

Catch-Up Premium Plan Holy Trinity Catholic Primary School

Summary information								
School	Holy Trinity Catholic Primary School							
Academic Year	2020-21 Total Catch-Up Premium		£14,800	Number of pupils	185			

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 years' Reception through to 11.

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	The EEF advises the following:				
on curriculum expectations for the next academic year.	Teaching and whole school strategies				
	Supporting great teaching				
Schools have the flexibility to spend their funding in the best way for their cohort	Pupil assessment and feedback				
and circumstances.	Transition support				
	Targeted approaches				
To support schools to make the best use of this funding, the Education Endowment	One to one and small group tuition				
Foundation (EEF) has published a coronavirus (COVID-19) support guide for	Intervention programmes				
schools with evidence-based approaches to catch up for all students. Schools	Extended school time (Tutoring groups after school)				
should use this document to help them direct their additional funding in the most	Wider strategies				
effective way.	Supporting parent and carers				
'	Access to technology				
	Summer support (Y6 transition to Secondary School & access to e-readers				
	for all year groups.)				

Identified impact of lockdown

- Pupils' performance in basic skills attainment in reading, writing and mathematics notably regressed across all year groups.
- Specific content has been missed in mathematics, leading to gaps in learning. Arithmetic assessments has shown that children are not as fluent with their basic skills children are not able to recall addition facts, subtraction facts, times tables facts as swiftly as before.
- Pupils 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 and improving their handwriting technique.
- Pupils accessed reading during lockdown due to e-readers being provided by school. However, children are less fluent in their reading and gaps in phonics knowledge has been identified.
- Significant knowledge gaps in all children created by Covid absence missed curriculum from Summer 2020.
- Pupils have also missed out on the curriculum experiences e.g. trips, visitors etc.

Actions	By Whom	By When	Resources	Cost	Success Criteria	Monitoring	RAG
To implement RWI programme with a particular focus on early reading and phonics	EYFS, KS1 & LKS2 staff	19 th April 2021	Staff training Materials and resources	£7353.30	All pupils making at least good progress from their starting points. Monitoring of lessons/interventions and data analysis indicate rapid progress for all ability levels. Teachers have a clear understanding of the needs of the children and identify relevant 1:1 support where necessary.	HRW, MO'N & LC	
To implement Power Maths, giving a particular focus to rigorously addressing basic maths skills	Teachers	Ongoing from September 2020	Staff training Materials and resources	£700	All pupils making at least good progress from their starting points. Monitoring of lessons/interventions and data analysis indicate rapid progress for all ability levels. SLT and teachers have clear understanding of gaps in pupils' knowledge and are able to target areas of development through explicit teaching and specific support. Clear evidence of outcomes (lesson and assessment) informing subsequent teaching – progress highly visible in books and data measures.	SLT – data analysis, learning walks and book scrutiny	
To implement Accelerated Reader	Teachers (Y1 – Y6)	Ongoing from Summer 2 (2021)	Staff training Materials and resources	£6746.07	All pupils making at least good progress from their starting points. Children's stamina and fluency has improved. Monitoring and data analysis indicate rapid progress for all ability levels	SLT	

To implement	Teachers and	Ongoing from	Staff training	All children aware of the importance	GC & LW	
the ROAR	Learning	January 2021	Starr training	of how they are feeling and who they	GCGLW	
programme	Mentor	January 2021	Materials and	can go to for support in regard to their		
programme	Wichton		resources	mental health and wellbeing.		
Formative	Teachers	Ongoing from	Classroom	Quality first teaching and curriculum	SLT – data	
teacher	reactions	September	resources –	adapted in line with gaps identified	analysis,	
assessment		September	individual and	through Covid absence (missed	learning walks	
used to plan			paired access to	teaching) and regression.	and book	
lessons which			concrete maths	teaching, and regression.	scrutiny	
ensure basic			equipment	Curriculum streamlined to ensure	Scrutilly	
skills			equipment	focus on basic skills as a priority.		
embedded and			Reading books –	Todas on saste skins as a priority.		
knowledge gaps			enhanced	All pupils making at least good		
addressed.			provision in	progress from their starting points.		
			classroom areas	Clear evidence of outcomes (lesson		
			and around	and assessment) informing		
			school.	subsequent teaching – progress highly		
				visible in books and data measures.		
				Most vulnerable pupils able to access		
				year group expectations. Tracking of		
				SEND pupils indicates clear		
				progression through PIVATS		
				statements.	SLT & DR	
Rigorous	Teachers and	From Autumn	Assessment	Attainment and progress data	Summative data	
assessment of	support staff	term and	materials	scrutinised with intervention/support	analysis by SLT.	
progress and		revisited half		reviewed regularly to ensure positive	Improvement in	
attainment		termly		impact on standards. Tutoring clubs	progress and	
embedded		,		(after school) for targeted children	attainment from	
				from summer term (Y1 – Y5)	baseline entry	
					across all year	
				Rapid improvement in progress and	groups.	
				attainment for each year groups		
				compared to baseline comparison.		
				All pupils tracked and identified for		
				relevant support where necessary.		

Parents are	SLT and	Termly	Subscription to	Built into	Homework set using online	SLT and	
fully informed	Teachers		online	budget.	programmes (Bug Club, TT Rockstars,	Teachers	
with regard to			resources.		Purple Mash, Serial Mash, Phonics		
their child's					Play)		
attainment,			Maths, Reading,	Built into			
progress and			GPS,	budget.	School website updated regularly with		
targets. Parents			Handwriting &		curriculum information, policies and		
know how to			Phonics books		useful resources/apps to support		
support their			for children to		learning.		
child's learning			work at home.				
at home.					CGP targeted books for Phonics,		
					Reading, Maths, Timetables,		
					Comprehension, Handwriting and GPS		
					purchased for children in Reception -		
					Year 6.		
					Parents' Evening conducted via School		
					Cloud with specific next steps focused		
					targets for each child shared.		
					Higher proportion of pupils accessing		
					and completing homework.		
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					Parents familiar with teaching		
					strategies and curriculum content and		
					know how to support their child(ren)		
					more readily with home learning.		