



## Catch Up COVID 19 Strategy

This strategy is regularly monitored and adapted. It was last reviewed in February 2021.

### School Overview

Metric	Data (as of October 2020 census)		
School name	<b>John Rankin Schools</b>		
Pupils in school	I-312/J- 354 = JRS - 666		
Proportion of disadvantaged pupils	I-19 (6%)/J-44 (12%) = 69 (10%)		
Proportion of SEND and EHCPs	EHCPs	7	1%
	SEN support	51	8%
Catch up allocation this financial year (when to when)	£48,400		
Academic year or years covered by statement	2020-21		
Publish date	01 December 2020		
Review date	30 November 2021		
Statement authorised by	Felix Rayner		
Catch Up lead	Tina Allison		
Governor lead	Tessa Roots		

### Funding

#### Allocation

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

#### Payments

Funding will be provided in 3 tranches - autumn 2020, early 2021, and one during the summer term 2021. 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. It will not be added to schools' baselines in calculating future years' funding allocations.

#### Use of funds

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.

## Priorities

Priority	Aims
Priority 1	Pupils outcomes will be at least in line with national data and internal data from 2019
Priority 2	To improve the delivery and impact of personalised support, leading to more children reaching a greater depth of learning in reading, writing and maths by the end of KS1 and KS2
Priority 3	To achieve accelerated progress in phonics in KS1 and spelling progress for pupils across the schools, improving progress reading and writing
Priority 4	To ensure that the learning behaviours of pupils support the high level of expectations in engagement
Priority 5	To ensure that pastoral and behaviour needs of pupils are not a barrier to their engagement and learning potential
Priority 6	To ensure that there is capacity for remote learning and classroom practice to be seamless through interactive IT programmes
Priority 7	Working with parents

## Big Picture for our Catch Up Strategy

Aim - Children make excellent progress so that they catch up on the lost learning during the summer of 2020. This will lead to children's outcomes being broadly in line with national data and internal data from 2019 at expected and greater depth.

We will do this in three targeted ways;

- **Targeted Teaching**
- **Targeted Support**
- **Targeted Wider Support**

And in a number of ways;



Our intended academic outcomes are linked to our 2019 benchmark as follows;

	<b>Intended Outcome</b>
EYFS GLD	72%
Y1 Phonics	83%
Y2 Phonics	91%
Y2 – Reading, writing and maths	ARE - R 76%/W 70%/M 76% Combined 64% GD -
Y6 – Reading, writing and maths	R 73%/W 78%/M 79% Combined 64% GD -

### Plans

The following are the edited Catch Up plans. These are being adapted on a regular basis. For further information, please contact the school.

### Targeted Teaching

<b>Measure</b>	<b>Activity</b>	<b>Cost/Time</b>
1.Ensure the rigorous teaching of maths, reading (specifically phonics for KS1) and writing through a cross curricular approach, ensuring that explicit links are made with key skills in each area	<ul style="list-style-type: none"> <li>Assess key skills and address gaps</li> <li>Use knowledge organisers to link key skills from Maths and English in daily teaching</li> </ul> <p>(Please see curricular hub action plans)</p>	<ul style="list-style-type: none"> <li>SLT time</li> </ul>
2.Ensure the consistency of fluid groups, for formative and targeted assessment and feedback to ensure personalised learning and individual progress	<ul style="list-style-type: none"> <li>Revisit the risk assessment regularly in order to ensure consistency of teaching practise across the school with compliance to the current restrictions</li> <li>Explore ways in which teaching can be adapted for different groups or taught with differentiation that is compliant with the COVID 19 risk assessment</li> <li>CPD within staff meetings to discuss and share successes</li> </ul>	<ul style="list-style-type: none"> <li>SLT time</li> </ul>
3. Ensure that quality first teaching remains at the heart of teaching and learning, taking into account specific needs of each cohort (through class needs analysis) to ensure targeted support for all	<ul style="list-style-type: none"> <li>CPD with staff around successful Quality First Teaching strategies – time to discuss and share points</li> <li>Support staff with a range of quality first teaching strategies to use with class (keeping in mind current restrictions) and through coaching</li> <li>Use class needs analysis to identify areas for cohort to address – ie, learning behaviours, writing in boys, etc</li> </ul> <p>(Please see individual 'Class Needs Analysis')</p>	<ul style="list-style-type: none"> <li>SLT time</li> </ul>

