

John Taylor Free School  
Covid19 Catch up Premium Report 2020-21

## SUMMARY INFORMATION

Total number of students	690	Amount of catch-up premium received per student	£80
Total catch-up premium budget:	£55,200		

## STRATEGY STATEMENT

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). 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. Schools have been directed to use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months. All schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

At John Taylor Free School we have 3 key priorities for the Catch Up funding allocation this academic year:

- ensure proficiency in English, with a focus on closing gaps from the Covid-19 lockdown period
- ensure proficiency in Maths, with a focus on closing gaps from the Covid-19 lockdown period
- support the well being of students who may have found the Covid-19 lockdown a particularly challenging time
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Being proficient in Maths and English are key requirements to success within a broad and balanced curriculum offer, which is why the focus for the funding is based on these two subjects, since all areas of the curriculum will benefit from this. Within these priorities our disadvantaged and vulnerable cohort of students will take precedence on receiving the support as it is likely they will have experienced the most disruption to their education throughout the Covid-19 crisis.

As per the guidance from the Department for Education and EEF, the majority of our Catch Up funding allocation will be spent on small group and one-to-one tuition. To support with this we have employed a member of staff who will work 3 days a week specifically with this role. Alongside this we have created time on the Maths and English department timetables to allow for further small group and one-to-one tuition to take place through the departments.

With the aim of supporting well-being we have a member of support staff (Assistant Progress Leader) whose role is around student wellbeing. She will spend time with specific students of concern in a mentoring capacity. Alongside this we have appointed a middle leader who is Thrive Lead Teacher, within his remit he will support the well-being of staff and students alike, for example, by creating a well-being hub on Share Point.

The overall aims of our Catch Up strategy at John Taylor Free School is to:

- reduce attainment gaps that have developed between disadvantaged pupils and their peers
- raise the attainment of all pupils to close the gap created by the Covid-19 school closures
- ensure standards of English and Maths are high to allow students to access across the whole curriculum

support the well-being of students as they process their experiences throughout the Covid-19 pandemic

## Barriers to Learning

BARRIERS TO FUTURE ATTAINMENT	
Academic Barriers:	
A	Students in Year 7 2020 cohort have arrived with lower levels of Maths (SAS 101 from GL Assessment) than English (SAS 103 from GL Assessment)
B	Students in Year 7 2020 cohort have arrived with gaps in attainment between PP and non-PP cohorts, and between SEND and non-SEND cohorts
C	Some students in Year 8 and Year 9 did not engage with the remote learning, causing gaps in their knowledge (e.g. Y9 average residual dropped from -0.04 in March to -0.13 in November)

ADDITIONAL BARRIERS	
External Barriers:	
D	Attendance issues, in part due to self-isolation (whole school attendance at 96% on 7 <sup>th</sup> November 2020, not including self-isolation)
E	Lack of a quiet space to work at home for some disadvantaged learners (45% of PP students identified this as an issue during student voice in October 2020)
F	Lack of access to a device for remote learning (7% of our whole school cohort identified that they have no device or internet access at home)

## 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?
Time to develop and refine feedback ideas is to be implemented into the Professional Learning program. Include time for students to reflect on their subject feedback as part of their consultation evening preparations.	To ensure feedback is used effectively across all subjects so students know how to improve. Students can talk confidently about how to improve in their subjects.	EEF Covid-19 support guide for schools states that providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.	When planning the Professional Learning program a section of time on Feedback is included. Staff are given time to read and implement relevant research, for example in MFL trialing LIFT technique.  Consultation evening plans are communicated in advance, with high quality resources created to include reflection on feedback.	ELO and THB	Ongoing
Purchasing a subscription to Maths Whizz and Power Up Literacy. To embed their use in English and Maths support, including Guided Learning and support by non-specialists	To support non-specialists with the teaching of mathematical concepts via Maths Whizz. To help students become proficient readers and confident learners via Power Up Literacy . Staff are confident delivering Maths Guided Learning. Students are confident using the sites, and data from these shows positive progress.	Research, including 15 externally reviewed research sites, and EEF Lexia Study, show Lexia enables students of all ages and abilities to master essential reading skills. Maths Whizz has an online interactive tutor, which builds confidence and engage every child with personalised maths learning. Research shows that students who use Maths Whizz for 60 minutes a week typically enjoy accelerated learning gains, increasing their Maths Age (Whizz's international measure of maths knowledge) by an average of 18 months in their first year of use.	Curriculum Leaders for English and Maths will ensure that these online support programs are embedded into the Intervention curriculum. Staff will be supported in the logistics of using the sites and be given training on this.	MKD, JPM and CMB	Ongoing
<b>Total budgeted cost:</b>					<b>£15,000</b>

