



# Catch-Up Premium Plan

## Great Clacton CE Junior School

Summary information					
<b>School</b>	Great Clacton CE Junior School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£ 25,140	<b>Number of pupils</b>	319

### Guidance

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.

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.

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	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>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> </ul>

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Identified impact of lockdown periods	
<b>Maths</b>	During the first lockdown, specific content was missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown does not appear to have affected their attitudes however they have gaps in their knowledge which need to be covered in order to give firm foundations for future learning. Recall of basic skills has suffered – some children are not able to recall mental maths, times tables etc with the same fluency as before and struggle with previously-taught calculation strategies. This is reflected in assessments.
<b>Writing</b>	Children have lost essential practising of writing skills. GPS-specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who didn't write as much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
<b>Reading</b>	Many children continued to read during the initial and subsequent lockdowns, however this may not have been material that was pitched at their attainment level, depending on what was available to them at home. However, some children are less fluent in their reading and the gap between those children that read widely and those children who do not is now increasingly wide.
<b>Non-core</b>	<p>There are now significant gaps in knowledge – whole units of work have not been delivered 'face to face' meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p> <p>Children's social, emotional and mental health has been significantly affected by the pandemic and lockdown periods. They have missed opportunities to build and develop relationships with their peers and with adults in school. Children will need significant pastoral input that complements the wider curriculum aims, to ensure that they have the emotional capacity and resilience to learn and grow.</p>

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Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)				
i. Teaching and whole-school strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>All curriculum areas will be planned with consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p><b><i>-Maths and English resources purchased to ensure high quality teaching is well-supported during partial closures and upon return to school</i></b> <b>(£3,637)</b></p> <p><b><i>-Staff meetings and inset training tailored to provide opportunities for professional development and to support curriculum planning.</i></b> <b>(£-)</b></p>		<p>CW/LC</p> <p>KJ</p> <p>KJ/TF</p>	<p>Summer term 2021</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a clear understanding of what gaps in learning remain and use this to inform assessments of learning, giving a greater degree in confidence and accuracy of assessments.</p>	<p><b><i>-Termly NFER assessments used to support teacher assessments.</i></b></p> <p><b><i>-Weekly, teacher-delivered, intervention hour includes opportunities for detailed feedback and tailored support to move learning on.</i></b></p> <p><b><i>- Intervention programmes are delivered to a high standard and provide secure foundations of knowledge on which to build upon.</i></b></p> <p><b><i>- MME sheets completed for Foundation subjects to track coverage and identify gaps.</i></b></p> <p><b><i>- Analysis of data in termly Pupil Progress Meetings to identify needs and plan for targeted support and interventions.</i></b> <b>(£-)</b></p>		<p>KJ</p> <p>TF</p> <p>KN</p> <p>KJ</p> <p>KJ/TF/KN</p>	<p>Summer term 2021</p>
<p><u>Transition support</u></p> <p>Children returning to school have high quality social and emotional support to ensure that their emotional needs are met and they are ready to learn. Staff have an excellent understanding of social, emotional and mental health needs and how to support them. Families are well supported.</p>	<p><b><i>-Wellbeing Hub established as a base for social and emotional support and interventions.</i></b> <b>(£500)</b></p> <p><b><i>-Pastoral support team expanded to ensure capacity to support the increased level of social and emotional challenges.</i></b> <b>(£-)</b></p>		<p>JW/KJor</p> <p>-</p>	<p>February 2021</p>

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Transition for new starters in September 2021 is well planned to ensure all attainment and pastoral information is shared. This will ensure staff know children's experiences of the school closure periods and can provide appropriate intervention from early in the autumn term. Similarly, in school transition is carefully structured to ensure new teachers have a clear understanding of context as well as data.	<p><b>- Year 3 transition sessions to run in the summer term in a format suitable for Covid situation and guidance at the time. GCJS and Burrsville staff, including pastoral staff, to complete a thorough transition of information.</b></p> <p><b>-SEN handover is thorough and personalised provision ensures a smooth transition to new setting. (£-)</b></p>		KJ/TF	Summer term 2021
			KN	Summer term 2021
			<b>Total budgeted cost</b>	<b>£ 4,137</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have gaps in reading, writing and/or maths reduced through high quality small group and 1:1 intervention by an additional teacher. Needs are identified through data analysis and teacher assessment and provision is directed by class teachers to ensure intervention complements and builds on in-class teaching.</p>	<p><b>-Experienced teacher appointed on fixed term contract to deliver 1:1 and small group tuition 1 day per week. (£7,563)</b></p> <p><b>-1:1 and small group tuition to take place as part of weekly intervention hour (funded through PPG funding) (£-)</b></p>		KJ/TF	Summer 2021
<p><u>Intervention programmes</u></p> <p>Evidence based intervention programmes support identified children, not just those with SEND, in reinforcing their understanding of basic skills to ensure solid foundations for knowledge development.</p>	<p><b>High quality interventions already available within school. All staff, including those new to the school, to be trained to deliver interventions confidently and competently. (£-)</b></p>		KJ/TF/KN	Summer 2021
			<b>Total budgeted cost</b>	<b>£7,563</b>

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iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p> <p>Children's wider welfare needs are supported through strong home-school communication.</p>	<p><i>- Additional technology provided from government scheme (see below)</i></p> <p><i>-ClassDojo established and used as primary mechanism for communication with parents both for information and for remote learning offer.</i></p> <p><i>-Home-learning paper packs are printed and ready to distribute for identified children on a week to week basis. Stationery packs are available for any children who do not have access to stationary needed to complete home learning.</i></p> <p><i>-Local Food Bank vouchers are held by the school and able to be distributed to families in need of this support.</i></p> <p style="text-align: right;"><b>(£-)</b></p>		<p>TF</p> <p>All staff</p> <p>Teaching staff</p> <p>KJ/TF/AD</p>	
<p><u>Access to technology</u></p> <p>During lockdown periods and when back in school, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Teachers have access to additional technology to provide high quality remote teaching. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><i>- 56 iPads provided by the government's 'Get Help with Technology' scheme.</i></p> <p style="text-align: right;"><b>(£-)</b></p> <p><i>-Purchase of 2 iPad trolleys and set up configuration for 56 iPads. iPads can then be used by the children to support the curriculum. They can also be lent to parents to support home-learning if needed.</i> <b>(£4,127)</b></p> <p><i>-Purchase of 9 drawing tablets to support with recorded content and delivery of curriculum.</i> <b>(£252)</b></p>		<p>TF</p> <p>TF</p> <p>TF</p>	<p>March 2021</p> <p>March 2021</p> <p>March 2021</p>
			<b>Total budgeted cost</b>	<b>£ 4,379</b>
<p><b>£9061 of Covid Catch Up Premium to be allocated at the beginning of March 2021 as children return to school after the second national lockdown. This will allow for an up-to-date assessment of needs and to ensure that funding is directly targeted to support accelerated progress in learning and wellbeing.</b></p>		<p><b>Total Covid Catch-Up Premium allocated as of February 2021:</b></p>		<b>£16,079</b>