

For the academic year 2021-22 the government have issued two lines of funding for disadvantaged/service pupils:

- Pupil premium funding
- Covid recovery premium funding

Added to this, the Department for Education has issued a new template to record impact/expenditure of these income streams. For this transitional year, GJS will run two documents to outline impact/expenditure. Both documents are to be read as one strategy and both documents are linked and refer to each other.

The linked documents are:

- Pupil Premium Strategy Statement – New Gov Template
- Covid Recovery Premium Plan (This document)

Summary information					
School	Greenleys Junior School				
Academic Year	2020-21	Recovery Premium Allocations	Oct 2020: £4,500.00 March 2021: £5,867.49 Final Payment: £7,232.51 Total: £17,600.00	Number of pupils	220
Academic Year	2021-22	Recovery Premium Allocations	Sept 2021: c.£4250 (Predicted) Dec 2021: c.£4250 (Predicted) April 2022: c.£4250 (Predicted) June 2022: c.£4250 (Predicted) Total: c.£17,000 (Predicted)	Number of pupils	218

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.

2020-21 Allocation: Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil on roll.

2021-22 Allocation: £145 for each eligible pupil (all pupils who attract pupil premium are deemed 'eligible').

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

Gathering information on pupil's abilities after 'Lockdown 1' (March '20 to June '20) – Education duty removed

General	<ul style="list-style-type: none"> • Revive meetings took place at the end of Term 1 (Oct 2020). This was for each year group to have the opportunity to discuss gaps in learning, issues beyond school control, safeguarding concerns, attendance issues and how far away the children were from their targets. • Teachers have assessed current abilities using curriculum documentation, skills, knowledge and progression maps and diagnostics tests/tasks. • Everyone is putting a high focus on reading, writing and maths. • A staff survey was sent out to collate the results below.
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Identified impact of 'Lockdown 1' (March '20 to June '20) – Education duty removed

Reading	<ul style="list-style-type: none"> • Many children didn't read during lockdown: A significant lack of reading took place during lockdown – GJS staff are now increasing class reads, home and school reading books and more focus is being applied to Reading Comprehension (RC) areas 2 and 3 than normal. <ul style="list-style-type: none"> ○ RC2 – Retrieve and record information from fiction and non-fiction ○ RC3 – Infer, deduce and predict a character's feelings, thoughts and motives with evidence from the text • Phonics: New Year 3 pupils - Phonics is a big issue – Year 3 staff tested the pupils who didn't pass the phonics screening in Year 1 and would have taken a re-take in Year 2 (but missed it due to C-19) This was 32/60 children. 18 children still have not passed the Year 1 phonics screening test. The Year 3 Read Write Inc. intervention group is 25/60 children. • Reading fluency: Reading fluency has been seen to be reduced from before lockdown and is lower than expected. GJS staff are spending more time modelling with class reads and undertaking reading interventions.
Writing	<ul style="list-style-type: none"> • Punctuation: Pupils have forgotten how to use punctuation correctly. GJS staff are focusing on GPS lessons and interventions are in place. • Writing stamina: Pupils are unable to commit to writing at length. GJS staff are continuing to promote writing at length. • Handwriting: Pupils have not held pens/pencils for some time. Year 3 staff have sent home a letter formation booklet.

	<ul style="list-style-type: none"> • Vocabulary: Use of words and extended vocabulary has declined. Pupil's vocabularies are not as varied.
Maths	<ul style="list-style-type: none"> • Fractions: This wasn't fully covered last year and will be gap-filled this year. • Place value and formal written methods: This has become a larger chunk of teaching time than usual. Introduced regular arithmetic sessions. • Mental arithmetic: Pupils are significantly slower mentally which is affecting quick recall of basic maths facts including times tables. • Year 3 low ability: Many pupils working on Year 1 objectives. Lots of practical work now happening to close gaps.
Wider Curriculum	<ul style="list-style-type: none"> • Science: Teachers have been managing to deliver SC1 in class (training from science lead) but have all noted how it is much more of a challenge now with reduced sharing of equipment and quarantining resources afterwards. • Retention of knowledge: Teachers have expressed concerns over the lack of retention in knowledge from previous year groups; like the lockdown has 'reset' their learning. • MFL: With the lack of consistent MFL practise, children haven't retained the French taught in previous years. • Some pupil groups are performing less well than others: EAL & SEND.

