impact of periods of self-isolation for students has resulted in a need to considerably upgrade our capability to deliver remote and blended learning.</p> <p>Some knowledge gaps as a result of extended lockdown/self-isolation periods/poor engagement in remote learning.</p> <p>Students' well-being, mental health and family finances/dynamics have been affected by lockdown periods. Increased evidence of students' mental health issues; limited resilience and some individuals are struggling to socially interact effectively; financial concerns and disruptions to the family unit have resulted in the need for additional support and external agency help in some cases.</p> <p>Year 10 - No access to specialist teaching spaces due to operating in zones, therefore, students have a practical skills deficit</p> <p>Year 11 - some individuals have lost confidence and motivation in their education with the disruption to learning and with the removal of external exams.</p>
KS5	<p>Extensive impact of periods of self-isolation for students has resulted in a need to considerably upgrade our capability to deliver remote and blended learning.</p> <p>Students' well-being, mental health and family finances/dynamics have been affected by lockdown periods. Increased evidence of students' mental health issues.</p> <p>Year 13 - several individuals have lost confidence in their abilities. This and the financial impact of COVID are making some students reconsider their next steps and ultimately this may have a detrimental impact on university destinations and continuation into higher education. In addition, the current economic climate may affect students' training and employment opportunities.</p>

Planned Provisions				
For All students (Universal Offer)				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
<p>Effective teaching and learning experience whether accessing education in school, remotely or through a blended format</p> <p>Continued and regular engagement with parents/carers to support children's learning and progress</p>	<p>Significant upgrade of the school network, including network infrastructure and equipment related to remote learning.</p> <p>)</p>	<p>High quality teaching and effective learning for all students at every Key Stage.</p> <p>Software programs enhance and help to consolidate learning at KS3 and KS4</p> <p>Parents/carers are able to support children's education and are regularly updated on engagement, work completion, tasks pending etc through Classcharts</p> <p>Parents/carers have been positive about the software which has been used for learning and for Progress Evenings during 2020-21.</p>	GMC	Ongoing throughout the year and review prior to end date for licences/software
<p>Students, parents/carers have access to independent Careers advice, information and opportunities so that they can make effective, informed choices</p>	<p>Use of Unifrog, which provides students with the largest database of post 16 and post 18 opportunities; supports students to make the strongest applications for their next steps.</p>	<p>Sixth Form students are engaging with the software which is helping them to consider their options and complete their UCAS, training or employment applications.</p>	JSO CLI AGO	Ongoing

	Year groups will be able access the software during pastoral sessions on a rota basis after May half term 2021.			
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Planned Provisions				
Targeted students				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
Targeted Accelerated Reader intervention for students 'On Watch'	Summer term 2 - Year 7 & 8: Small group withdrawal from English lessons to utilise the myON programme with staff supervision	Higher than year group average increase in reading ages for the target group.	CPA LHE EMO LHA	July 2021
Targeted Accelerated Reader intervention for students identified as needing 'Urgent Intervention'	Summer term 2 - Years 7 & 8: Small group withdrawal for guided reading with a member of English staff.	Higher than year group average increase in reading ages for the target group.	CPA LHE EMO LHA	July 2021
National Tutoring Programme: focused and sustained response to closing the attainment gap in Maths, English and Science.	Summer Term 2- Year 9 & 10 students 1:3 online ration, 15 hour bundles. 5 identified groups within each year group covering Maths, English and Science.	Improve attainment levels for the identified students.	DAT HBA PJR GMC	July 2021
Numeracy intervention for KS3 students Times tables Rockstars	Summer term 2 - Baseline assessment produced to identify students requiring critical intervention. Small group withdrawal for intervention LSAs and Maths staff with capacity to facilitate sessions.	Improved levels of mental arithmetic for the target group.	CPA DAT LDV	July 2021
All students have relevant equipment and resources to	Disadvantaged students have been provided with stationery, equipment,	Improved engagement with online learning;	DAT	Ongoing

