

# Post COVID Pupil 'Catch Up' Strategy Statement

## School overview

Metric	Data
School name	Gillingstool Primary School
Pupils in school	162
Proportion of disadvantaged pupils	22%
Proportion of pupil with SEND	14%
Catch Up allocation this year	£
Academic year or years covered by statement	2020 - 21
Publish date	September 2020
Review date	July 2021
Statement authorised by	Caroline Carter
Governor lead	Dave Llewellyn

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all pupils are attending regularly and are emotionally ready for the return to formal learning.
Priority 2	Ensure quality first teaching and learning in English and Maths consistently across the school.
Priority 3	Ensure all pupils have access to necessary 'Catch-Up' tuition to overcome barriers to learning and achieve their expected outcomes.
Barriers to learning these priorities address	Increased gaps in maths, reading and writing for those pupils who were unable to engage with the distance learning during lockdown. Social, emotional and mental health needs of pupils exacerbated by the circumstances of lockdown.
Projected spending	£

## Teaching priorities for current academic year

Aim	Target	Target date
All pupils are confident to return to school	Attendance is in line with the national average.	From September 2020
Progress in Reading	To have achieved accelerated rates of progress by the end of the academic year 2020/21. To be working at Age Related Expectations and by the end of the academic year 2020/21.	July 2021
Progress in Writing	To have achieved accelerated rates of progress by the end of the academic year 2020/21. To be working at Age Related Expectations and by the end of the academic year 2020/21.	July 2021
Progress in Mathematics	To have achieved accelerated rates of progress by the end of the academic year 2020/21. To be working at Age Related Expectations and by the end of the academic year 2020/21.	July 2021

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Effective liaison and communication with families. Safety measures related to COVID are clearly communicated. Regular wellbeing calls and conversations between SENDCO/HT/Home Link Worker and families of disadvantaged children and those children with SEN.
Priority 2	All teaching staff provide quality first teaching for all pupils to ensure progress is made. All staff attend quality professional development to ensure re-engagement with curriculum development and implementation.
Priority 3	Ensure all staff are aware of the need to enable 'catch up' for pupils identified through ongoing assessment for learning to identify gaps. Additional support to pupils both in class and in small

	group scenarios. Additional staff employed to provide this support to pupils both in class and small group.
Barriers to learning these priorities address	Increased gaps in maths, reading and writing for those pupils who were unable to engage with the distance learning during lockdown. Social, emotional and mental health needs of pupils exacerbated by the circumstances of lockdown.
Projected spending	Funding will be used to employ additional teaching staff.

### Wider strategies for current academic year

Measure	Activity
Priority 1	Release time for ELSA and SENDCO to attend Wellbeing Team meetings. Release time for Home Link worker/SENDCO to liaise with families. Reintroduction of Forest School and Pride in Play sessions to support social skills.
Priority 2	Release time for peer observations and coaching sessions.
Priority 3	Release time for HT/SENDCO to track and monitor pupils progress, liaison with pupils, track attendance and meet with parents.
Barriers to learning these priorities address	Increased gaps in maths, reading and writing for those pupils who were unable to engage with the distance learning during lockdown. Social, emotional and mental health needs of pupils exacerbated by the circumstances of lockdown.
Projected spending	£

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development Wider strategies	Staff meeting time and support from consultants to ensure quality first teaching at all times. Regular updates by teaching staff and liaison with teaching assistants supporting the pupils.
Targeted support	Ensuring enough personnel and time for school PP/SENDCO to support small groups.	Seek additional staff for Y3/4 mixed class.

	Ensure time for mathematics and English leads to support small groups.	PP/SENDSCO/mathematics/English leads provided with release time.
Wider strategies	Engaging the families facing most challenges, particularly regarding resilience and attendance.	HT/SENDSCO/Home Link Worker to liaise closely with the EWO and other outside agencies to develop these aspects.