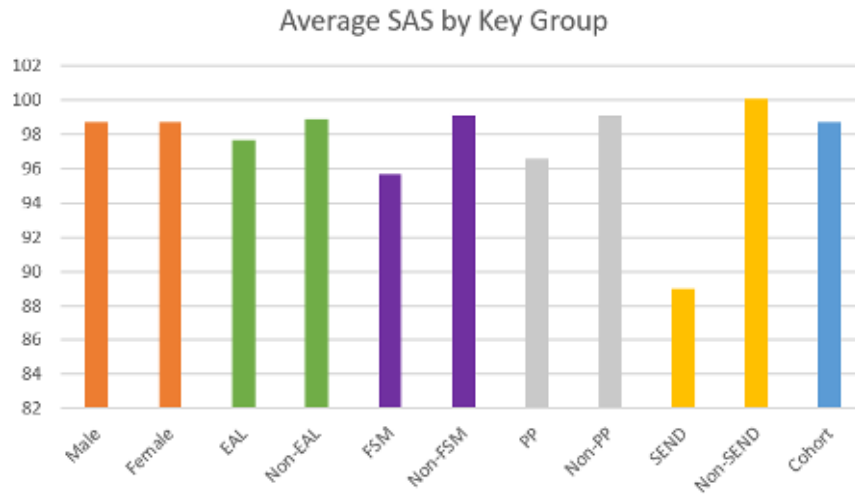
Targeted Support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To implement 1-1 and small group intervention, focusing on Maths and English.	To close any knowledge gaps that may have developed due to the Covid-19 school closures. Students in vulnerable groups will perform in line with their peers. All students will continue to meet their BASE targets in line with previous years.	<p>Department for Education has emphasized the effectiveness of small group and 1-1 tuition as an effective catch up strategy. EEF Covid-19 support guide for schools states there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. It also talks about tuition delivered by qualified teachers is likely to have the highest impact, which is why we have employed a trained secondary school teacher into the Catch Up Tutor post, as well as freeing up time on the Maths and English department timetables.</p> <p>Students will be able to access their whole curriculum if they are supported in English and Maths. The EEF Covid-19 support guide for schools notes that a particular focus for interventions is likely to be on literacy and numeracy.</p>	A member of staff will be appointed during academic year 2020-21 who will work 3 days a week specifically with the role of being a Catch Up Tutor. Alongside this we have created time on the Maths and English department timetables to allow for further small group and one-to-one tuition to take place through the departments. Maths and English Curriculum Leaders have taken time to produce resources to support within Catch Up lessons, including quizzes and teaching resources, alongside Maths Whizz and Power Up Literacy. STAR Reader testing will be used termly with Year 7 cohort to monitor progress. Baseline assessment and quizzes will be used within Maths intervention to monitor progress.	CMB JPM, MKD and SAM	Ongoing. More formally on a termly basis
To use data from the GL Assessment series to identify students' baseline needs in Year 7. This includes data for Guided Learning and Catch Up support.	To support all students to succeed and thrive academically. To foster positive working relationships between students and staff and parents.	EEF Covid-19 support guide for schools notes that schools have provided extensive pastoral support to pupils and families throughout the pandemic. Positive relationships will help with having productive mentoring conversations, which focus on student progress.	Mentoring sheets are available on Share Point for central monitoring. This also provides support for PTs to know how to structure the conversations and to be able to return to the targets at a later date.	CMB, PTs	

