

ST JOHN'S CATHOLIC INFANT SCHOOL CATCH UP & RECOVERY FUNDING 2020-2022

NUMBER OF PUPILS	183 (2020-2021) 179 (2021-2022)	AMOUNT PER PUPIL	£80	2020_2021 TOTAL ALLOCATION	£14,640 (2020-2021) £14,320 (2021-2022)
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INTENTION

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). It is expected that 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.

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

The £302m Recovery Premium, which includes a fund to scale up proven approaches, is new one-off funding for state-funded schools in the 2021/22 academic year. Building on the pupil premium, this funding will help schools to deliver evidence-based approaches for supporting the most disadvantaged pupils.

Over the two academic years 2020-2022, our priorities for this funding are:

1. To ensure that the mental health and wellbeing of all children is appropriately supported and developed.
2. To ensure that our curriculum is planned, delivered and assessed in such a way that all children are provided with the opportunities to 'catch up,' and continue to recover any lost learning due to Covid-19 whilst they are also able to receive a broad and balanced curriculum that is appropriate to their age and/or ability.
3. To ensure that our school continues to work closely with external organisations such as speech and language therapists, after school providers and family support services so that all of our children and families are successfully supported.

INTENT	SPECIFIC ACTIONS / IMPLEMENTATION	DESIRED IMPACT
<p>To ensure that all children's mental health and wellbeing is at the forefront of everything that we do.</p>	<p>Children will be provided with opportunities to build successful friendships, become familiar with their surroundings and develop the confidence needed to be successful independent learners. When and where appropriate, we will support our children and families. Jigsaw PSHE lessons will be taught weekly across the school and teachers will access additional covid 19 resources if needed. Our new RSE scheme of work is being introduced from September 2021 which will focus on healthy relationships and meet the government's statutory requirements,</p>	<p>Children will be happy and settled in school.</p> <p>Any issues will be dealt with promptly and effectively.</p> <p>Behaviour strategies will be in place to support any children requiring extra help.</p> <p>Risk Assessments will be put into place for individual children if needed.</p> <p>Timetables have a clear identified time for a Jigsaw and new RSE lessons and children feel supported.</p> <p>Support staff are deployed effectively where needed.</p>

	<p>ABC check cards to be used with individual children, supported by Mental Health lead teacher.</p> <p>After school "Relaxation Club" will be reintroduced during the year 2021-2022</p> <p>Lunchtime active play and "Drop in" club will be run to support positive play and well-being (from September 2021)</p>	<p>Whole school assemblies will support the mental health and well-being of children</p>
<p>To ensure that our curriculum is planned, delivered and assessed in such a way that all children are provided with the opportunities to 'catch up and recovery' with any lost learning due to Covid-19, whilst ensuring that they are also able to receive a broad and balanced curriculum that is appropriate to their age and/or ability.</p>	<p>Autumn Term 2020: In order to do this, we will need to carry out some phonic assessment activities and prioritise the learning in the core subjects when the children return to school. Children may also be provided with personalised interventions if appropriate. Baseline assessments will be reassessed at the Autumn half term to look at how effective the key skills work has been. Y2 children will have a practice phonics test, from which any further gaps can be identified and addressed. Deputy Head teacher (Phonics specialist) will initially support Y2 in the first half term to provide high level phonics teaching and this will be taking place each day. Support for Y1 will then take place after half term. Support is in place for individual/small group interventions provided by TA's in each year group where need is identified</p> <p>Spring/Summer Term 2021 Following the second National Lockdown and return of children on the 8th March 2021, a curriculum recovery plan has been put into place to cover the rest of the Spring Term. Robust Timetables and assessments will be undertaken to identify gaps in knowledge Provision Maps to be produced at the end of the Spring term</p>	<p>Timetables focus on Key skills as a priority but they also ensure that all areas of the curriculum are being covered effectively to provide a broad and balanced curriculum</p> <p>Effective deployment of staff in year groups with well-planned and structured interventions that ensure accelerated progress for identified children</p> <p>Where children have been provided with opportunities to 'catch up', they show accelerated progress so that all children will achieve the end of year expectations.</p> <p>Assessments across the year show that the children are on track to achieve the appropriate end of term expectations.</p> <p>Accurate and effective provision maps are in place and show impact.</p> <p>Staff are able to confidently discuss attainment and progress in termly progress interviews.</p> <p>Parents will be provided with information at the end of each term with regards to if they will meet projected target and ways to help at home</p>

