



Covid Catch up funding.

Holy Trinity Church of England School

### Summary information

School	Holy Trinity Church of England School				
Academic Year	2020-21	Total Catch-Up Premium	£32,000	Number of pupils	420

### 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

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

### Context for online provision

We used SeeSaw as our online learning platform from the first lockdown. Overall, the children accessed this well and parents and children reported that they were pleased with the platform used and the feedback and support given by staff. During the 2021 lockdown, we committed to at least 2 'live' sessions with the children per week and uploaded recordings and teaching programmes. The children took part in 'live' Guided Reading, ELSA interventions, pre-teaching, Maths and Writing sessions to name but a few. We surveyed those who did not have technology at home and those families were given laptops or iPads. Extra support was given by the class teacher, ELSA or Inclusion Leader to those parents who reported that their children were struggling or if the teacher noticed that the child was not engaging. Parents again report that this support was invaluable. Up to 100 pupils who were key worker families or vulnerable attended learning on site. We chose to offer some children a place at school where the stress of home school was affecting well-being.

### Identified impact of lockdown

<b>EYFS</b>	This cohort took longer to settle into their Reception Year and school life after the first national lockdown Summer 2020. Pre-schools were closed throughout this period, and families were isolated. This had a significant impact on children's social skills, language development and emotional regulation. These trends have been reflected and reported both locally and nationally.
<b>Maths</b>	We used White Rose to support the children with their home learning. This was put onto SeeSaw with videos and supporting sheets. All year groups offered live sessions for Maths during the second lockdown. Children seem to have fewer gaps in their Maths although Fractions knowledge is a theme that was weaker across the school.
<b>Writing</b>	Writing tasks were provided for remote learning and relevant stimuli (eg videos, live teaching) provided online. Children engaged with these tasks. However, we noted that children's stamina for writing and overall pride in their work had diminished and we were not seeing the attention to detail (eg remembering basic punctuation and correct letter formation) and parents had not understood the depth of knowledge and skills we expect. Presentation, grammar and spelling are the main areas needing work across the school.
<b>Reading</b>	Children made progress with their word-reading skills but it was more difficult to support this at home, parents gave less focus to comprehension skills but heard children read, and again, the depth of learning was compromised. Due to Covid and not being able to have parent volunteers to support reading in school has also had an impact on progress.
<b>Non-core subjects</b>	We offered lessons and activities across the whole broad curriculum, using Powerpoints, videos, audio instructions and other links to help give children and parents support. Engagement in the foundation subjects was more sporadic and children engaged less in this than the core subjects without the usual hands-on experiences / resources. On our return to school, where "Wow moments" to inspire new topics may have been limited due to not being able to go on school visits, staff were creative in bringing external visitors into school.

**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><b>Recovery curriculum</b> – supporting children with their well-being, routines, emotional regulation, worries after their return to school during school closure.</p> <p><b>EYFS – areas of learning e.g. PSED, Communication and Language (listening and attention)</b> We have noticed that there are more children in EYFS who struggle to manage their emotions than normal.</p> <p>We have noticed that all children are finding it harder to listen and hold attention.</p>	<p>Children to return to school in September 2020 for 2 weeks, to their previous year group teacher. Teacher to manage transition and support with any worries or concerns the children had to ensure a smooth transition when the children moved on.</p> <p><b>Additional staffing to enable small group</b> Trick Box emotional regulation programme. Staff leading these sessions 2 x weekly with the children Regular meetings with Inclusion leader, class teacher and parents of children who are struggling ELSA time for 3 pupils Social skills group for 6 children Therapy dog session for 2 children per week</p> <p>All staff to teacher use the “Teaching Children to Listen Programme” to support children with good listening skills.</p> <p><b>EYFS</b> “Teaching Children To Listen Programme” taught to all children 3 x weekly in small groups and also Teachers using this approach in class and reminding children of the listening rules. Attention Autism – group of 6 children attending this group 3 x weekly. <b>£3,133</b></p>	<p>Children transitioned really well. They felt supported that they were going back to their old class teacher. Parents also appreciated the staggered move.</p> <p>Parents and staff reported that those children who were struggling with their emotional regulation were able to use the colour breathing both in school and out of school and we beginning to talk about why they were angry. 2 children were still struggling so were having 1:1 ELSA sessions. Trick Box will move into year 1.</p>	<p>Inclusion lead</p> <p>LH and SG leading LSAs and class teachers leading interventions.</p> <p>Inclusion Leader to train LSAs in Attention Autism.</p>	<p>October 20</p> <p>July 21</p> <p>July 21</p>
<p><u>Supporting great teaching:</u> Specific focus on comprehension in Reading through guided reading sessions and individual reading conferences.</p> <p>Non-negotiable approach to basic writing skills (eg basic punctuation); differentiated</p>	<p>Quality First Teaching in Reading - Regular individual reading conferences each half term and guided reading sessions at least weekly.</p> <p>Quality First Teaching in Writing – revision of phonemes and graphemes already taught (programme informed by individual assessments to</p>	<p>Children are reading frequently but a focus on comprehension is needed as this seems have declined during lockdown period.</p> <p>Children are developing greater stamina for writing and are developing their ability to apply skills they have been taught.</p>	<p>Class teachers/TAs</p>	<p>July 21</p>

