



Summary Information					
School	Clavering Primary School				
Academic Year	2020-21	Total catch up Premium	17,526 £15,993 2020-2021 £9,427 2021 – 2022 £6,566 (£4040 received in Autumn)	Number of Pupils	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 curriculum expectations for the next academic year.</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 coronavirus (COVID-19) support guide for schools 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>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"><input type="checkbox"/> Supporting great teaching<input type="checkbox"/> Pupil assessment and feedback<input type="checkbox"/> Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"><input type="checkbox"/> One to one and small group tuition<input type="checkbox"/> Intervention programmes<input type="checkbox"/> Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"><input type="checkbox"/> Supporting parent and carers<input type="checkbox"/> Access to technology<input type="checkbox"/> Summer support

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.</p> <p>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.</p> <p>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.</p> <p>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 th – March 8 th . 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

		<p>knowledge during remote learning. NB Boosting sessions for some year groups were able to continue via Teams during the lockdown period. Baseline assessments – majority in line with age related expectations. Higher attainers and boys' writing needs to be a focus and one year group in particular. Boosting amended in response to this as well as quality first teaching.</p> <p>July 2021 - All end of key stage attainment figures above 2019 national data figures. Attainment percentages across the school per cohort are seen to be broadly in line with 2019 data</p>		
<u>1 to 1 and small groups</u>	<p>Year 6 - Reading comprehension – retrieval of information from the text/sentence types. Writing – sentence structure. Maths – number</p> <p>Year 5 – English - sentence structure/GPS. Maths - number</p> <p>Year 4 – Reading – retrieval of key facts and understanding vocabulary. Maths - number</p> <p>Year 3 – Reading comprehension</p> <p>Year 2- Phonics , Maths – basic number work</p> <p>Year 1 – Phonics and sentence work</p> <p>Reception – Fine motor, Language skills, PSED</p> <p>NATIONAL TUTOR PROGRAMME for 7 Pupil Premium pupils, 15 sessions. Schools pays 25% -</p>	<p>As above. National Tutor Programme has started with a focus on Pupil Premium Pupils</p>	<p>DHT HT SENCO</p>	<p>Dec 20 March 21 July 21</p>

	£1,286 CUP. Rest paid by DFE.			
<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 taken place prior to January lockdown and early in the Summer term – interventions amended according to data. July 2021 – Pupil Progress meetings taken place at the end of the Summer term. Whole school provision map reviewed.	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- Sports premium used IT support provided and equipment lent to parents Work photo copied for children who have no access to printers. £100 school budget Virtual tour of school put on line for new Reception parents. £400 school budget	Parents able to access some wrap around care while staying in bubbles. All pupils able to access on line work Now that the virus rates have lowered clubs have been increased and sports coaches are able to work across bubble outside. All year groups year 1 – 6 July 2021 – Despite having to close class bubbles towards the end of the Summer term we managed to continue with our after school club offer. It was a reduced offer compared to pre-covid, but it was a consistent one and in safety bubbles. We hope to resume our full offer in the Autumn term.	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 Virtual tour of school put on line. School COVID handbooks circulated.	Parents able to make informed decision about 2021 entry to our school July 2021 – Within the restrictions secondary staff were able to visit year 6 pupils. Our transition meet your new teacher/class swap event went ahead including the new Reception in take.		Dec 20 March 21 July 21
<u>Access to technology</u> This is split into four sections <ol style="list-style-type: none"> 1. Pupils who are off during isolation have work to complete 2. Pupils are off due to a closure are taught live lessons 3. Medically shielding pupils can still access learning 4. Pupils need devices to work at home 	Staff training on Teams so live lessons can be taught. Training in house and with SWCHS – each week during Autumn term On line resources prepared for pupils who are being tested. We have renewed our subscription to My Maths and TT Rock Stars. £500 budget Monitors and headphones purchased for staff to be able to teach remotely - £1200 Friends of Clavering	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 July 2021 – Our remote learning offer was in place for children that needed to isolate and towards the end of term for whole classes when bubbles had to isolate. All were via Teams. LSAs and booster staff also taught via Teams during this period.	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	Monthly fogging/deep cleaning £300 Sanitiser and soap £2000	Fogging taken place each month	HT	Dec 20 March 21

<p>to as many children as possible and the classes in safety bubbles with appropriate support.</p> <p>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</p> <p>Each partner bubble has access to SEN support from the SEN team, LSA support, booster support, Learning Mentor, PPA cover.</p> <p>Lunch time in bubbles</p>	<p>Sanitiser and soap £1000</p> <p>PPE for staff -£1500</p> <p>Extra LSA support per bubble across the school. 10 hours in total - £5750</p> <p>Supply cover and additional hours to cover staff.</p> <p>Staff cannot cross bubbles - £300 a day for supply.</p> <p>£85 a day LSA – Aut: supply £1000 pcm. LSA £500 pcm</p> <p>PPA cover for Reception – cannot share staff – £170</p> <p>Stationary to support quarantine process £1000</p> <p>Booster staff £15,897 – school budget £5207 CUP</p> <p>Extra booster staff time CUP £4,500.</p> <p>Extra MDA so that partner bubbles can have lunch in the hall on a rotational basis from mid May</p> <p>£600 school budget</p>	<p>Attendance for Autumn 97%</p> <p>All staff redeployed during lockdown period. Boosting sessions for some year groups were able to continue via Teams</p> <p>July 2021 –</p> <p>Despite having to isolate 3 bubbles towards the end of term the school managed to stay open.</p>		<p>July 21</p>
<p><u>To support pupil well being</u></p> <p>Consider our individual school needs and our vision for our pupils:</p> <ul style="list-style-type: none"> - Mental health and wellbeing alongside learning needs: many children been away from school for a considerable time – effect on learning and socialisation - Climatising 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>SEN Team: 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 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>Team building/fitness block of sessions for key year groups where need - £300 – school budget</p>	<p>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 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</p>	<p>HT SENCO/SLT</p>	<p>Dec 20 March 21 July 21</p>

	<p>Increase of LSA support £500 PCM</p> <p>Mindfulness programme 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>PSHE and class pastoral ethos: 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>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> <p>Increased emotional need from Easter – Forest School, weekly team building/fitness sessions introduced as a block of sessions - all assigned to areas of need. Increased after school club offer. Therapy dog to resume visits. Play therapy sessions have started.</p> <p>July 2021 – Emotions more regulated following increased need after previous lockdown. Support effective.</p> <p>Play therapy increased. Lunch time clubs run by staff added.</p> <p>Pupil and staff end of year questionnaires positive.</p>		
			Covid Catch up Grant	£15993
			Donations	£1200
			School Budget	<p>£28,616 + supply costs £4500 (Autumn term only)</p> <p>£300 – team building sessions</p> <p>£500 PCM increased LSA support</p> <p>£600 extra MDA for lunchtimes in the hall</p>

			Total	£51,609 (updated 13.5.21)
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