Catch up funding – planned expenditure

Amount of funding: £16.8k

**Adaptations to our Covid Recovery Plan will continue to be made and the document will be updated as necessary.**

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| Rationale: |
| At Jerry Clay Academy, we are determined to ensure that all our children recover from the impact of the Covid-19 pandemic, reintegrate fully into school life and get back on track with their learning – not just academically, but personally, socially and emotionally. We will use our combined knowledge and understanding of our children’s experiences during the pandemic and their attainment, to identify key priorities.We have worked hard to develop and adapt our rigorous JCA curriculum, realigning the children with the Jerry Clay learner traits and ethos. At Jerry Clay Academy we ‘Strive to be the best we can be’ and high expectations are key. We will ensure we support the children’s social, emotional and mental health following lockdown experiences and other experiences during the pandemic. We will teach children a broad and knowledge-rich curriculum relating to their Year Group, whilst plugging any gaps due to lost learning in lockdown. We are experts at identifying gaps and filling them using a combination of quality first teaching, interventions and retrieval practice to ensure learning is mastered. We will continue to work closely with our families to ensure that the children are given the best learning opportunities and support in remote learning. We will continue to adapt and overcome as the pandemic continues. Following the 2020 lockdown, due to the Covid-19 pandemic, school have received an additional amount of money £16,800 to provide catch-up support for the pupils that require it. In order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used ongoing assessments of both children’s academic and personal needs to inform our decisions.  |
| Summary of Priority Areas: |
| * Ensure all children access JCA’s high quality and rigorous curriculum and are supported to learn at age-related expectations through quality first teaching, targeted support and interventions. Teachers will diagnose gaps and address these through quality class teaching as well as small group and 1:1 intervention delivered by the teacher or teaching assistant. They will ensure opportunities for retrieval practice to ensure learning is regularly revisited and embedded. Remote learning will ensure quality instruction, scaffolding and support.
* Provide quality small group and 1:1 interventions where needed using JCA teachers and TA’s to ensure every child’s needs are met.
* Support children to feel safe and happy in school so that they can recover fully from the Covid-19 pandemic, supporting their personal, social and mental health needs and being in the best place to learn. Ensure all children feel safe and use the ‘keeping safe during Covid-19’ rules. Ensure the Jerry Clay Learner traits are reinforced at the heart of everything we do and enhance the culture of ‘Striving to be the best we can we be’ in all classrooms. Deliver our effective PSHE curriculum, provide regular opportunities for the children to explore their mental health and provide enhanced support where needed. Provide additional opportunities for enrichment including outdoor learning, sport and exercise and, when possible, quality creative extra-curricular activities.
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| **EEF recommended strategy** | **EEF rationale** | **Specific implementation at Jerry Clay Academy** | **Intended outcome** | **Identified costs** |
| **Teaching**  | Great teaching is the most important lever schools have to improve outcomes for their pupils.  | Additional support for KS2 using existing teacher to swiftly identify, diagnose and fill gaps for all children. Teacher: extra 1.5 days 8th Mar – 31st Aug | All teaching staff in school are able to work closely in teams and with a TA to diagnose and address gaps in learning.  | **£7k** |
|  |  | Seesaw subscription allows deliver of our quality remote learning offer during lockdowns and bubble closures.  | All children are able to access remote learning during lockdown and bubble closures accessing a blend of learning including live and recorded video lessons and other learning activities. Feedback, support and encouragement for children in Y1-6 has been made possible. Familiarity with this online platform will enable new opportunities for parent communication during wider opening of school.  | **£1k** |
| **Targeted support and interventions** | Evidence consistently shows the impact that targeted academic support can have including for those pupils who are not making good progress across the spectrum of achievement | Additional TA support to deliver targeted interventions for Maths and English (in Upper KS2 initially) and to pre and post teach sessions where needed. Internal staff– temporary increase in hours to 31st August. | Pre-assessment and continuing diagnostic assessment will ensure that tuition is targeted to address individual gaps in learning. This will enable pupils identified as not on track to make accelerated and sustained progress.  | **£2k** |
|  | As above | TA interventions across school | Targeted children will be supported to secure early reading skills through rigorous 1:1 RWI interventions. Identified gaps in learning will be filled quickly through reactive 1:1 and small group interventions.  | **£6k** |
|  |  | Seesaw subscription allows deliver of our quality remote learning offer during lockdowns and bubble closures.  | All children are able to access remote learning during lockdown and bubble closures accessing a blend of learning including live and recorded video lessons and other learning activities. Feedback, support and encouragement for children in Y1-6 has been made possible. Familiarity with this online platform will enable new opportunities for parent communication during wider opening of school.  | **£1k** |
| Wider strategies | Continuing to re-establish the routines of the classroom, and of school, will likely prove beneficial for pupils. Supporting pupils’ social, emotional and behavioural needs, primarily as part of good teaching, is likely to prove an effective strategy to support learning. | Further training for staff in children’s mental health.  | Staff are able to respond to the mental health needs of pupils.  | **£0** |
|  | 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. | Mental Health Workshops for Parents – Future in Minds | Parents are supported to help address issues of mental health with their children.  | **£0** |
|  |  |  | **TOTAL EXPENDITURE**  | **£16.8k** |
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