	<p>Staff deployed appropriately this term: DH in F2 to support phonics and curriculum delivery, HLTA to support writing in Y2</p> <p>Support continues to be in place for individual/small group interventions provided by TA's in each year group where need is identified</p> <p><u>2021-2022</u></p> <p>Baseline assessments (including the new EYFS baseline) will be completed at the start of the Autumn half term to look at how effective the key skills catch up work has been throughout 2020-2021.</p> <p>Y2 children will have a practice phonics test, from which any further gaps can be identified and addressed before they undertake the phonic testing by the end of the Autumn term</p> <p>Deputy Head teacher (Phonics specialist) will phonics teaching across the whole school support Y2</p> <p>Support continues to be in place for individual/small group interventions provided by TA's in each year group and our HLTA where need is identified</p> <p>In F2, Nuffield Early Language Intervention (NELI) will continue to be used along with the WellComm programme of support</p>	
<p>To ensure that our school continues to work closely with external organisations such as speech and language therapists, after school providers and family support services so that all of our children and families are supported in every way possible.</p>	<p>SENCO has been released from classroom responsibility to ensure we can work closely with external organisations where required.</p> <p>Private Speech and Language Therapist is employed to support those children/staff/families with EHCP plans and areas of identified speech and language needs.</p> <p>SENNAT is used to support school with ways to help the children identified as needing further support throughout the year.</p>	<p>School will continue to get effective support from different services as and when required.</p> <p>Private speech and language therapist attends school regularly and supports those children with their speech and language development</p> <p>SENNAT has provided effective guidance on how to support identified children and this has a positive impact on their learning.</p>
<p>Contingency planning for outbreaks:</p>	<p>We will also have a contingency plan in place that will be used if we are instructed to temporarily close due to local lockdown, help</p>	<p>Clear contingency plan in place for any lockdown - provision for key workers if required and new remote learning plan is in place to support children's learning at home when required.</p>

	<p>to reduce local transmission levels or support individual or groups of children that are required to quarantine.</p> <p>To provide a Remote Learning Policy/Plan which provides face to face teaching and structured timetables for learning at home. Introduce class emails ongoing correspondence between home and school. Remote Learning fully in place should the school need to close for individuals, year groups or whole school.</p> <p>Critical Workers and Vulnerable children are identified and supported as needed.</p> <p>All children can access remote learning at home – School survey/l pad loans/free laptops</p> <p>All FSM children receive their entitlement for lunch provision during school closure and over the holiday periods</p>	<p>Support is in place for all groups, including those most vulnerable.</p> <p>All families have access to technology to ensure they can participate in remote learning activities throughout the school closure</p> <p>All FSM children at home receive free lunches via the supermarket voucher scheme and food hampers for the holiday periods</p>
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EVALUATION & IMPACT SO FAR

Autumn Term 2020

- The children have all settled really well back into school and have adapted well to the restrictions that need to be in place to keep them safe. We have worked closely with our Health & Safety advisor to draw up individual Risk Assessments for those children that require them and we have ensured appropriately qualified and experienced staff are supporting these children
- We are working closely with families that have experienced increased incidences of Domestic Violence and use our allocated Social Worker for support and help with this
- Our PSHE curriculum through Jigsaw is timetabled each week and continues to support the children's well-being.
- Very structured timetables have been put into place for KS1 particularly that focus on Key skills as a priority but they also ensure that all areas of the curriculum are being covered effectively to provide a broad and balanced curriculum
- KS1 phonics has been well planned and carried out effectively supported by Miss Sharkey, our phonics specialist, to ensure there is a rapid catch up for summer term slippage.
- Effective additional assessments have been developed – Mr Muskett produced Recovering the Curriculum Criteria for Year 1 and Year 2 for Reading, Writing and Maths to support the assessments taken place at half term
- External agencies have been used effectively to support when necessary for advice and guidance e.g. Ed Psych, Speech & Language, SENAAT, Elleray Park Outreach.
- We have implemented a Remote Learning Policy and informed all parents of our strategy to support children that need to self isolate – it is also available on the school website. This has been successfully put into place over this term and feedback from parents has been overwhelming positive. All children that are self isolating have the opportunity for a face to face conversation every day, a detailed timetable with lessons that match what they would be covering in school. There is also access to a dedicated class email address that the children can post work completed and is monitored and responded to by the staff.

