



Summary Information					
<b>School</b>	Clavering Primary School				
<b>Academic Year</b>	2020-21	<b>Total catch up Premium</b>	17,526 £15,993 2020-2021 £9,427 2021 – 2022 £6,566 (£4040 received in Autumn)	<b>Number of Pupils</b>	197

Guidance	
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). 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.</p> <p>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.</p> <p>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.</p>	
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 <a href="#">curriculum expectations for the next academic year</a>.</p> <p>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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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><b>The EEF advises the following:</b></p> <p><b>Teaching and whole school strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supporting great teaching</li> <li><input type="checkbox"/> Pupil assessment and feedback</li> <li><input type="checkbox"/> Transition support</li> </ul> <p><b>Targeted approaches</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> One to one and small group tuition</li> <li><input type="checkbox"/> Intervention programmes</li> <li><input type="checkbox"/> Extended school time</li> </ul> <p><b>Wider strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supporting parent and carers</li> <li><input type="checkbox"/> Access to technology</li> <li><input type="checkbox"/> Summer support</li> </ul>
Identified impact of Lock down	
Maths	The pupils are relatively in line with the expected standard in most year groups and if not are borderline. Basic number work and multiplication tables need reinforcing
Writing	The pupils are relatively in line with the expected standard in most year groups and if not are borderline. Grammatical accuracy and hand writing have not developed as much as they would have without lock down, along with spelling and phonics. The children need to build up their stamina for writing at length.
Reading	The pupils are relatively in line with the expected standard in most year groups and if not are borderline. Pupils accessed reading while on lock down so their decoding is still strong, however their comprehension skills, retrieving information, are not as developed in some cases as we would have expected at this

	stage.
Non-core	<p>We focused, during the first few weeks of term, on core skills using topics as a stimulus and well being. The full curriculum was then re-introduced. Pupils have missed parts units of learning and the children have missed out on trips and visitors that broaden and deepen their learning. Some pupils have come back less independent than when they have left. Some pupils are anxious about things that are happening around them. They are happy to be back in school and the fact they were all back before summer really helped. Reception baseline lower than normal PSED in particular.</p>
Mental well being	<p>The pupils really benefited from returning before the summer holidays. However there were still a few children who were anxious generally. The school has worked, via the SEN Team, putting in place mental health strategies in and out of school. All classes have benefited from our Mindfulness programme across the school that was a main focus from the first day of return.</p>

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

Teaching and whole school strategies				
Area to develop	Chosen approach and anticipated cost	Impact ( once reviewed)	Staff lead	Review date
<u>Quality First Teaching continues</u> The curriculum will be modified for the first three weeks to concentrate on core areas that were missed or not taught in depth. The pupils will then be assessed on this and gaps reduced. Full curriculum offer back in place by October 2020.	Additional time built in to plan catch up areas - each bubble pair (two classes) share a booster teacher. Each bubble has a booster session an hour a week. Years 6, 5, 4 and 2, 2 hours. Work alongside class room learning.	Spring term 2021 - Autumn term boosting very effective. End of term assessments reveal this alongside ongoing formative assessments.	Literacy Leads SLT Maths Lead SENCO HT DHT	Dec 20 March 21 July 21
<u>Clear assessment and feedback</u> Assessment time table need to allow gaps to be identified. We need to know which are the standardised norms and which have been a result of COVID	Previous years end of year assessments given after 5 full weeks of core teaching. The curriculum will then be modified and individualised and from this 1-1, boosters and interventions will be put in place to bridge gaps.	Lockdown from January 4 <sup>th</sup> – March 8 <sup>th</sup> . New baselines will be undertaken upon return and this provision will be adapted accordingly. Last 3 weeks of the spring term, upon return, there will be a focus on essential skills, well-being and a further gap analysis. Our remote learning offer supports this process before the actual return. Results from the baselines assessments will inform the boosting sessions along with teacher	SENCO HT DHT	Dec 20 March 21 July 21

		knowledge during remote learning. NB Boosting sessions for some year groups were able to continue via Teams during the lockdown period.		
<u>1 to 1 and small groups</u>	Year 6 - Reading comprehension – retrieval of information from the text/sentence types. Writing – sentence structure. Maths – number Year 5 – English - sentence structure/GPS. Maths - number Year 4 – Reading – retrieval of key facts and understanding vocabulary. Maths - number Year 3 – Reading comprehension Year 2- Phonics , Maths – basic number work Year 1 – Phonics and sentence work Reception – Fine motor, Language skills, PSED <b>NATIONAL TUTOR PROGRAMME</b> for 7 Pupil Premium pupils, 15 sessions. Schools pays 25% - <b>£1,286 CUP</b> . Rest paid by DFE.	As above. National Tutor Programme is yet to start. Lockdown has delayed this process.	DHT HT SENCO	Dec 20 March 21 July 21
<u>Intervention programme</u> Pupils in each cohort with gaps are identified and support programmes developed to close these gaps	SENCO to monitor the impact of these. Staff and CT discussions during Pupil Progress meetings – outcomes recorded on the Provision Map	Pupil Progress Meetings took place prior to January lockdown and will take place again early in the summer term after the 3 week baseline assessment period.	HT DHT SENCO	Dec 20 March 21 July 21
<u>Supporting Parents and Carers</u> Pupils are able to access home learning and where needed have paper copies of work. Anxious parents given time and support Support for potential new parents	Sports clubs and other after school clubs provided in bubbles- <b>Sports premium used</b> IT support provided and equipment lent to parents Work photo copied for children who have no access to printers. <b>£100 school budget</b> Virtual tour of school put on line for new Reception parents. <b>£400 school budget</b>	Parents able to access some wrap around care while staying in bubbles. All pupils able to access on line work	HT	Dec 20 March 21 July 21
<u>Transition Support</u> Pupils are familiar with school before they join. Parents know the school's routines.	SLT contacted all nurseries prior to children joining the school. Phone calls with new parents	Parents able to make informed decision about 2021 entry to our school		Dec 20 March 21 July 21