Gathering information on pupil's abilities after 'Lockdown 3' (January '21 to March '21)

General	<ul style="list-style-type: none"> • Remote education took place throughout 'Lockdown 3' – teachers used MS Teams live online teaching each day to continue to assess pupils • Despite leaders' best efforts, 24 pupils (11% of the school) refused to engage with education during LD3. 38 pupils partially engaged (17%) • 158 pupils (72% of the school) fully engaged with education during LD3 • On return, Yr6 undertook mock SATs exams to review gaps in R/W/M • Data was submitted and analysed at the end of Term 4 (April '21) in the usual way • Teachers assessed abilities using curriculum documentation, skills, knowledge and progression maps and diagnostics tests/tasks
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Identified impact of 'Lockdown 3' (January '21 to March '21)

Reading	<ul style="list-style-type: none"> • Lower access to texts • Phonics small group teaching was not able to be undertaken • Reading fluency is in deficit
Writing	<ul style="list-style-type: none"> • Pupils were mostly on electronic devices completing tasks. Opportunities to write were significantly lower than usual • Writing stamina has significantly reduced • Handwriting has fallen back
Maths	<ul style="list-style-type: none"> • Pupils have not retained some of the more basic mathematical functions • Place value and formal written methods are behind • Mental arithmetic and quick recall is low
Wider	<ul style="list-style-type: none"> • Practical science was hard to deliver effectively • Across the curriculum, retention of knowledge from previous years is still a concern

Curriculum	<ul style="list-style-type: none"> • Delivery of the intended curriculum has been significantly disrupted • Some pupil groups are performing significantly less well than others
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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

Action/Focus and Measurable Target	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p>Supporting great teaching:</p> <p>Phase 1 (2020-21)</p> <p>1. The school will employ an additional HLTA. The new HLTA will be used to support particular groups of pupils in Year 4 but 4 hours a week will also be used to support extra subject leadership release time for teachers. The subject leaders will write specific 'return and recovery' actions in Action Plans. Subject leaders will work with staff across the school to ensure their curriculum areas are being implemented well and planning alterations which are required are made.</p> <p>Target: Action Plans contain specific 'Return and Recovery' actions and impact measures. Subject Leaders are able to reference alterations made to planning and what impact this has had on learning.</p>	<p>Additional leadership time for subject leaders to:</p> <ul style="list-style-type: none"> • review their curriculum areas/ maps / resources • identify covid related issues • plan specifically for 'return and recovery' in their subject area in Action Plans • support colleagues to overcome any identified learning difficulties <p>Total: £3,000</p>	<p>Overall 'in-year' progress in R/W/M has still been strong this academic year.</p> <p>Yr4 achieved +6.8 steps progress as a R/W/M average (+0.8 above the usual average marker of +6.0)</p> <p>All Action Plans contained return and recovery actions and impact measures.</p> <p>Leaders have supported staff to be teaching the right content.</p>	MTa	Dec 20 then ongoing
<p>Phase 2 (2021-22)</p> <p>2. Due to the national tuition programme (NTP) being unable to source tutors, leaders decided to utilise our own staff to offer a year-long programme as an alternative.</p> <p>Target: At the three data points through 2021-22, all pupils engaged in regular work with CWe/VTh & JFr will have *'recovery' rates of progress in R/W/M.</p>	<p>Utilise a SLT2 teacher 3x days a week to work within Yr4 and Yr5 English and maths classrooms.</p> <p>Utilise two SLT1 leaders (total 6 hrs/week) to work within Yr6 English and maths classrooms.</p> <p>Mornings only to work within Yr4, Yr5 and Yr6 classrooms alongside teachers to support strong progress within the classroom.</p> <p>Costed at three mornings MPS6 teacher to release CWe and the base hourly rates for leadership.</p> <p>Total: £17,400 for MPS6 & £11,566 for leadership</p>		MTa	Dec 21 April 22 July 22