Spring Term 2021

- The children have all settled really well back into school and are continuing to work well with the restrictions that need to be still in place to keep them safe. We have worked closely with our Health & Safety advisor to update our Risk Assessments and ensure these are appropriate
- We are working closely with families that have experienced increased incidences of Domestic Violence and use our allocated Social Worker for support and help with this
- Our PSHE curriculum through Jigsaw is timetabled each week and continues to support the children's well-being.
- As mentioned in SDP3, very structured timetables have been put into place once again that focus on Key skills as a priority but they also ensure that all areas of the curriculum are being covered effectively to provide a broad and balanced curriculum
- During the Autumn Term we prioritised Y2 phonics effectively supported by Miss Sharkey, our phonics specialist, to ensure there was a rapid catch up for summer term slippage. We had to carry out the phonics test at the end of the autumn term for the Y2 children and we were delighted to achieve 95% achieving the expected standard.
- SLT have worked to develop a revised recovery plan and the staff have produced clear curriculum recovery plans for the rest of the Spring term to ensure each year group catches up on any lost learning
- Support for this term has been prioritised as follows: Miss Sharkey will now be supporting F2, particularly the phonics to ensure they will be KS1 ready by the end of the year. The priority for Y2 is writing and Ms Yeadsley (HLTA) will now be working extensively across Y2 to support this priority to ensure that they are KS2 ready.
- We are asking staff to produce detailed and effective provision maps by the end of this term to identify any gaps or provision we may need to put into place for the summer term.
- External agencies are continuing to be used effectively to support when necessary for advice and guidance e.g. Ed Psych, Speech & Language, SENAAT, ASC team, Special School Outreach
- Our updated Remote Learning has been successfully put into place since January. We have taught the same curriculum remotely as those children still attending in school. All children follow the prepared timetable which is a mix of online and practical lessons and activities matched to the curriculum expectations for the time of year and the weekly timetable has been sent to all parents each week. All children learning at home have had the opportunity for two face to face contact (morning and afternoon) which include talking through the day's work, daily prayers, afternoon story time and sharing work completed during the day. Teachers have responded to work sent through every day via their designated class email. Teachers have also followed up with individual telephone calls any parents/children they have been concerned or worried about or have not heard from. All the information is on the school website for parents and meets DFE requirements
- Since returning to school the remote provision continues to be in place for those children that are self-isolating and they have the opportunity for a face to face conversation every day, a detailed timetable with lessons that match what they would be covering in school. They can continue to use the dedicated class email address so they can post work completed and this will be monitored and responded to by the staff.
- All children entitled to Free School Meals have received supermarket vouchers from the DFE recommended site during the term time and have been given food hampers for the Christmas break and February Half term via the designated community charity. They should also be receiving these hampers for the Easter break as well.
- To ensure all children could access online learning, we did a survey to all parents last year to determine if any families needed additional support. From this and from conversations with parents at the beginning of this lockdown, we identified those families that may need additional devices to support working at home. We therefore loaned out school I-pads. We were also very fortunate to receive five free laptops from a Wirral based charity and these were distributed to our families that needed them. This was wonderful as we have not been able to access the Government free laptop scheme, as they are only available for children in Y3 upwards.
- Feedback from parents about our remote provision has been overwhelming positive:

"I would like to thank you all for your hard work to keep working with the children, keeping them busy and learning during this difficult time. The children have been doing a mixture of school time and remote learning but when at home they love the daily calls with their teacher and having

the opportunity to interact with them and their friends! Seeing their teacher and hearing how pleased they are with the work they are doing really keeps them motivated so thank you' (F2)

"Thank you so much again - for EVERYTHING you are doing & all your marvelous staff. We feel so incredibly lucky to have our children in such a marvelous school, with such a warm, loving & caring ethos. You really do make us all feel like we are part of the school's family" (F2 & Y2)

'You all are doing amazing jobs couldn't thank you all enough :)' (Y2)

The morning and afternoon sessions are fabulous and the teachers make all the children feel welcome and included' (Y1)

"I just wanted to say a huge thank you to everyone at St John's for the past 7 weeks of lockdown learning. From the admin and communication to the highly organised delivery of lessons both remotely and in school as part of emergency provision, St John's has been excellent. Our daughter can be a little unsure at times, however she has loved coming to school as part of emergency provision and learning at home on a Tuesday. This is entirely due to the caring teachers and support staff who have been working so hard" (F2)

Summer Term 2021

- On returning after Easter, the summer term planning and curriculum has been implemented fully with additional support put into place across the year groups addressing the areas identified on the provision maps. SLT held a monitoring session to scrutinise these provision maps and looked at a selection of the children identified. This has been followed up in June to check on the progress.
- Additional support is as follows: Writing and key skills is being supported in Y2 by our HLTA; an additional TA has been put into Year 1 to support with phonics and our Deputy (phonics specialist) is supporting phonics in F2 and children identified on their provision maps to ensure the children are Year 1 ready.
- Attendance has been excellent and at the end of April, it was 97%. We are currently supporting three families with low attendance with help from our LA Attendance officer – these are not COVID related absences but are ongoing low attendance families.
- We feel that the quality of the education provided in this summer term and very high attendance of the children has ensured a full and thorough coverage of the curriculum and that there is little or no lost learning apparent
- During this term, assemblies and lessons have taken place to support children's well-being, behaviour and safety through Gospel Assemblies, Mission Days or PSHÉ sessions. All the children have enjoyed being back in school and have been supported well throughout this year.
- We have had to put some remote learning in place this term for a few families
- We carried out a whole school questionnaire in May, which also asked parents about the remote provision. Overall, the responses were very positive and the overwhelming majority (97-100%) responded to all the questions by strongly agreeing or agreeing. 98% of parents were happy with the remote provision.

"Firstly, a big thank you to all. Lockdown and Covid has been hard for all children/Parents/Teachers. The school has in my opinion been pro-active and guided all children through wonderfully"

"The support given to children and parents in this school is incredible. Everyone goes out of their way to make sure the children are happy and learning. The last lockdown would have been a nightmare without the school's regular support"

2020-2021 Overview - We provided a robust recovery curriculum on return to school in March with all areas of the curriculum being covered followed by detailed provision maps where support was required, which we confirmed in the summer term through book scrutiny and classroom environment monitoring. As a result of this, we were able to put into place the full summer term curriculum for all the children. End of Year internal results for all children showed excellent progress and high levels of attainment in all areas of learning