

COVID-19 catch up premium strategy 2020-21

Name of school/academy: Greenvale Primary School

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 disadvantaged backgrounds.

Funding allocations

School allocations will be calculated on a per pupil basis.

Mainstream school will get £80 for each pupil in from reception to year 11 inclusive

Special, AP and hospital schools will get £240 for each place for the 2020 to 2021 academic year

Date of strategy publication	12/12/20	Review dates	Termly		
Total number of pupils:	216	Total catch-up premium budget	£17,280		
Disadvantaged pupils (%)	5%	Pupils with EHC plans (%)	1%	Pupils on SEND support (%)	11%

Barriers to learning and achievement

Academic barriers	
1.	A number of children are behind academically and require additional support / intervention to catch up.
2.	Children's mental health and wellbeing will have suffered as a result of being away from school. This will impact negatively upon academic progress.
3.	Those pupils with SEN being able to access the learning materials.

Additional barriers (including external barriers such as access to home learning, attendance, etc.)	
1.	Access to Chromebooks
2.	Attendance of a small number of children (Deemed vulnerable by the school)
3.	

Catch-up premium strategy statement

Include a brief overview of your catch-up premium strategy. This might include

Greenvale Primary School is a small one-form of entry school on the outskirts of Croydon. Numbers of pupils eligible for the Pupil Premium are low, however the school have a number of children who would also be deemed as vulnerable who will need to be supported during the pandemic.

Although Greenvale is made up of a fairly affluent community, there are still pockets of deprivation and vulnerability. We hope that this strategy will support pupils and families who are most in need during this period. Our main aims are to provide pupils with access to sufficient resources, including physical (such as access to technology), support that will meet their social and emotional needs as well as access to targeted intervention support that will help support the children catch up academically. This will be achieved primarily in the following ways:

<i>Strategy</i>	<i>How this will assist?</i>	<i>How we will know that this has had an impact?</i>
<ul style="list-style-type: none"> • The purchase of Chromebooks to increase and support access to online learning. 	Children have increased access to Google Classroom and can submit work to their teachers. This will be particularly useful for low income families and families who may have several children.	Families make use of the Chromebooks and as a result, children engage with online learning. Where there are issues, Chromebooks are offered to support.
<ul style="list-style-type: none"> • The purchase of School Counsellor hours to support children who may struggle with aspects of their mental health and wellbeing. 	A small number of children require additional support from an external counsellor. Additional hours will give her the capacity to see additional pupils and ensure that they are best equipped to learn.	Pupils identified as requiring intervention receive sessions. As a result, their needs are met and teachers see an improvement in their general wellbeing and attitude to school. Case studies can be sought.
<ul style="list-style-type: none"> • Paying for additional teaching hours, specifically to target groups of pupils identified as falling behind as a result of the pandemic. 	Groups of children identified at baseline will be in receipt of additional support from MN. High quality T+L will help narrow any gaps and allow each child to reach their potential.	Pupil data will demonstrate progress that is made. The class teacher will keep detailed records of planning and pupil development.

- The purchase of specific resources to support pupils academically.

Specific year groups / children have specific resources targeted at them which support them in closing any gaps.

Pupil engagement with the resources and any tracking information provided. Pupil outcomes will also be tracked.

How the school intends to use the catch-up premium

Quality first teaching

Intended Outcomes	Actions	Success criteria	Dates	Lead	Review date	Cost
School has an accurate understanding of standards in core areas of learning.	Baseline to be carried out within the second week of term.	Baseline to be completed, data to be added to the school's tracking system, reviewed and monitored termly by assessment leads.	7-11 th Sept	CK and AC	23/11/20	n/a
Gaps identified are narrowed through quality first teaching.	Teachers adapt planning and ensure that key learning objectives for the previous year are covered and in place prior to building upon.	Good progress rates are seen in each class in the core areas.		CTs and CK/AC	18/12/20	n/a

Targeted academic support and intervention

Improve access for pupils who have limited access to technology during lockdown period.	School to purchase 20 x Chromebooks to assist with online / remote learning.	Children have access to learning and are able to engage with class work.	Oct 20	DB	Dec 20	£3000
Narrow the gaps for pupils identified as underperforming.	Following review of data, identify class / groups most in need of additional support. Small group / 1:1 intervention from MN	Pupils working alongside MN in specific support groups make accelerated progress. Groups are flexible to take account of emerging needs.	Termly	MN	Termly	£25,261

Additional resources support pupils in closing any gaps in understanding.	Review attainment information for each class to see where greatest level of need is. Look into additional resources e.g SATS companion, that can be used to raise academic outcomes.	Resources are purchased and help to narrow any gaps in learning. These are reviewed on a termly basis for usage and progress.	Spring term	DB	Termly	£800
Wider strategies						
School is able to provide emotional support for those pupils who require it.	Employ a counsellor for one day per week in order to meet the needs of individuals within the school. Triage list to be in operation (held and managed by DHT)	Counselling sessions are successful and teachers report positively on the emotional wellbeing of pupils in receipt of this support.	Weekly sessions	TW	Half termly	£1,249
Total expenditure:						£30,310

Review of strategy:

Date	Impact of actions taken
Autumn term review	<ul style="list-style-type: none">• The school has now been able to purchase an additional 20 Chromebooks through the Bridge the Divide initiative which meant that devices were purchased with a significant discount. These have been set up and have been used in school during the autumn term. Many of these devices have also been loaned out to families during the Jan 21 period of lockdown in order to support children in accessing their online learning.• Specific intervention provided by MN has led to a positive impact in pupil outcomes. MN has been working with a group of Y2 pupils on basic reading and writing skills. The phonics screener in September showed that 50% of pupils would have met the expected standard in their phonics assessment. At the time of their assessment in December, 86% of pupils met the standard. Those who did not continue to receive support with their reading. MN has also been supporting a small group of Y4 boys with literacy. Staff absence during the Autumn term did cause significant disruption to this however the pupils concerned have already shown improvement since their baseline assessment in September.• Counselling sessions have taken place throughout the autumn term. Sessions between the school counsellor and pupils will be taking place online as of the week of 18th January. Children in receipt of sessions have responded positively to sessions.• The school has looked into additional resources (SATs companion) during the autumn term and will purchase a subscription for the current Y5 cohort for a year to see the impact that this has on outcomes for this year group. If successful, this will be extended to other year groups.
Spring term review	