

**Holy Trinity C of E Primary School**

**Catch-Up Premium Plan**

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| **Summary Information** | | | | | |
| **School** | Holy Trinity C of E Primary School, Seaton Carew | | | | |
| **Academic Year** | 2021-22 | **Total Catch-Up Premium** | £3915 | **Number of Pupils** | 241 (inc. N) |

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| **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.  Schools’ allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in from Reception through to Year 6 (Year 11 at high school).  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. | |
| **Use of Funds** | **EEF Recommendations** |
| Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way. | The EEF advises the following:  **Teaching and whole school strategies**   * Supporting great teaching * Pupil assessment and feedback * Transition support   **Targeted approaches**   * One to one and small group tuition * Intervention programmes * Extended school time   **Wider strategies**   * Supporting parent and carers * Access to technology * Summer support |

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| **Identified Impact of Lockdown** | |
| **Maths** | Specific content has been missed, leading to gaps in learning and stalled sequencing of learning. Children still have an appetite for, and enjoyment of, maths and lockdown has not affected their attitudes however the lack of a strong learning journey has affected progress rates.  Recall of basic skills has suffered- the application of multiplication, division, addition and subtraction skills have been affected and recall is not as it was. Calculation strategies are being caught up through identification of gaps and the development of a catch-up calculations policy. Pupils have had less exposure to reasoning and problem solving tasks; they have not had the same experiences in ‘talk’ which has in turn impacted upon the depth of understanding that is developed through effective modelling of teacher language and questioning. |
| **Writing** | Children have not necessarily missed ‘units’ of learning in the same way as Maths, however they have lost essential practising of writing skills. Grammar and punctuation specific knowledge have suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently did not write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Many children have returned to school finding writing difficult and a need for improvements in handwriting and presentation have been identified and addressed. |
| **Reading** | Many children do not have the same access to good quality reading material at home as they do at school. Children did however, access 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 and the gap between those children that read widely and those children who did not is now increasingly wide. The bottom 20% of readers have been disproportionately affected. |
| **Non-Core** | There are now gaps in knowledge in some curriculum areas (DT, Art, Music, Computing) where access to equipment at home has not enabled whole units of work have to be taught in depth. In some areas 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. Key skills have been missed in foundation subjects and staff need to be aware of this in order to address this in their planning. |

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| **Planned Expenditure-** *The headings below are grouped into the categories outlined in the EEF Coronavirus Support Guide for Schools* | | | |
| **Teaching and Whole School Strategies** | | | |
| ***Desired Outcome*** | ***Chosen Approach and Anticipated Cost*** | ***Impact (Upon Review)*** | |
| Supporting Great Teaching:  Each year group will have access to the equivalent of one full time teaching assistant to ensure that appropriate interventions and in-class support can be given to all pupils.  Purchase of additional reading books to support the development of reading and early reading.  Development of Early Reading strategies to enable processes to be in place. Children in EY and KS1 will access small group reading daily, with a consistent staff member.  Teaching improves across the whole school and meets the needs of all pupils.  Teaching Assessment and Feedback:  Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning, increasing confidence and accuracy of assessments. | Intervention programmes and in class support is appropriate and supports the development of skills in all children.  Increased demand for books across school will ensure that all children have access to the books that they need. **£500**  Children are given the best possible start to their reading journey and develop reading skills using specific decodable books. Children will begin to read with fluency, intonation and expression.  Staff CPD is focussed on improving teaching and learning. Specific CPD for teaching assistants developed and access to online learning available for all. **£1400**  Purchase and implement the Testbase National Test-Style Standardised Assessments suite. Complete termly tests and record assessments on Scholarpack to identify gaps and track performance. Specific and timely intervention to be implemented. **£280** |  | |
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| ***Total Budgeted Cost*** | | | **£2180** |
| **Targeted Approaches** | | | |
| ***Desired Outcome*** | ***Chosen Approach and Anticipated Cost*** | ***Impact (Upon Review)*** | |
| 1:1 and Small Group Tuition:  Ensure the social and emotional needs of pupils are met so that all pupils are able to access the best quality teaching.  Small group intervention (Lexia) before school and lunch time groups  Extended School Time:  Identified children are able to access weekly catch-up. The attainment of those identified will improve and parents understand the importance of the catch-up sessions. | Thrive assessments to be conducted, screening all children on specific areas. Action Plans developed for individuals and specific groups with TAs accessing and delivering Thrive Action Plans throughout the year. Additional training for TAs to develop understanding of Thrive approach.  Children to accelerate progress using Lexia whilst working at their level and improving upon their gaps. **£1680**  Catch up sessions are delivered for one hour per week and delivered by class teachers. Staff will plan for specific intervention to address knowledge and understanding gaps. **£1620** |  | |
| ***Total Budgeted Cost*** | | | **£3300** |
| **Wider Strategies** | | | |
| ***Desired Outcome*** | ***Chosen Approach and Anticipated Cost*** | ***Impact (Upon Review)*** | |
| Supporting parents and carers:  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.  Access to technology:  All children, regardless of home circumstances, have access to online learning should they have to isolate or shied for any reason.  During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities. | Additional online learning resources will be purchased: Reading Plus, Little Wandle, Mathletics, Spelling Shed, Bug Club and Renaissance to support children consolidating learning at home. **£600**  Children are given access to technology through allocated DfE laptops. Regular questionnaires regarding home devices take place to ensure that technological poverty does not impact upon the progress of all.  Children have access to all interventions during catch up and specific gaps can be addressed through the use of technology. **£460** |  | |
| ***Total Budgeted Cost*** | | | **£1060** |