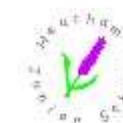


# Heacham Junior and Infant School

## COVID Catch-Up Funding 2020/21



The Government are providing £650 million of universal catch-up premium funding, schools are being allocated on a per pupil basis with a total of £80 for each pupil in Reception to Year 11. Junior school currently has 137 (£10,960) and Infants have 76 YR-Y2 (£6080) children **on roll** and we receive **£17,040** to support the catch-up for lost teaching over the period when schools were asked to close for the majority of children. Heacham Infant and Junior Schools have used research from the Education Endowment Foundation (EEF) to produce an action plan of how the money will be spent.

Tier 1 - Teaching			
Strategy	EEF Supporting Evidence	Monitoring	Cost
Supporting teachers, particularly early career teachers, through regular CPD sessions.	<i>CPD, reflection and feedback has effects across all age groups increasing quality first teaching.</i>	Half-termly by the SLT, English and Mathematics Lead	£2,000 Spent – computing, maths, RE, EYFS additional CPD needing cover
Assessment to identify the particular gaps in learning and to address these through targeted teaching. (Gap analysis; PixL)	<i>Assessment and analysis of cohort and individual gaps can help teachers determine how to most effectively support their pupils.</i>	Autumn 1 <sup>st</sup> by the English & Maths subject leads & SLT Ongoing through assessment schedule	£2,500 Spent on tch release to QLA core subjects and EYFS
High quality feedback – Live marking	<i>Feedback studies tend to show very high effects on learning. Feedback has effects across all age groups.</i>	Half-termly book looks by subject leaders and AHT's	-
Transition event – 4 <sup>th</sup> September 2020	<i>Planning and providing transition support is likely to be an effective way to ensure pupils start the new year ready to learn.</i>	SLT to monitor effectiveness of transition in the first two weeks	-
<p>Reviewed August 2021 – allocated funds were spent.</p> <p><b>RAG RATING GREEN</b></p> <p>Staff have received CPD to support pupils throughout this academic year. We have paid cover costs for SLT to attend core subject meetings to discuss and plan catch up strategies. These meetings have included developing amended plans for SEND pupils and materials to support Teaching assistants with pupils who need support in maths. Half termly books look showed that pupils across the school were learning within our curriculum expectations across subjects and that pupil behaviour was well supported by our transition events in September.</p> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• CPD enabled teachers and teaching assistants to support pupils in class and remotely.</li> <li>• Through live marking and skilled staff using adapted materials, all pupils made progress from Sept 20 baseline.</li> </ul>			

- A TA was successful in being recruited to start her teaching program through support and CPD
- RQT was enabled to become skilled in teaching/learning and with leadership of foundation subject
- Core subject leads and other middle leaders, gave advice to staff regarding adjustments and plans- through email, zoom meets and face to face.
- Transition event was successful for re integrating pupils. A lovely moving event with children making a full return in sept 20 and march 21
- Class dojo has been very successful and popular with families – remains in use now to support communication and a partnership between school/families

## Tier 2 – Targeted Academic Support

Strategy	EEF Supporting Evidence	Monitoring	Cost
Before school intervention for KS2 children. Spring Term Implementation	<i>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition.</i>	Children identified at the end of Autumn Term by AHT's	£3000
One to one and small group tuition for identified vulnerable pupils .	<i>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</i>  <i>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</i>	Children identified at the end of Autumn 1 <sup>st</sup> by AHT's <i>Sept Baseline shows 7 KS1 FSM cohort need prioritising 0/7 EXS</i> <i>PP cohort July 21 – Y2 (4) 75% EXS RM, 50% RWM Y1(10) 60% RMW and 70% phonic pass</i> <i>50% of KS2 FSM not meeting EXS</i> <i>July 21 gap remains between PP and NON PP though progress made from starting points</i>	£5,000
Extra Phonics Teaching & Extra RWI books	<i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</i>	EYFS/KS1 AHT to monitor progress every half-term <i>Sept Phonic Baseline Y1 =0% July 20/24 83%</i> <i>Sept Phonic Baseline Y2= 46% July 22/26 85%</i> <i>Sept Read Baseline Y3 = 45% July 22/32 69%</i>	£2000

Reviewed August 2021 – allocated funds were spent. **RAG RATING GREEN (underspend reallocated to additional CPD for RWI)**

- We targeted support to vulnerable groups with our strategy to boost disadvantaged attainment so gaps between those pupils and others did not widen.
- Before school (Infants) and after school (Juniors) booster took place regularly giving increased time for school support. Impact was increased maths outcomes in attainment for KS1 and KS2. Reading outcomes were focus for improvement and end KS2 data in line with national 2019.

- NTP tuition took place during spring term too – this was during class time and used our own curriculum materials. Pupils gained great feedback and confidence to interact confidently. Data shows impact with these pupils from Y1-Y4 retaining and increasing prior attainment. Gaps between disadvantaged pupils and peers did not widen.
- Extra phonic teaching and resources had a good impact with YR,1,2 and pupils in KS2 benefitting from additional support to increase phonic skills. Daily lessons and additional support in the day boosted early reading skills so that outcomes increased in YR/1/2. Targeted pupils in KS2 also increased reading scores and phonic knowledge.

### Tier 3 – Wider Strategies

Strategy	EEF Supporting Evidence	Monitoring	Cost
Pupils to receive targeted support from Lego Therapy Worker SLT to take part in Anna Freud Mental Health Link Programme to ensure good support between agencies for pupils and families	<i>On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</i>	Half-termly meetings with practitioner and Headteacher Online learning community Anna Freud	Allocated last financial year
Ensure that children and parents who need to self-isolate are able to have direct communication with their class teacher, receiving feedback and support with work that has been set.	<i>To support learning, how technology is used matters most. Providing support and guidance on how to use technology effectively is essential.</i>	SLT ensure Class Dojo in place by end of Autumn 1 <sup>st</sup> & then monitor provision every half-term	£1,500
To provide free Breakfast Support for those with vulnerabilities.		SLT assess need every half-term	£1,500

Reviewed Aug 20-021 – allocated funds were mainly spent, carry forward £1,000 for additional breakfast spaces and supporting bobtails pre school

- Mental health CPD took place for staff to help pupils and community.
- Lego therapy enjoyed by all pupils that were targeted for talking and regulation focused support
- Increased number of families supported by school in FSP, SEND, nelson journey and zoom community sessions
- Targeted pupils attended breakfast club and increased attendance and learning
- Dojo engaged school community well and gave good remote support during lockdown to share learning – positive feedback given by staff and families