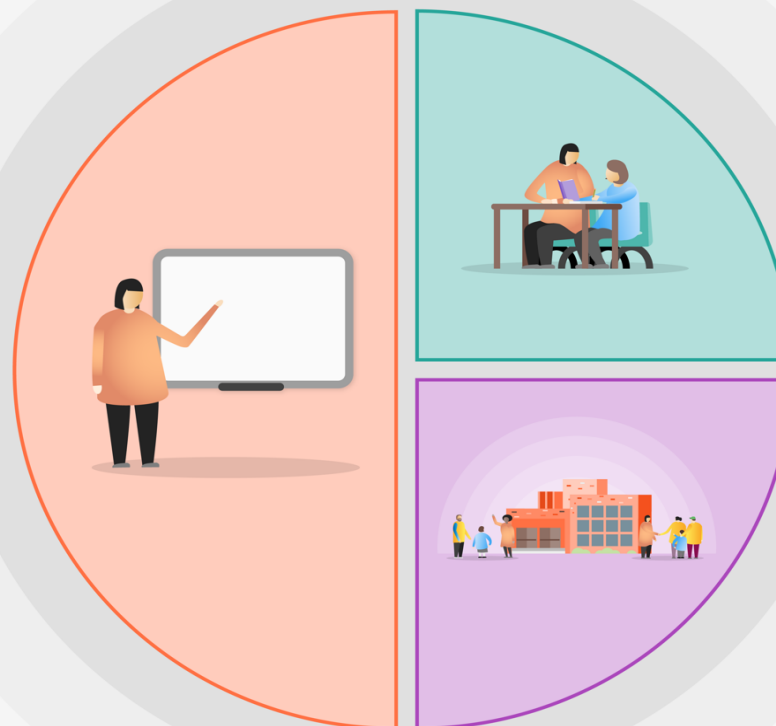




**Covid-19 Premium Plan  
2020-21 – Phase 1**

## 1 Teaching

- Transition support to ensure pupils, in particular new reception intake, are ready to start/re-start school
- Quality First Teaching supported by evidence informed CPD for teachers and support staff
- A broad, engaging knowledge-rich curriculum that focuses on vocabulary acquisition
- Formative and Summative Assessment is effective to identify gaps in pupil's knowledge and understanding
- Frequent low-stakes testing to ensure all children, and in particular disadvantaged students, practise retrieval, experience success and celebrate the acquisition of knowledge.
- Monitor and evaluate outcomes and quality of implementation, creating a new implementation cycle for next year.
- Pupils with SEND have focused support with SMART targets.



## 2 Targeted academic support

- Use of relevant and rigorous data to identify children in need of catch-up.
- Specific intervention programmes led by both Teachers and Teaching Assistants.
- Literacy and numeracy interventions.
- Positive discrimination: expectation that all vulnerable learners in school full-time, experiencing quality first teaching and support with follow-up.

## 3 Wider strategies

- Support for pupils' emotional and mental health needs through access to ELSA.
- Ensure equal access to classroom teaching and online materials for all.
- Ensure contact between home and school for vulnerable students to safeguard pupils during lockdowns.
- All pupils have access to immediate home learning during isolation periods.
- Breakfast Club and After-School Club provision staffed by Teaching Assistants.

## Catch Up Premium Plan 2020-21

<b>School</b>	Trinity CE Primary School	<b>Total budget 2020-21</b>	<b>£12160 Total</b> (£7027 in 20-21 7/12ths – Phase 1) (£5133 in 21-22 5/12ths – Phase 2)
<b>NOR</b>	154	<b>Date</b>	September 2020
<b>Number of pupils in need of intervention</b>		<b>Date of Review</b>	January 2021

### 1. Teaching

<b>Staff CPD</b>	<p>“Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable. Almost all schools will also have made significant adjustments to organisational and logistical aspects of school life. Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school. Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support.” Education Endowment Foundation</p>			
	<b>CPD / Course - Focus</b>	<b>Intended outcome</b>	<b>No. of Teachers attending</b>	<b>Cost</b>
<b>PD Day – Re-opening</b>	Re-opening in Sept – Curriculum Expectations & Covid Catch-up inc. Home Learning	To ensure teachers have a consistent approach to reopening, re-integration of pupils, catch-up programme and home-learning	5	0 (Co-Heads)
<b>SEND Review</b>	SEND Cycle Review	To gain an understanding of the new SEND cycle review and plan Interventions for Catch-up programme	5	0 (SENDCo)
<b>PD Day – Curriculum Development</b>	Curriculum Review	Knowing more; remembering more. Components of subjects. Character Education.	5	0 (SIA)