4.Ensure the explicit teaching of good learning behaviours across the school	<ul style="list-style-type: none"> <li>• Emphasis through assemblies, celebrations and praise at home, reference in teaching and feedback, expectations within the classroom</li> <li>• CPD for staff to in how to foster good learning behaviours and a system for intrinsically teaching this</li> <li>• Monitor the impact of developing learning behaviours throughout the school and support and advise teachers with expertise where possib</li> <li>• Class teachers use learning behaviours as a high and consistent focus in their classes and children</li> </ul>	<ul style="list-style-type: none"> <li>• SLT time</li> </ul>
5. Ensure that there is a consistent therapeutic approach to behaviour across the school	<ul style="list-style-type: none"> <li>• Revisit key aspects of the therapeutic thinking CPD with all staff across the school</li> <li>• Provide opportunities for staff to discuss cases of behaviour or class behaviour dynamics through 'clinics' sessions via zoom</li> <li>• Introduce new ways of celebrating achievements and efforts with home</li> </ul>	<ul style="list-style-type: none"> <li>• SLT time</li> </ul>
Projected spending on targeted teaching		Leadership time

### Targeted Academic Support

Measure	Activity	Cost
1.Provide remote and independent learning opportunities through apps and IT based learning in order to deepen links between home and school	<ul style="list-style-type: none"> <li>• Use apps and IT programmes and intervention programmes for pupils to access independently and proceed at their own pace</li> <li>• Ensure that apps and programmes purchased are simple and require little adult supervision so that they are appropriate for both school and home (in case of further lockdown or isolation, or for homework purposes)</li> <li>• Build a remote learning strategy for the whole school to support all pupils and staff in delivering and receiving teaching and learning that is integrated with the school's curriculum</li> <li>• CPD for staff to implement remote strategy in school and in case of further school closures</li> <li>• Accelerator reading programme, IDL intervention, IXL maths and English, Teach monster to read, Google classroom</li> <li>• Purchase laptops for each class in order to carry out intervention and daily practise on these apps and programmes</li> </ul> <p>(See Hub plans for further specific apps and programs, also see remote learning plans)</p>	<ul style="list-style-type: none"> <li>• IDL literacy and maths primary school licence £1500 – check how many – 2 schools could be more</li> <li>• IXL – looks expensive 279 for 10 pupils then 20 extras per year</li> <li>• 1 per classLaptops/desktop £10,000</li> </ul>

<p>2. To ensure the consistency of bespoke feedback and response support for pupils, through fluid groups and 1:1 tutoring from teacher as expert to accelerate progress</p>	<ul style="list-style-type: none"> <li>• Provide bespoke intervention and fluid groups for closing any gaps in learning through class needs analysis planning</li> <li>• Additional cover for classes through HLTA's and trained staff to allow teachers to support this with pupils in their class regularly</li> <li>• Class needs analysis to ensure the correct groups and support is provided for maths, reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>• 1 day = £7178 week during spring and summer?</li> </ul>
<p>3. To make best use of the National Tutoring Programme to ensure accelerated progress for specific pupils groups</p>	<ul style="list-style-type: none"> <li>• Choose specific children for tutoring based on consistent criteria for tutoring with outside tutors in specific areas</li> <li>• Use data and assessments to inform planning and liaise with tutors to ensure bespoke and linked learning</li> <li>• Ensure rigorous monitoring, assessment and feedback from tutoring and increased monitoring checks in order to inform direct and focused teaching for groups and individuals</li> </ul>	<ul style="list-style-type: none"> <li>• 25% of cost our maximum</li> </ul>
<p>4.To ensure rigorous teaching and progress of phonics at KS1 in order to accelerate progress</p>	<ul style="list-style-type: none"> <li>• Purchase and provide apps to parents to support phonics teaching follow up at home</li> <li>• School to use 'Teach Your Monster to Read' in school and for home use to support acceleration and consolidation of phonics teaching</li> <li>• Ensure that daily phonics teaching has increased priority and is embedded within in FS and KS1, including homework</li> <li>• Ensure rigorous monitoring, assessment and feedback from phonics teaching and increased phonics checks in order to inform direct and focused teaching</li> </ul> <p><i>(Please see English Hub action plan)</i></p>	<ul style="list-style-type: none"> <li>• £5 x 120 £600</li> </ul>
<p>5. Ensure the precise support for accelerating progress of pupils from vulnerable groups</p>	<ul style="list-style-type: none"> <li>• Ensure class needs analysis and provision takes account of vulnerable groups who need specific catch up strategies and input</li> <li>• Provide appropriate intervention to groups and individuals that can be mirrored at home, providing support to parents for this</li> <li>• Provide disadvantaged and SEND pupils with the tools and resources needed to complete catch up work if isolating</li> <li>• CPD for teaching assistants to ensure quality first teaching and support for vulnerable groups</li> </ul>	<ul style="list-style-type: none"> <li>• In house cover and SLT time for CPD</li> </ul>
<p>Projected spending</p>		<p>£48,400</p>