improve access to learning and organisation.	laptops/chromebooks, EBACC revision guides and additional resources	increase in positive Classchart points and reduction in negative points; improvement in organisational skills; completion of tasks and progress made		
Close monitoring of homework completion, equipment and uniform via Classcharts to ensure students are engaged and organised	Focus on disadvantaged students and those who are disaffected which include: <ul style="list-style-type: none"> ● regular communication between home and school ● positive reinforcement ● small group and bespoke support in school ● compulsory attendance at homework club for further support 	Improved engagement; increase in positive Classchart points and reduction in negative points; improvement in organisational skills; completion of tasks and progress made	DAT Heads of Year Assistant Heads of Year	Ongoing
Teacher-led and online academic intervention put in place for all year groups from 7 to 11	Use of SAM Learning, Educake and Hegarty Maths	Learning gaps reduced in these subjects across all years.	GMC Subject reps in English, Science and Maths	Ongoing
Students improve their practical skills in Science, DT and Music	Year 7 have had no access to specialist rooms this year and Year 10 have had no access to Science labs. Summer Term 2: Students' lessons will be retimetabled to enable access to specialist rooms and equipment in order to address practical skills deficit.	Successful completion of the practically based 'Safety in Science' module for all students in Year 7. Successful completion of a range of Year 10 required practicals in Science.	CPA Science, DT and Music staff	July 2021
Aspiration Programme:	Year 10 will be experiencing a carousel of sessions to understand the workplace	Students have a better understanding of future	JSO CLI	July 2021

Students have access to universities, local companies and organisations to understand their line of work, training, entry levels and opportunities (online demonstrations, question and answer sessions etc)	(5 - 9 July 2021) Targeted students will be visiting Bishop Auckland College for course taster sessions (10 July 2021) Virtual Careers Day planned for Thursday 8 July 2021	training and employment pathways thus giving them something to aspire to.		
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Planned Provisions				
Wider Strategies				
Desired Outcomes	Strategy	Impact	Staff Lead	Review date
Accelerated reader based programme for KS3	Timetabled Accelerated Reader literacy lessons for all of Year 7 & Year 8 students throughout 2020-21. 16 hours of lesson time per week throughout 2020-21	Year 7 In October 2020: 75% of the year group were at or above benchmark 18% were put on watch to be closely monitored in their reading lessons 7% required intervention or urgent intervention In April 2021: 13 students are receiving intervention for reading. Although some students have made significant improvements, they still have reading ages as low as 8 years. They will need	LHE	Year 7: October 2020 and April 2021

		further support to fully access the curriculum.		
Students have access to extra curricular clubs to support their well-being	April 2021: Reintroduction of Athletics Club for KS3 students. Music and Drama extra-curricular groups will be reintroduced after May half term.	80+ students have signed up and are attending after school athletics club	ATU PE staff NRO KWE	April - July 2021
Provide additional support to parents of SEND students during lockdown and remote learning periods	SENDCO and LSA team in daily/weekly contact with students and families to provide bespoke support. Virtual Parent Forums arranged with the SENDCO to discuss concerns, share ideas and support learning.	Parents were very appreciative of the support and provided positive feedback. Good attendance at the virtual Parent Forums.	LKR LSA team	Spring term 2021
Incoming Year 7 students have access to Summer Schools to support: <ul style="list-style-type: none"> literacy and numeracy catch-up transition and well-being 	Week commencing 16 August 2021: DfE funded Summer School arranged for all incoming Year 7 students. Teachus Camp to facilitate. Week commencing 23 August 2021: Summer School arranged for targeted students to support transition and well-being. Internal staff to facilitate	Students are given an opportunity to familiarise themselves with St John's whilst reducing learning gaps in literacy and numeracy.	LWI LHE	August 2021
Establish a bespoke nurture room to support students in need	Summer term 2 / September 2021: The room will be multi-purposed to: <ul style="list-style-type: none"> provide small group intervention provide additional support for those students who have become more anxious provide support during the day or after school to re-engage 	Smaller proportion of disaffected and anxious students studying at St John's	LKR PWA LBY	Review once established

	<p>students who have become disaffected with education</p> <ul style="list-style-type: none">● facilitate workshop sessions for students with specific needs			
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