<b>Google Classroom</b>	Google Classroom Support	To gain confidence in the use of Google Classroom to use in every-day teaching and home learning offer	5	0 (Free from Google providers)
<b>UCS CPD</b>	Local Authority CPD – a range of courses to support Management, Teaching & Learning	A range of outcomes, depending on the course.	7 (2 SLT)	£2900 (UCS CPD Credits)
<b>Total Cost</b>				<b>£2900</b>

<b>Transition Support</b>	<p>“All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19. Planning and providing transition support, such as running dedicated transition events—either online or face-to-face, as restrictions allow—is likely to be an effective way to ensure pupils start the new year ready to learn. Transition events might focus on sharing information about school with children and their families or running activities designed to make pupils feel comfortable in their new school, for example by introducing pupils to their new teachers and classmates. Additional transition support might include using assessment to identify areas where pupils are likely to require additional support or creating opportunities for teachers to share information about pupils’ strengths and areas for development with colleagues, including between primary and secondary schools where possible.” Education Endowment Foundation</p>			
	<b>Support</b>	<b>Intended outcome</b>	<b>Cost Calculation</b>	<b>Cost</b>
<b>Reception Transition</b>	Website page to provide Transition information for parents, inc. video. 1:1 Socially distanced meeting prior to school. Two week transition timetable for Rec re-integration.	For Reception pupils to make a positive start to school and establish new routines.	3 days supply for Reception teacher to visit new parents and children prior to school beginning.	£555
<b>Year 1 Transition</b>	EYFS and KS1 Teachers to liaise in relation to handover. EYFSP to identify gaps.	For Year 1 pupils to transition well from EYFS to KS1.	Consultancy cost for LA advisor.	£185

	Alison Rae to advise development of outdoor provision.			
Total Cost				<b>£740</b>

<b>Pupil Assessment</b>	<p>“Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils’ wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support. For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.” Education Endowment Foundation</p>			
	<b>Support</b>	<b>Intended outcome</b>	<b>Cost Calculation</b>	<b>Cost</b>
<b>Formative Assessment</b>	Range of formative assessment made available e.g. weekly quiz, in-lesson marking and feedback, etc.	For teachers to establish gaps within learning quickly by implementing a range of strategies	New formative assessment strategies / resources e.g. Google Forms	0
<b>Summative Assessment</b>	Review of summative assessments	To use summative assessment effectively and accurately to identify gaps within learning	New summative assessments e.g. NTS Maths	£315
<b>PCP Reviews</b>	PCPs to be reviewed in line with latest guidance with SENDCo supporting teachers with this process	To provide PCPs for pupils identified with SEND Support in order to focus support	3 days (1 each Term) for SENDCo to support PCP reviews	£555
Total Cost				<b>£870</b>

## 2. Targeted Academic Support

<p><b>One to one and small group tuition and Intervention programmes</b> (For details of Interventions please see separate Intervention Timetables &amp; Weekly Notes)</p>	<p>“There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catch-up approaches. Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.”</p> <p>“In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Interventions might focus on other aspects of learning, such as behaviour or pupils’ social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.” Education Endowment Foundation</p>				
	<p><b>Number of Interventions</b> (+ Sessions per week)</p>	<p><b>Number of Pupils identified for Wave 2 or 3 catch-up support</b></p>	<p><b>Intervention Salary Costs</b> (1/2 hr salary (£10.20 / 2) x sessions per week x 34 weeks)</p>	<p><b>Intervention Resources Costs</b></p>	<p><b>Total Costs</b></p>
<p><b>Class 1</b></p>	<p>3 (9 sessions)</p>	<p>7</p>	<p>£1561</p>	<p>£0 (Resources in School are suitable)</p>	<p>£1561</p>
<p><b>Class 2</b></p>	<p>10 (19 sessions)</p>	<p>17</p>	<p>£3295</p>	<p>£0 (Resources in School are suitable)</p>	<p>£3295</p>
<p><b>Class 3</b></p>	<p>6 (16 sessions)</p>	<p>17</p>	<p>£2774</p>	<p>£0 (Resources in School are suitable)</p>	<p>£2774</p>
<p><b>Class 4</b></p>	<p>9 (9 sessions)</p>	<p>11</p>	<p>£1561</p>	<p>£0 (Resources in School are suitable)</p>	<p>£1561</p>

