**COVID-19 catch-up premium report**

**COVID-19 catch-up premium spending: summary 21-22**

**Gerrans School**

| summary information | | | |
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| Total number of pupils: |  | Amount of catch-up premium received per pupil: |  |
| Total catch-up premium budget: | £2,054.28 |  |  |

| strategy statement |
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| At Gerrans School we want our children to flourish and to gain every opportunity to live fulfilled lives. We are committed to providing the highest  quality education for all our children regardless of background or barrier to learning in all aspect of school life.  “Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return  to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be  particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)  To ensure that no child is penalised as a result of COVID-19; that academic attainment, wellbeing and social development is not compromised in  the longer term and that our values and aspirational targets continue to thrive.  o To reduce the attainment gap between our disadvantaged pupils and their peers  o To raise the attainment of all pupils to close the gap created by COVID-19 school closures  o To address any social reintegration issues caused by isolation in a rural area |

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| barriers to future attainment | |
| Academic barriers: | |
| A | Missed opportunities for sustained pieces of writing with reinforced expectations of SGaP over lockdown |
| B | Limited opportunities for progressive daily phonics with correct terminology and enunciation |
| C | Limited range of high quality texts to support either phonics progression or reading for pleasure |

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| ADDITIONAL BARRIERS | |
| External barriers: | |
| D | Missed opportunities for learning due to school closures across the broader curriculum |
| E | Lack of access to ICT or internet at home |
| F | Supporting parents to support their children at home |

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| Quality of teaching for all | | | | | |
| Action | Intended outcome and success criteria | What’s the evidence and rationale for this choice? | How will you make sure it’s implemented well? | Staff lead | When will you review this? |
| To purchase for school library a range of structured reading books to both support phonic development and also provide a range of enriched , quality texts for more able readers.  Purchase pictorial big books for Nursery | Phonic skills supported by reading materials.  Pupils able to apply phonic skills to reading materials  Pupils experience quality text within a wide genre, whilst also being able to continue to read familiar and preferred genre and authors for pleasure.  Language and communication GLD | DfE Phonic framework recommendations  Phonic audit  Development Matters | PS and EH to review with pupils  Monitor internal and statutory reading, writing and phonic progress and attainment data | JE, PS, EH  FS | Termly through data  Autumn term pupil review |
| Phonic training for all staff | All staff understand and use correctly phonic terminology in their planning and teaching.  All staff understand the progression in understanding of phonics. | DfE phonics framework recommendations | Regular staff meetings to revisit  Monitoring and Observation | EH | Termly |
| Total budgeted cost: | | | | | £698.25  £337.50  £850 –Autumn term |
| Targeted support | | | | | |
| Action | Intended outcome and success criteria | What’s the evidence and rationale for this choice? | How will you make sure it’s implemented well? | Staff lead | When will you review this? |
| Re establishing of Golden Values  Underpinning behavoiural and conduct expectations  Through assemblies, class circle times, registration time, PSHE make each value explicit for children | All pupils can successfully reintegrate as a whole school, for peer learning, lunchtime and playtimes. | At the beginning of the school year, it was apparent by their social behaviour that some pupils had lost resilience in working cooperatively and conflict resolution.  For EYFS pupils 50% of their lives has been under lockdown regulations with social distancing and self isolation in force. | Constant monitoring of pupil behaviour and feedback amongst staff | All staff | Thursday business meetings |
| Total budgeted cost: | | | | | £0 |
| Other approaches |  |  |  |  |  |
| Action | Intended outcome and success criteria | What’s the evidence and rationale for this choice? | How will you make sure it’s implemented well? | Staff lead | When will you review this? |
| Helping parents support their children | Increased resilience amongst parents and pupils.  Parents engaged in learning leading to raise in progress and attainment | Amount of parents asking for support | Joined LA pilot Parenteral engagement project | JE | In line with LA pilot |
| Total budgeted cost: | | | | | £500 non contact time |