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?
Highest Prior Attainers will also be identified and pushed, including inviting them to take part in the JTFS Diploma.	Students achieve broadly in line with previous years.		Data is analysed regularly to monitor improvement and where further intervention is needed.		
To embed Outdoor Learning (OWL) scheme for specific groups of students. To utilize the Assistant Progress Leader team to support well being of students.	To support the behavioral, social and emotional needs of learners who may otherwise struggle to succeed and thrive. Identified students achieve broadly in line with their BASE targets.	EEF Covid-19 support guide for schools states that interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs. Outdoor learning has been proven to be effective for those with BESN needs.	Data will be used carefully to select students who may benefit from this additional support. Students have regular support via OWL or mentoring with the APL team.	LMC, JV, APLs	Ongoing
<b>Total budgeted cost:</b>					<b>£35,000</b>

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?
<p>Communicate effectively with parents via Go4Schools, ensuring they are supported with accessing it.</p> <p>Introduce the use of Teams for consultation evenings given current social distancing guidelines.</p> <p>Assistant Progress Leader for attendance will work closely with key families to improve attendance.</p>	<p>To communicate effectively with parents to support learners and foster positive relationships.</p> <p>Parents, students and the school work in collaboration to support young people.</p> <p>Attendance improves from the last 2 years.</p> <p>Parents are positive in the parent voice.</p>	<p>EEF Covid-19 support guide for schools states that parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school.</p>	<p>Go4Schools details are communicated via the SZApp. Any issues are dealt with via the PT team.</p> <p>Details of the consultation evenings are communicated in advance and high quality resources are available to support in these.</p> <p>Assistant Progress Leader works closely with the DHT to engage families.</p>	<p>CMB</p> <p>HMB</p> <p>HMB and MH</p>	<p>Termly</p>
<p>Have laptops/devices available to loan to students to enable them to engage with remote learning and online learning platforms such as Language Gym and Hegarty Maths.</p> <p>To open a PC room once a week at lunchtime for quiet working, with a focus on inviting disadvantaged students to use this.</p>	<p>To allow all students to access online learning platforms and prevent this being a barrier to their learning.</p> <p>Students in disadvantaged group are performing broadly in line with their peers.</p>	<p>EEF Covid-19 support guide for schools states that pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. It continues to talk about schools wanting to loan devices to students.</p>	<p>A comprehensive list of students who require devices will be collated via the PT team. Devices will be ready to loan should the school move to tier 2/3 closure plan.</p> <p>Some devices will be lent to key students for the duration of the year, regardless of a lockdown. Students and parents will need to agree to the JTFS Loan Agreement before anything is lent.</p>	<p>AD and CMB</p>	<p>Ongoing</p>
<b>Total budgeted cost:</b>					<b>£5,000</b>

## ADDITIONAL INFORMATION

Baseline analysis by key group:



PT Mentoring Sheets:

Trainer Mentoring Conversation (Stage 1)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What are the successes?

What are the areas of concern? (e.g. attendance, behaviour, subjects)

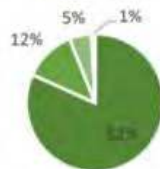
Targets:

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To be shared with parents  
 To be shared with teacher  
 To be logged onto GAT

Parent feedback on Y7 transition programme:

We provided a range of activities during the first week to support with transition to JTFS including team building, bush craft, climbing as well as induction activities in class. Given the restri...



Very satisfied       Somewhat satisfied  
 Neither satisfied nor dissatisfied       Very dissatisfied

Residuals from HT1 in English and Maths