<b>Class 5</b>	11 (11 sessions)	8	£1907	£0 (Resources in School are suitable)	£1907
<b>KS1</b>	1 (NELI)	TBC	£510 (20 week programme delivered 5days per week for 30mins)	£TBC (NELI Training & Resources)	£510
<b>KS2</b>	1 (Nessy)	30	£600 (SENDCo quarter-day per month)	£300 (Subscription)	£900
<b>Total Cost</b>					<b>£12,508</b>

### **3. Wider Strategies**

<b>Supporting Parents/Carers/Pupils/Staff</b>	<p>“Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils. Providing additional books and educational resources to families over the summer holidays, with support and guidance, may also be helpful—for example, offering advice about effective strategies for reading with children.” Education Endowment Foundation</p>			
	<b>Support</b>	<b>Intended Outcome</b>	<b>Cost Calculation</b>	<b>Cost</b>
<b>Parental Support inc. Well-being</b>	<p>Clear communication and updates via Website, Week Ahead, Letters, Texts. Parents sign-posted to further well-being support. EWO to work alongside school to support families finding re-integration difficult and to monitor attendance.</p>	<p>All Parents feel confident and happy with their children returning to school.</p>	N/A	0
<b>Pupil Support inc. Wellbeing</b>	<p>Whole-class resources provided and used to support pupils re-integrate into school</p>	<p>All pupils to re-integrate into school positively.</p>	<p>Cost of whole-class wellbeing resources.</p>	0

	after lockdown e.g. PSHE Association ELSA to support pupils who require specific pastoral support for re-integration into school.	Pupils who find it difficult to re-integrate at first adapt quickly to school life with targeted support.	3hrs ELSA support x 39 weeks	£1194
<b>Staff Support inc. Wellbeing</b>	Review workload issues around new school-day routines and home learning requirements. SAS wellbeing support. LA wellbeing support Communication is essential and alternatives to be found e.g. no TA briefings.	To reduce workload in order to ease pressure of teaching staff to carry out responsibilities and to carry out home learning as well as full-time teaching. Clear communication to all staff in separate bubbles. Governors monitor wellbeing of SLT and Staff.	SAS Premium (estimated cost to support wellbeing)	£1000 (from existing school budget)
<b>Total Cost</b>				<b>£2194</b>

<b>Access to Technology</b>	<p>“Pupils’ access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school. To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback— is more important than which form of technology is used. In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced.” Education Endowment Foundation</p>			
	<b>Strategies</b>	<b>Intended Outcome</b>	<b>Cost Calculation</b>	<b>Cost</b>
<b>Home Learning – Online Safety</b>	Home Learning Policy and Acceptable Use Agreement to set expectations of remote learning.	All parents and pupils use remote education safely adhering to the Policy and Agreement	N/A	0



<b>Home Learning Offer</b>	A clear and consistent approach to remote learning is set out for various isolation/lockdown scenarios.	All pupils have 'immediate' access to home learning lessons and resources during isolation periods.	N/A	0
<b>Technology/Device Access</b>	Devices are provided to disadvantaged pupils.  Teachers ensure engagement of all pupils in remote learning via contact form and weekly quiz. Wonde Single Sign-On  Repurpose old IT with Edubuntu to enable web access.	All pupils have a device and internet to access online learning. All pupils engage with home learning during lockdown periods.  Magic Badges used to easily access Google Drive content. Enough devices for all children, if LA support isn't available.	Local Authority Funding  Website add-on costs  Wonde subscription  Old ICT Devices	0  0  £300  0 (Donations)
<b>Vulnerable Pupils Engagement</b>	Ensure most vulnerable pupils engage with home learning. Weekly/daily phone calls with most vulnerable pupils.	All vulnerable pupils engage with home learning. All vulnerable pupils are safe.	£250 (£50 per phone)	£250
Total Cost				<b>£550</b>

<b>Overall Catch-up Cost (Not inc. Tutoring Programme)</b>	<b>£19762</b>
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