

The Catholic School of St Gregory the Great

Believe and Achieve



Headteacher: Mrs. Charlotte Blanch

St. James Square, Cheltenham, Gloucestershire, GL50 3QG Tel: 01242 513 659, Email: admin@st-gregorygreat.gloucs.sch.uk

Website: www.st-gregorygreat.gloucs.sch.uk

COVID 19 CATCH-UP FUNDING OVERVIEW 2021-2022

COVID-19
Catch Up
Fund

Recovery
Premium
Funding

School Led
Tutoring
Grant

Academic
Mentor

£28,082

£7540

£5467.50

£18,050

COVID-19 Catch Up Fund 2021-2022

Teaching

- Enhancement of first-quality teaching for all children, by doubling the amount of team teaching that every member of the teaching team has access to, for intensive and bespoke CPD undertaken by two leaders of teaching and learning.
- Metacognition and retrieval skills training to staff and the transference of this into classrooms to support identification of prior learning, retrieval of forgotten aspects of the children's learning and embedding key skills.



Wider Strategies

- Child and Family Action Worker to maintain connections throughout holiday periods with families who require substantial support.
- School pastoral team to work with families experiencing difficulties (e.g. financial issues, attendance, mental health concerns) both on site and home visits.

Targeted Academic Support

- Employment of an additional Teaching Partner to support Year 2 children who require extra support due to missed learning and infrequent engagement of Home/Remote Learning.
- Support of SEND and Pupil Premium children, and those included in the school's High Needs strategy by consolidating interventions and focusing on metacognition skills, vocabulary building and Oracy skills.
- Specialist Speech and Language support delivered to children whose lack of social interactions have hindered their progress.
- Targeted support for Year 1 children who are struggling to make the transition into more formal learning and showing an emotional readiness to learn.

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Academic Mentor 2021-2022

**National
Tutoring
Programme**



Working with children in Year 2 who have been identified as needing support in understanding how to play in unstructured environments; speaking and listening skills; building independence, concentration, self-regulation with emotion and linking these through to learning strategies.



Working alongside children in Year 2, Year 3 and Year 6 who have not made adequate progress over the past 12 months and are at risk of not being back on track by summer 2022. This is in some or all of Maths, Phonics, Reading, Writing and working on improving children's learning behaviours to impact their attainment and progress.



Working with groups of children across the school, from EYFS to Year 6, to support their interpersonal and intrapersonal skills which have been affected by national lockdowns and a return to school. Weekly SEAL groups (Social and Emotional Aspects of Learning) provide strategies to develop emotional skills and wellbeing, and support self-regulation strategies.

School-Led Tutoring 2021-2022



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- The School-Led Tutoring grant has enabled our school to source our own tutors, comprised of teachers, teaching partners and a local private tutor, in order to best meet the diverse needs of our children.
- Prioritising our disadvantaged and vulnerable children whilst also considering pupils who require support to catch-up on missed education, School-Led Tutoring aims to close the gaps in learning that have widened due to COVID-19.
- Following pupil progress meetings, children who had not made the expected progress in Reading, Writing or Maths have been offered weekly tutoring sessions to support their progress and the acquisition of specific skills.
- 9 Tuition sessions run each week, both before and after school, with sessions planned and taught by 7 qualified teachers and 2 qualified teaching partners. Group sizes are carefully considered to ensure sessions are effective and tutors regularly liaise with children's teachers and families to build relationships and target specific areas of development.

Recovery Premium Funding 2021-2022



Additional interventions have been identified as necessary for children who were not in school during the lockdown and have been disproportionately impacted by the disruption to their education. Some of these children are also on the least active register or are awaiting input from NHS occupational therapy.

A Pupil Support Worker has been reassigned to supporting the impacted children through Talkboost sessions (Oracy skills) Fizzy (gross and fine motor skills support), and a specific fine motor group to help children's dexterity and independence skills, to build skills that can then be transferred into the classroom.