Teaching assessment and feedback: Assessment is a strength at GJS. No additional resources are planned in this area.	N/A			
Transition support: SLT, Teacher, LSA/Parent Ambassador and Learning Mentor support for children entering Year 3. No additional resources are planned in this area.	N/A			
Teaching and Whole School - Total budgeted cost				£31,966

ii. Targeted approaches				
Action/Focus and Measurable Target	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
1-to-1 and small group tuition				
Phase 1 (2020-21)				
1. Identified children will receive 1:1 and small group tuition. The tutor will be a 'known' member of the staff teaching team. The tutor will work on closing the knowledge gaps identified by teachers for particular children in R/W/M. The tutor will work for three afternoon sessions a week (6 hours).	<p>Employ a GJS part-time teacher (SOa) to teach outside their normal contracted hours for three afternoons a week:</p> <ul style="list-style-type: none"> • Work 1:1 or in a small group • Focus on R skills – plugging knowledge gaps identified by colleagues or self-identified by SOa • Support the teachers to fill Target Tracker assessments to support progress measures <p>Total: £6,600 (30 weeks – up to July 2021) Revised costing: £2000</p>	<p>SOa was unable to continue for as long as was originally planned.</p> <p>No. of pupils: 19 Progress average: +2.3 (average = +2.0)</p>	MTa	<p>April 21</p> <p>July 21</p>
2. Employ a teacher to offer tuition during the Easter holiday period to target specific pupils.	<p>Employ ASz for 14 hours over the Easter holiday period to target specific pupils in Yr4.</p> <p>Total: £360</p>	<p>No. of pupils: 4 Progress average: +3.0 (average = +2.0)</p>	MTa	July 21

<p>Target: All children who work with the tutor will have *'recovery' rates of progress in R/W/M at the Term 6 (July 2021) Data Drop.</p> <p>*'Recovery' progress is well above expected</p> <p>Phase 2 (2021-22)</p> <p>3. Identified children will receive 15 hours of 1:1 maths tutoring via the Third Space Learning tuition programme.</p> <p>Target: All children who work with the tutor will have *'recovery' rates of progress in R/W/M at the Term 6 (July 2022) Data Drop.</p>	<p>Employ Third Space Learning to work 1:1 with 20 children giving them 15 hours of tuition (1 hour a week for a 15 week block)</p> <p>Total: £1,650</p>		MTa	July 22
<p>Intervention programme</p> <p>Phase 1 (2020-21)</p> <p>1. Interventions will be covered by the HLTA and 1:1 Tutor. Added to this the school will apply for two Academic Mentors because the school qualifies for the National Tuition Programme (NTP).</p> <p>More will be written on this when applications have been successful.</p> <p>Phase 2 (2021-22)</p> <p>2. Due to the national programme being unable to source tutors, leaders decided to utilise our own staff to offer a year-long programme as an alternative.</p> <p>Target: At the three data points through 2021-22, all pupils engaged in regular work with CWe will have *'recovery' rates of progress in R/W/M.</p>	<p>Employ 2x Academic Mentors to lead interventions across the school.</p> <p>Total: £8,000 (estimated)</p> <p>Utilise an SLT2 teacher 2x afternoons a week to work across the school with additional needs (school identified SEND) group.</p> <p>Costed at two afternoons MPS6 teacher to release CWe</p> <p>Total: £7,733</p>	<p>The national provider was unable to find either a maths or English tutor.</p> <p>To be reviewed through 2021-22.</p>	MTa	<p>July 21</p> <p>Dec 21 April 22 July 22</p>
<p>Extended school time</p> <p>Phase 1 (2020-21)</p> <p>1. Leadership will restructure lunchtime to include 20 minutes on laptops each day. This time will be spent on educational activities such as Reading Eggs, My Maths and TT Rockstars.</p>	<p>Pupils will spend 20 minutes a day undertaking learning activities on their laptop. All pupils have a laptop so not additional costs are anticipated.</p> <p>Total: £0</p>	<p>R/W/M progress average across the school is +7.1 steps (This is +1.1 above average)</p>	VTh	July 21

