



**Good Shepherd Catholic
Primary & Nursery School**

COVID-19 CATCH UP PREMIUM STRATEGY 2020-21

**Last Review Date: September 2020
Next Review Date: September 2021**

What catch-up funding is for

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and those from disadvantaged backgrounds.

Funding allocations

School allocations are calculated on a per pupil basis.
Good Shepherd will receive £17,280 for 2020-2021

Barriers to learning and achievement

Academic barriers	
1.	Reading – fluency, vocabulary knowledge and comprehension strategies as many of our families have limited access to books during Lockdown.
2.	Writing – good quality writing (including handwriting and fluency), spelling and knowledge of a range of genres, writing structures and stories.
3.	Maths – mathematical basic skills, confidence and fluency. Challenges of interpreting mathematical problems and applications of skill.

Additional barriers (including external barriers such as access to home learning, attendance, etc.)	
1.	Unsupported learning habits- Some homes may have had difficulty accessing a laptop, had a lack of resources, e.g. materials, paper/pencils. The children may not have had adequate support for learning or difficulties in finding space and a place to complete work.
2.	Attendance – some children’s attendance is low which will impact upon learning
3.	Some pupils have family circumstances or social and emotional challenges resulting in low confidence and self- esteem.

Catch-up premium strategy statement

Good Shepherd School is a part of the Catholic Community of New Addington, Croydon, situated in an area of socio-economic deprivation. Almost all pupils have a minority ethnic background.

The proportion of EAL pupils is well above average. There are a number of our children who have either been through traumatic life experiences due to family circumstances or present with social and emotional difficulties. Covid -19 has further impacted upon these families and other families within our school community. These children's self-confidence has been further reduced, impacting upon their attainment in academic areas. The EEF guidance, our own school development plan, teacher assessments and weekly well-being calls to all families during partial school closure have been used to inform this action plan.

The priorities are:-

- That children who have limited access to laptops and other necessary resources to support with home learning are provided with suitable resources.
- To ensure that gaps in reading, maths and writing which have widened as a result of Covid 19 lockdowns are specifically targeted and closed.
- To deliver a rigorous 'catch up' phonics programme for year 1 and 2 to ensure gaps are closed.
- To support all children identified with emotional and social difficulties with targeted interventions.

Key approaches:-

- Additional small group teaching, teacher and teaching assistant focus groups.
- Additional staff to implement increased writing conferences and writing small group work.
- Purchase of reading books to enable children to rediscover their love for reading.
- Purchase of devices to ensure that every family has access to a laptop and children with EHCPs or awaiting assessment are provided with special packs with reasonable adjustments made.
- Use of specialist teachers to spend time with identified children and implement interventions for reading, writing and maths.
- Use of emotional and well-being teacher to deliver specific targeted 1:1 or group sessions.
- 1:1 counselling from an outside agency.

How these actions help pupils to catch up on lost learning:

By focusing on emotional wellbeing, this increases self-confidence and a child's ability to access learning. The use of a counsellor with 1:1 sessions can still take place despite school closures and in the event of a potential isolation period these sessions can take place virtually.

Having specialist teachers and increasing teacher and/or teaching assistant time with identified pupils will benefit these children in closing gaps.

By purchasing devices for remote learning further lost learning will be reduced.

Evaluation

We will assess the impact of this grant by assessing children's skills in the core subjects. The impact of the laptops will be measured by logging the increased access to Google Classroom by these children.

Intended Outcomes	Actions	Success criteria
To have a large range of exciting texts to share during class time.	Priority teaching of reading and dedicated class time to enjoy reading and stories.	Children increase their enjoyment of reading through exposure to high quality and engaging texts.
Children to be confident in expressing their feelings, wants and needs.	Participation in NELI Catch up programme for EYFS Use of Bucket Time – TAs to deliver	Early speaking skills developed.
Use of specialist teachers and teaching assistants to deliver tailored programmes to close gaps, enabling children to make rapid progress.	Additional teaching of pupils identified as requiring intensive support by experienced teacher and teaching assistant in Reading, Writing and / or Maths.	Pupils who were meeting age-related expectations before covid-19 and then slipped behind, are back on-track to meet their end of year and end of Key Stage attainment.
Use of assessment highlights the areas for development.	Baseline testing using NFER / YARC / other standardised tests.	Termly assessments show progress, in scaled scores and attainment.
All children to be confident and competent readers for their age range.	Additional reading groups and 1:1 sessions TAs to deliver early morning boosters.	Pupils become fluent, confident readers who enjoy reading.
Children in Year 1 and 2 are secure with their phonic knowledge	A catch up programme delivered for missed learning, TAs to deliver phonics groups before school and additional phonic sessions in class	The majority of children are on-track for passing the Phonics Screening Check.
All children are confident learners.	1:1 counselling and 1:1 or small group sessions with the Social and Emotional Wellbeing Teacher.	Children's confidence and self-esteem has increased enabling them to fully access their learning.