<p>phonics lessons to ensure targeted provision; support in structuring and planning writing.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports deeper understanding.</p>	<p>determine gaps) and streamed groups/ individual work to embed sounds which were not fully embedded. £600</p> <p>Continue to use White Rose/ Primary Stars Maths resources, manipulatives. Some aspects revisited to ensure no gaps in learning. Pre teaching Maths used in year 4, 5 and 6. Filling the gaps in Fraction knowledge as this was a common theme across the school.</p>	<p>Rapid Writing Scheme is having a positive impact. Staff very keen to continue this intervention as they can see the impact it is having.</p> <p>Use of White Rose Maths &amp; Primary Stars Maths gave clear guidance to parents working remotely and kept pupils on the right trajectory. Teachers are continuing to use these resources to deliver the maths curriculum. Pre teaching had a really positive impact and children and teachers reported greater confidence in class.</p>		
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a clear understanding of any gaps which remain in children's learning use this to plan lessons accordingly</p>	<p>Lessons have been planned to revise learning and to reinforce pupils' performance.</p> <p>Gap analysis completed and staff ensured topics that were not covered were caught up on.</p> <p>Pre-teaching of Maths took place to support those who needed to catch up. Focus placed on topics taught during the lockdown period.</p>	<p>Increased confidence reported in children who attended pre teaching.</p> <p>Topics not covered due to lockdown were taught.</p>	Class teachers	
<p><u>Transition support</u></p> <p>Smooth transition for those pupils who are coming into Holy Trinity in September and also those in year 6, who are moving on.</p> <p>Smooth transition between year groups.</p>	<p>Children who are leaving HT supported by ELSA during Spring/ Summer Term, with extra visits to their next schools where possible.</p> <p>Those pupils moving up to their new class within our school – TA/ELSA/class teacher support. Transition books and videos given to all children. Those who are more vulnerable to have extra story visits and teacher meets to alleviate anxiety. Transition meetings arranged for specific children with parents, Inclusion Leader and new and old class teachers.</p> <p>Children to return to school in September 2020 for 2 weeks, to their previous year group teacher. Teacher to manage transition and support with any worries or concerns the children had to ensure a smooth transition when the children moved on.</p>	<p>Those children who needed it were given extra support. Some children visited school on the INSET day to reassure. Most children have come back to school OK September 2021. A few children still need some extra support to ease anxieties.</p> <p>Some children in reception came into school during the first week while home visits being conducted. Those children who needed the extra transition have settled well.</p>	<p>Inclusion Leader and SLT</p> <p>Class teachers/ TAs/ LSAs/ELSA</p>	July 21
Total budgeted cost				£3,733

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u> Identified children will have good recognition of Phase 2, 3 and 5 graphemes and grapheme-phoneme correspondence</p>	<p>YR – small group catch up phonics. Yr1 - Small group catch up ELS sessions. 5x morning per week. £1,855 Yr3 - Targeted phonics intervention for small groups/ individuals to embed Phase 3 and Phase 5 graphemes. £305</p>	<p>1:1 sessions have been specifically targeted to meet the exact needs of each pupil (2 pupils – one hour each a day for 4 days pw)</p>	C O'Connor	July 2021
	<p>Identified children will have significantly increased rates of reading fluency. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p>The Literacy for All pilot scheme is having a huge positive impact on the children concerned, giving increased confidence in word-reading and also comprehension skills. Parents and children have reported a big increase in confidence and have been impressed with progress in such a short space of time.</p>	Literacy for All: 7 x LSAs	July 2021
	<p>“Literacy for All” 1:1 intervention pilot scheme – 7 TAs from year 1 to year 5. “Rapid Writing” intervention - year 2, year 3, year 4, £1,855</p>	<p>“Rapid Writing” has been purchased and is having a very positive impact on pupils whose achievement in writing was particularly low. They find the short tasks engaging and less daunting than lengthier tasks, and the tasks target the skills needed to write effectively and with ease. Purchase of Rapid Writing books £69.66</p>	Rapid Writing: JKampa JGumbrell	
Identified children will have a good understanding and fluency in number and basic calculations	<p>Numicon intervention in year 1 and year 2 for small group of children. Year 3, 4 and 5 – pre-teaching Maths before school or in school hours. £1,200</p>	<p>Children are making some progress with Numicon but have specific number difficulties so difficult to measure. Pre teaching having positive impact.</p> <p>Children were reported to be more confident in class.</p>	F Messinger	

