



Godalming Junior School

COVID Comeback Premium Report: 2021-22 - Autumn 2021

COVID Comeback Premium Spending: Summary

SUMMARY INFORMATION

Total number of pupils:	239	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£19,120		

STRATEGY STATEMENT

Overview: Since returning to school and using as many different evidence streams as possible, we wanted to ascertain accurately what 'COVID deficits' had emerged. At Godalming Junior School, we are determined to provide the necessary support for the children in an attempt to minimize any long-term i) **academic** and ii) **social** and **emotional** effects of 2 enforced school closures. Using the allocated funding we intend to fund these 2 key areas by:

- Providing weekly Higher Level Teaching Assistant cover for class teachers so that they can run interventions/support for the children with learning deficits due to COVID closures, prioritizing Maths, Reading, Writing and Spelling. This will be for all year groups in the school and based on outcomes of both internal formative and summative assessment data
- Providing additional 'top up' to fund our Inclusion Teacher to offer bespoke and targeted support for those in Year 4 and 6 (milestone years in the school e.g. halfway point and final year). This will be in addition to the support they already provide to our Pupil Premium and SEND children on a weekly basis
- Providing additional 'top up' to fund our Home School Link Worker to offer any parental support which may be required weekly
- Funding to train staff in Mental Health First Aid and Resilience Training, for example
- Providing enrichment opportunities, which complement the formal curriculum

Core Approaches: Using 4 key workers and allocating them to the 4 year groups in the school, we have decided they will release class teachers to provide purposeful support for the children, as we passionately believe; the class teacher is the best-placed professional to provide the support needed. This will be during the school day, during the 'regular' working hours and not by extending the school day. The purpose of the support will be:

- To reduce the attainment gap between our disadvantaged pupils and their peers
- To raise the attainment of **all** pupils to close the gap created by COVID-19 school closures
- To minimize stress, anxiety and other mental health illnesses in the children by offering targeted and skillful support for these children
- To signpost parents to skillful and expert support from external agencies

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Strong correlation between the children with significant deficits in academic progress and poor attendance (lower than 90%)
B	Parental reluctance to provide additional tutoring, extending the school day, using weekends or holidays to catchup academically
C	Striking the balance between offering a broad and balanced curriculum against catching up on the core disciplines in which the school is ultimately judged and held to account e.g. Maths, Reading, Writing and SPaG

ADDITIONAL BARRIERS

External barriers:

D	Less time to address the deficits with the oldest children
E	Low attendance in those who need the most support and bespoke intervention
F	In order to best provide catch up in school, the home learning provision/policy may need to be reviewed



Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review this?
<p>Additional sessions, as required, taught using the flexibility of year group timetables.</p> <p>(Target 3 in GJS School Improvement Plan)</p>	Over the course of the year, deficits are made up and children make accelerated progress from their various starting points (minimum of .5 steps of progress)	<ul style="list-style-type: none"> DfE Catch-up guidance Internal data (summer 2 2021) Ongoing teacher assessments from the point children returned to school Areas most effected by lockdown exacerbated by the demands of the Maths curriculum and the discrete nature of the subject 	<ul style="list-style-type: none"> Senior Leaders and Subject Leaders will carry out regular learning walks as per monitoring cycle Data analysis (internal) after first half term in Autumn 2021 Formal observations carried out as part of the school appraisal process High focus (staff meetings) on most effective QFT strategies 	SLT	After first data drop in Autumn 21
Adoption of resilience strategies and resources to support children's self-esteem across the school	Children seek out resources independently and can articulate 'how to get unstuck'. Using 'Growth Mindset' strategies	<ul style="list-style-type: none"> Greater number of children and parents requesting support from Emotional Literacy Support Assistants (ELSA), Home School Link Worker (HSLW) and Special Education Needs and Disability Coordinator (SENDCo) Analysis of attendance across the school Parent/Teacher conference outcomes Anecdotal evidence from class teachers since reopening 	<ul style="list-style-type: none"> Senior Leaders and Subject Leads will carry out regular learning walks with a focus on this area as per monitoring cycle Class teachers to share what resilience resources have been adopted and share in staff meetings Pupil survey outcomes and School Council meetings to discuss this area. <i>What can we do as a school to raise self-esteem, resilience and wellbeing?</i> 	SLT ELSA	<p>After first data drop in Autumn 21*</p> <p>*This may flag up further CPD training needs</p>
Total budgeted cost:				£0 - covered internally	