	Virtual tour of school put on line. School COVID handbooks circulated.			
<u>Access to technology</u> This is split into four sections <ol style="list-style-type: none"> <li>1. Pupils who are off during isolation have work to complete</li> <li>2. Pupils are off due to a closure are taught live lessons</li> <li>3. Medically shielding pupils can still access learning</li> <li>4. Pupils need devices to work at home</li> </ol>	Staff training on Teams so live lessons can be taught. <b>Training in house and with SWCHS – each week during Autumn term</b> On line resources prepared for pupils who are being tested. We have renewed our subscription to My Maths and TT Rock Stars. <b>£500 budget</b> Monitors and headphones purchased for staff to be able to teach remotely - <b>£1200 Friends of Clavering</b>	Staff all able to deliver live Teams teaching – resulted in an excellent offer during January 2021 lockdown period. Termly resources on website have allowed pupils to access work without putting too much pressure on staff Pupils all have access to on line resources and have practice using them each half term	HT IT leaders RM- support	Dec 20 March 21 July 21
<u>Access to site</u> The big objective is to keep the school open for as long as possible to as many children as possible and the classes in safety bubbles with appropriate support. To make this work we have on going costs with cleaning, more hand soap and sanitizer used, daily monitoring, stationary items, sickness cover and supervision to keep bubbles separate Each partner bubble has access to SEN support from the SEN team, LSA support, booster support, Learning Mentor, PPA cover.	Monthly fogging/deep cleaning <b>£300</b> Sanitiser and soap <b>£2000</b> Sanitiser and soap <b>£1000</b> PPE for staff <b>-£1500</b> Extra LSA support per bubble across the school. 10 hours in total - <b>£5750</b> Supply cover and additional hours to cover staff. Staff cannot cross bubbles - <b>£300 a day for supply. £85 a day LSA – Aut: supply £1000 pcm. LSA £500 pcm</b> PPA cover for Reception – cannot share staff – <b>£170</b> Stationary to support quarantine process <b>£1000</b> Booster staff <b>£15,897 – school budget £5207 CUP</b> Extra booster staff time <b>CUP £4,500.</b>	Fogging taken place each month Attendance for Autumn 97% All staff redeployed during lockdown period. Boosting sessions for some year groups were able to continue via Teams	HT	Dec 20 March 21 July 21
<u>To support pupil well being</u> Consider our individual school needs and our vision for our pupils: <ul style="list-style-type: none"> <li>- Mental health and wellbeing alongside learning needs: many children been away</li> </ul>	<b>SEN Team:</b> Supporting class teachers; sign posting to outside support, where needed (School Nurse/Family Support Worker/NSPCC, Young minds, Anna Freud Websites etc). Team around the Family Support organized. Learning mentor provision, focusing on those children who have barriers to their learning, including	Children seem to enjoy learning. The majority and have a strong sense of self worth, self esteem and emotional well being. The children that struggle are	HT SENCO/SLT	Dec 20 March 21 July 21

<p>from school for a considerable time – effect on learning and socialisation</p> <p>- Climating to school from lockdown - this includes bringing together pupils who have remained in school during closure and those at home and celebrating non-academic achievements of pupils whilst at home/ during school closure..</p>	<p>post Lockdown trauma/transitioning back to school. SEN team keeping in mind all families who found Lockdown particularly challenging – information gained through Welfare Calls. SEN team supporting other staff members by sharing information/listening – bubbled with two classes each.</p> <p>Social skills groups/welfare groups where needed. CTs providing well being sessions (Cosmic Yoga/mindfulness colouring/PSHE sessions). SENco out of class, so able to support all the above. Bereavement policy devised – lots of support sign posted (websites/stories). Books purchased to help with transition – The invisible String/panicosaurus</p> <p>Maisie the Reading dog visits supports the well being of staff and pupils. Group and individual sessions</p> <p>Play Therapist £5000 CUP</p> <p><b>Mindfulness programme</b></p> <p>Back-to-school whole school programme of daily mindfulness activities: regular time daily, focus, breathing and calming activities (box breathing, counting breaths etc.</p> <p>Ongoing mindfulness programme of activities: KS1 Cosmic Yoga, KS2 Paws B curriculum, including developing understanding of the parts of the brain and how our emotions and focus and the working of the brain are interlinked. Consideration of familiar situations in our own lives and development of mindful practices designed to calm and improve focus.</p> <p><b>PSHE and class pastoral ethos:</b></p> <p>Mental Health and emotional wellbeing will be the focus for all year groups with resources from the PSHE Association. Opportunities for pupil led questioning/exploration around the ongoing COVID19 situation that are addresses sensitively by adults.</p>	<p>given support to help them achieve this.</p> <p>Most children make good progress and achieve high standards of attainment. The ones that struggle are given support to help them improve.</p> <p>Staff well being is as positive as it can be and they feel supported.</p> <p>Children coping well with transition to school, confident to use methods taught independently</p> <p>Children have increased understanding of how the mind works and how to manage their own emotions and focus both within and beyond the school environment</p> <p>Pupils can identify that emotions they might be experiencing due to lockdown etc. are ‘normal’ and that it is ok to seek help and support from peers and trusted adults. This will be reviewed when the school re-opens in March</p>		
			Covid Catch up Grant	£15993
			Donations	£1200
			School Budget	£28,616 + supply costs £4500 (Autumn

				term only)
			Total	£50,309