

## Summary information

<b>School</b>	Holy Trinity				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£20,960	<b>Number of pupils</b>	262

## Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

In June, a £1 billion fund for education was announced by the government. The catch-up premium is funded on a per pupil basis at £80 per pupil. This funding is based on the number of pupils in school and does not include Nursery children, meaning that Holy Trinity will be in receipt of £20,960 (262 x £80). The school has the job of deciding the best way to spend this money. Before allocating this money, we used the Education Endowment Foundation support guide to investigate evidence-based approaches to catch up for all students. We also spoke to other schools in our federation and in the local cluster of schools to share ideas and to build an evidence base.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

## How will we use of the funding

We are using this funding to support pupils to reduce the impact caused by lockdown, in line with the guidance on [curriculum expectations for the next academic year](#).

<b>Identified impact of lockdown</b>	
<b>Maths</b>	Specific content has been missed during the summer term 2020, leading to gaps in learning and stalled sequencing of journeys. Recall of basic skills has not suffered for all children – some children are not able to recall addition facts as quickly as they previously did. Times tables need to be re-learned and practised regularly. Some calculation strategies need to be re-visited. (This information was gathered after our first assessments in October 2020).
<b>Writing</b>	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina.
<b>Reading</b>	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading, especially in the lower year groups. The gap between those children that read widely during lockdown and those children who did not is now wider. Children were able to access specific phonics through Read Write Inc groups via Google Classroom at home, this supported progress
<b>Non-core</b>	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.
<b>Wellbeing</b>	Children have not interacted with one another for extended periods of time, children have 'played' less outside of the home setting. Children are struggling more frequently to regulate their emotions.

**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

**i. Teaching and whole-school strategies**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Children reading more frequently and a wider range of texts at school and at home.</p>	<p><b><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></b></p> <p style="text-align: right;"><b>(£1,000)</b></p>		CT	Feb 21
	<p><b><i>Purchase MyOn to ensure access to books for KS2 children at home and at school.</i></b></p> <p style="text-align: right;"><b>(£1,000)</b></p>		AH	Feb 21
	<p><b><i>Purchase Read Write Inc Book Bag Books to support reading at home with early readers</i></b></p> <p style="text-align: right;"><b>(£2,500)</b></p>			
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><b><i>Release time for class teachers to attend fundamentals meetings and provision mapping meetings to plan provision and discuss needs of children and class</i></b></p> <p style="text-align: right;"><b>(£2,000)</b></p>		CT	July 21
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Holy Trinity have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><b><i>SENDCo and member of SLT team to meet all new parents/families to share induction plans and ensure smooth transition. Release time for class teachers and SENDCo to meet with new parents/families</i></b></p> <p style="text-align: right;"><b>(£1,000)</b></p>		AH	Ongoing
<b>Total budgeted cost</b>				<b>£ 7,500</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Intervention programme</u> An appropriate language intervention, supports those identified children in reinforcing their language and communication skills	<b><i>Launchpad is identified and purchased. Staff are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i></b> <b><i>(£6,500)</i></b>		AH	July 21
An appropriate Mathematics intervention for identified children, at risk of not meeting end of next year expectations.	<b><i>White Rose Maths booklets used in pre-teach interventions purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i></b> <b><i>(£1,000)</i></b>		CT	Sept 21
			<b>Total budgeted cost</b>	<b>£7,500</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.	<b><i>Additional online learning resources will be purchased, such as IXL to support children with maths and spelling at home and for this to be tracked by teachers</i></b> <b>£2,500</b>		AR	Feb 21
<u>Wellbeing</u> Children learn how to interact with one another and work cooperatively.  Children are able regulate their emotions.	<b><i>Staff trained in playground games designed to support team work &amp; new playground equipment purchased</i></b> <b>£2,000</b>  <b><i>Staff trained in zones of regulation designed to support children in understanding their emotions and how to self-regulate</i></b> <b>£1,000</b>		AH  AH	July 21  July 21
<b>Total budgeted cost</b>				<b>£ 5,500</b>
		<b>Cost paid through Covid Catch-Up</b>		<b>£20,500</b>