## Targeted Wider Support

Measure	Activity	Cost
1. Provide FSW support for pupils and their families	<ul style="list-style-type: none"> <li>• Ensure monitoring and attendance discussions take place and adaptations and plans are put into place to support attending school every day.</li> <li>• Liaise with EWO regarding each attendance case, ensuring</li> <li>• Use strategies to support families who are struggling with the current situation – ie, conflict, financial or loss of employment, anxiety or loss</li> <li>• Support families with behaviour at home – using Incredible Years zoom video presenting</li> </ul>	<ul style="list-style-type: none"> <li>• eSLT time</li> </ul>
2. Provide specialist ELSA and Pastoral support for pupils with anxiety that affects attendance and access to learning in class	<ul style="list-style-type: none"> <li>• Pastoral team meet more frequently to discuss new and existing cases (every fortnight)</li> <li>• Introduce Cpoms IT for effective recording and sharing of pastoral care information</li> <li>• Employ strategies such as; meet and greet, phone call home, nurture room, etc where appropriate</li> <li>• Liaise with parents to sync strategies for ensuring children attend school daily</li> <li>• Calls home for vulnerable children if they are shielding, where appropriate</li> <li>• Develop and signpost to information packs on the school website that provide strategies for anxiety, sleep, behaviour, anger, bereavement, friendships, self-esteem to empower parents to support emotional issues at home</li> </ul>	<ul style="list-style-type: none"> <li>• Pastoral team time</li> </ul>
3_Continue with a whole school therapeutic approach, considering the emotional needs of safe and unsafe learners	<p>To support learners emotional development and increase engagement within class and learning;</p> <ul style="list-style-type: none"> <li>• including Lunchtime clubs – Art club, Lego club and Games club (<i>If possible running from Spring term 21 due to COVID restrictions</i>)</li> <li>• use of individual therapeutic plans across the school</li> <li>• celebrations and achievements showing private praise – such as certificates and phone calls home</li> <li>• CPD for new staff and specific Therapeutic clinic times</li> </ul>	<ul style="list-style-type: none"> <li>• Pastoral team time</li> </ul>
4 Ensure there is consistent feedback and communication with parents	<ul style="list-style-type: none"> <li>• Support parents with remote learning and shielding with weekly class packs of work, shielding 14 days pack,</li> <li>• Use apps and IT programmes that can be logged into and supported at home such as; IDL, IXL, Times tables rockstars, Teach your monster to read</li> <li>• make the most of parent partnership through zoom parents evenings and feedback, phone calls home and communication, website links and signposting</li> <li>• communicate any updates or COVID risk factors to parents and staff in a timely and sensitive manner</li> </ul>	<ul style="list-style-type: none"> <li>• Pastoral team time</li> </ul>

5 After school club strengthening the curriculum	<ul style="list-style-type: none"> <li>• start to gather information in each of the year group bubbles of their class topics</li> <li>• plan and deliver activities to support pupils with their curriculum knowledge</li> <li>• support pupils with homework, where appropriate and revision of key skills through quizzes, word searches, maths games</li> </ul>	
Projected spending	£6,185 (FSW/leadership)/£7,439 (Pastoral support and clubs)/£1,500	

## Monitoring and Implementation

The plan will be monitored regularly by the Executive Headteacher supported by the wider SLT.

As with all government funding, school leaders must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)