Targeted support					
Action	Intended outcome and success criteria	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review this?
<p>Small group session on the main disciplines (R, W and M) led by class teachers covered by HLTA staff and Inclusion Teacher</p> <p>HLTA x 3 x 7hrs in total</p> <p>Inclusion Teacher x 6 hrs</p>	<p>Targeted support for those 'off track' to make the .5 steps of progress from their various starting points</p>	<ul style="list-style-type: none"> Internal data analysis and prioritizing those who have been effected most by lock down 1 and 2 Ongoing TA since returning to school 	<ul style="list-style-type: none"> Internal data analysis after Autumn 1 data drop Staff Meeting session on effective Quality First Teaching (QFT) strategies Ongoing monitoring cycle incl learning walks, book looks etc. 	<p>CT's</p> <p>HLTA's</p>	<p>After first data drop in Autumn 21</p>
<p>As required sessions from parents to contact HSLW for additional support such as signposting to outside agencies - 1 hr. a week</p> <p>(Target 1 in GJS School Improvement Plan)</p>	<p>HSLW to offer further COVID related support for parents creating less anxiety, stress and worry.</p>	<ul style="list-style-type: none"> Remote Learning survey and parent survey identifying concerns at home Evidence from CT's regarding increase in needs from children returning to school with anxiety, stress and worry 	<ul style="list-style-type: none"> Monthly 'surgery' sessions run for parents attended by HT, HSLW and 'guest' speakers Weekly meetings between HT and HSLW regarding support on offer to who HSLW to plot an hour a week for 'post-COVID' parent issues 	<p>HT</p> <p>HSLW</p>	<p>After first data drop in Autumn 21 - but likely to be in place for the long term</p>
Total budgeted cost:				£12,768	

Other approaches					
Action	Intended outcome and success criteria	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review this?
As required sessions from school SENCO to offer 'comeback phonics' for new Year 3 cohort - 1 hr. a week	Children with gaps in their phonic knowledge on entry to school to receive bespoke support in order to help them catch up with their peers	<ul style="list-style-type: none"> Previous cohorts, especially those whose education has been curtailed due to COVID, have shown to have gaps of phonic knowledge on entry to the school, this is likely to be the case this year too 	<ul style="list-style-type: none"> Facilitator is well skilled and is the member of staff responsible for SEN in the school Weekly catch up meetings with class teachers and HT's with SENDCo giving updates on progress 	SENDCo	Data Drop - Autumn 2021
Resilience in Children Training for staff Staff Meeting/Inset Session (Target 2 in GJS School Improvement Plan)	Children to be equipped with skills to identify their own needs and how to go about seeking support and improve their own work, and if necessary general conduct	<ul style="list-style-type: none"> Children engaging with ELSA activities, on occasion, not transferring the skills learnt in these sessions into the classroom setting. Due to demands of curriculum, especially Maths since 2014 changes, a growing number find it hard to overcome barriers face in their learning 	<ul style="list-style-type: none"> ELSA and resilience resources shared amongst staff Dedicated staff meeting time on effective use, sharing of good practice ELSA to deliver 'surgery' session to parents. Area of focus within learning walks and monitoring cycle 	Class Teachers SLT ELSA	Termly but will be an ongoing area of focus all year
Wellbeing and enrichment sessions for children during school '10richment' weeks (Target 4 in GJS School Improvement Plan)	Children to be given enrichment opportunities which celebrate the diversity of the curriculum at GJS thus creating children who WANT to attend school leading to sustained high levels of attendance	<ul style="list-style-type: none"> School Council, SWOT survey, Staff and Pupil Survey outcomes showed need to be a balance between academic catch up and maintaining a calm, purposeful and happy atmosphere, which has become synonymous to GJS in recent years. Too heavy focus on the academic recovery could have a detrimental effect on the wellbeing, social and emotional growth in the children here. 	<ul style="list-style-type: none"> 10richment weeks identified in the school year and what subjects will be 'brought alive' during these weeks Trips and visitors to be encouraged Review levels of attendance throughout the year Meetings with School Council half termly Lunchtime clubs on offer 	HT PSHE Lead	Termly but will be an ongoing area of focus all year
Total budgeted cost:				£6,352	