To fill the gaps in knowledge for year 4 children in Maths and English.	Additional support from teacher in year 4 for those children who had gaps in Maths and English learning. £2,655			
<u>Intervention programme</u> Numicon Intervention, Pre-teaching Maths.	Use of Numicon Intervention Programme for children in year 1 and 2. Pre teaching for year 3 – 6.	Children in this intervention have shown increased confidence in class. Numicon intervention is having an impact but needs to be continued as there are still many basic skills missing.	Class teachers	July 21
<u>Extended school time</u> 1:1 tuition  Handwriting	Maths tuition to help close gap. 5 weeks of 1 hour after school. £1,225  Year 3 early morning OT and handwriting intervention £410	Positive impact seen. Misconceptions ironed out. Continue to monitor progress.  Teacher reported that 10/14 children made great progress.	M Watts  L Everett and J Dawson	
<b>Total budgeted cost</b>				<b>£9,574.66</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u>  Those children who were struggling at home during lockdown had additional support from TA/ELSA/class teacher.  Additional zoom meetings with class teacher and Inclusion Leader for those parents who were struggling with behaviour at home.	Teachers/ TAs providing high quality learning resources and guidance online. For those who were struggling, they were either referred to ELSA, class teacher or TA and extra Zoom calls took place. Parents reported that they found this really useful.  Extra support for those families who expressed concerns about managing behaviour during the	Remote Learning questionnaire sent out to parents early during lockdown enabled us to refine our provision. (Eg Zoom assemblies/ Zoom meet & greet sessions; more teacher-made videos to guide learning). Parents were very happy with our provision.  Parents were very grateful for additional support when needed. Some behaviour has improved at home and at school.	Class teachers  Inclusion Leader/ELSA	July 21  July 21

Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning. Those who did not have access to technology, were given support or laptop.	lockdown period an after. EP and STIPs (Specialist teachers for Inclusive Practise), Freemantles involved with those children who needed it on return to school. Parenting Course arrange through Barnardo's and parents targeted and encouraged to attend.  Home-learning paper packs printed and ready for collection by families who had no access to printing at home or who needed extra/ personalised support.	Most children accessing home learning. Those who weren't were supported by teachers and Tas.		
<u>Access to technology</u>  During lockdown children can access remote learning where they do not have adequate IT provision at home  All staff able to work remotely from home. All staff have high spec laptop and iPad.	Donation of 60 laptops from local business for families working remotely. Laptops needed to be set up on school system to ensure they could be accessed safely by our families.  IT support on call to support teachers at home. IT suite computers moved to classrooms so that each child who was learning in school had access to technology.	Those families who needed it, had access to technology.  When surveyed, all staff felt they were happy with technology they had to do the job. They felt well supported in this area.	Class teachers  Class teachers/ TAs	July 21
<u>Summer Support</u> Free childcare provision.	Those families eligible for Free School Meals told about free child care during the holidays.	At least 1 family took up the offer.		
<b>Total budgeted cost</b>				
		<b>Cost paid through Covid Catch-Up</b>		<b>£13,307.66</b>
		<b>Cost paid through charitable donations</b>		<b>0</b>
		<b>Cost paid through school budget</b>		
			<b>Received</b>	<b>£33,600</b>  <b>£20,340 left</b> <b>Approx. £25,000 left to spend</b>

**Intended spending for 2021 - 2022**

During Pupil Progress meetings in Summer 2021, it was clear that the children in EYFS, Year 1 and Year 2 had been most affected by the school closures. We have decided to spend the largest proportion of the catch up for 2021/2022 by putting an additional teacher into year 2 and 3. This would mean that that these year groups could split into 3 smaller classes for Maths, English, Reading and Phonics to ensure the best possible teaching and focussed support. The reminder of the money will be used to continue the most successful interventions from last academic year in order to implement rapid progress.

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
To ensure rapid progress across English, Maths and Reading in year 2 and 3.	Extra teacher in year 2 and 3 for mornings only.			
To close the gap in Writing.	Rapid writing intervention in year 2, 3, 4 and 5.			
To close the gap in Maths.	Pre-teaching in year 3 and 5. Other interventions such as Numicon and Dynamo Maths.			
To close the gap in Reading.	Literacy for All intervention to take place for our weakest readers in year 2,3,4,5, and 6. Extra hours to be given to this in order to make the most impact.			