<p>2. Leadership will enable after school clubs to target reading and maths.</p>	<p>Specific pupils will be offered an after school club to target reading and maths.</p>	<p>R/W/M progress average across the school is +7.1 steps (This is +1.1 above average)</p>	<p>VTh/TMc</p>	<p>July 21</p>
<p>Target: Pupils will meet R/W/M progress and attainment targets set across the school.</p>	<p>Total: £0</p>			
<p>Phase 2 (2021-22)</p>				
<p>2. Utilise dedicated sports coach to offer free after-school clubs beyond a 'normal' offer (e.g. archery) to support the physical and mental well-being of pupils.</p>	<p>Pupils will access a Sports Premium funded coach to deliver extra-curricular activities throughout the year. The clubs will be free to access.</p>		<p>TMc</p>	<p>July 21</p>
<p>Target: Pupils will experience sports and activities beyond our usual (2020-21) school offer. Feedback from pupils will be positive.</p>	<p>Total: £0 (Using Sport Premium)</p>			
<p>Targeted Approached - Total budgeted cost</p>				<p>£11,743</p>

iii. Wider Strategies				
Action/Focus and Measurable Target	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>GJS already provides strong support for parents and carers. No additional spending is identified in this area.</p>	<p>N/A</p>			
<p><u>Access to technology</u></p> <p>Phase 1 (2020-21)</p> <p>The School Business Manager will set up Microsoft Teams across the school to enable remote education for pupils. The funding for this will be accessed via the government grant through 'Get support with technology in schools'.</p> <p>Target: MS Teams is fully operational, all users have been set up, classes have been set up, the grant has been utilised.</p>	<p>Pupil will spend 20 minutes a day undertaking learning activities on their laptop.</p> <p>All pupils have a laptop so not additional costs are anticipated.</p> <p>Total: £2,000 (Application through 'Support with technology in schools')</p> <p>Our allocated DfE partners were unable to set up MS Teams. We had to use our own support provider and purchase our own licenses.</p>	<p>MS Teams is operational across the school. All pupils and key staff have a log in. Evidenced via pupil log-ins and the continual and successful use of MS Teams during LD3.</p>	<p>JJa</p>	<p>Dec 20</p>

	Costs for this are c.£1,500			
Summer Support The school will publicise and signpost pupils to the LA organised 'Summer of Play'. This is free to access for all pupils. Added to this, those entitled to FSM will receive £15 per week per pupil for four of the six weeks. This is all funded by the LA. Target: A proportion of GJS pupils attend the events advertised and all pupils entitled to vouchers receive them.	SBM to advertise 'Summer of Play' and administer FSM vouchers via EdenRed. Total: £0		JJa	Sept 21
Wider Strategies - Total budgeted cost				£1,500

Projected Figures

INCOME	
Additional income through Covid Recovery 2020-21	£17,600
Predicted income through Covid Recovery 2021-22	£17,000
Total Income	£34,600
EXPENDITURE	
Teaching and whole-school strategies	£31,966
Targeted approaches	£11,743
Wider Strategies	£1,500
Total Expenditure	£45,209
Bottom Line	-£10,609

In recognition that the income from both Covid recovery payments and Pupil Premium payments are to be accounted as one, the school will cover the overspend in this document within the Pupil Premium Strategy Statement (See GJS Pupil Premium 2020-21 Review & 2021-22 Strategy Statement- New Gov Template).