

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

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.

EEF Recommendations

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 (Tutoring groups after school)


Wider strategies

- 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	

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