



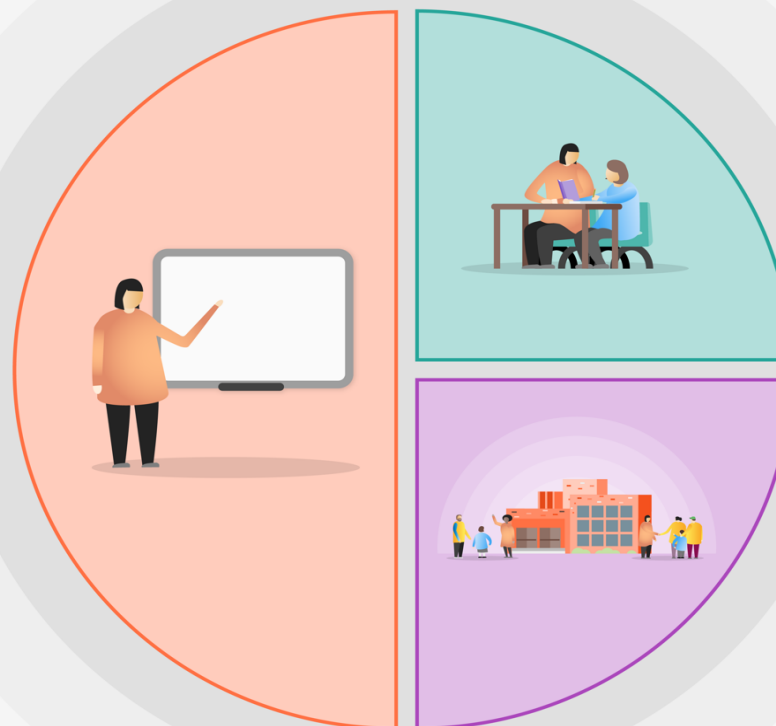
Covid-19 Catch-up

Premium Plan

2021-22 – Phase 2

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.
- High-quality resources to support delivery of teaching and learning, inc. interventions



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

School	Trinity CE Primary School	Total budget 2021-22	£12160 Total (£7027 in 20-21 7/12ths – Phase 1) (£5133 in 21-22 5/12ths – Phase 2)
NOR	157	Date	September 2021
Number of pupils in need of intervention		Date of Review	January 2022

1. Teaching

Staff CPD	<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>			
	CPD / Course - Focus	Intended outcome	No. of Teachers attending	Cost
CPD – Primarily Science	Primarily Science with Eleanor Atkinson	To ensure teachers have a consistent and up-to-date approach to procedural and investigative science, to provide catch-up opportunities with a lack of investigations/explorations during ‘lockdown’.	5	£250
CPD – PD Day – Comprehension CPD	John Murray Comprehension and Inference using Reading Explorers	To ensure teachers have a consistent approach towards the teaching and learning of comprehensions to improve inference using high-quality resources.	5	£950 + Expenses (£200 estimate)

Total Cost	£1400
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Transition Support	<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>			
	Support	Intended outcome	Cost Calculation	Cost
Reception Transition	<p>Website page to provide Transition information for parents, inc. video. 1:1 Socially distanced meeting prior to school. Taster session prior Sept. Two week transition timetable for Rec re-integration.</p>	<p>For Reception pupils to make a positive start to school and establish new routines.</p>	<p>3 days supply for Reception teacher to visit new parents and children prior to taster sessions in July.</p>	<p>£555</p>
Secondary Transition	<p>REACH programme bough in and delivered to disadvantaged children who are anxious about transition to secondary school.</p> <p>Extra taster session at Secondary school with TA.</p>	<p>Specific transition support provided to disadvantaged pupils who are particularly anxious.</p> <p>Children to become familiar with staff, layout and routines of new school.</p>	<p>REACH programme costs - see separate overview from virtual schools.</p> <p>TA Day Rate (£10.20 x 6hrs)</p>	<p>£900 (funded by Virtual Schools)</p> <p>£61.20</p>
	Total Cost			£616.20

Pupil Assessment	“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			
	Support	Intended outcome	Cost Calculation	Cost
Formative Assessment	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 to improve retrieval practice e.g. Retrieval Practice by Kate Jones / WalkThrus by Tom Sherrington	£100
Summative Assessment	Review of summative assessments	To use summative assessment effectively and accurately to identify gaps within learning	To continue to resource summative assessments e.g. NTS Maths per term	£750 (£250per term)
PCP Reviews	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	£0 (HLTA/Level 3 TA Cover)
Total Cost				£850

2. Targeted Academic Support

One to one and small group tuition and	“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
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<p>Intervention programmes (For details of Interventions please see separate Intervention Timetables & Weekly Notes)</p>	<p>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>				
	Intervention Resource	Intended Outcome	Cost Calculation	Notes	Total Cost
Guided Reading	Reading Explorers	Improve comprehension and inference skills through high-quality texts	5 books x £37.00	Linked to Jon Murray CPD (above)	£185
Individual Reading	PhonicsBooks Series – Catch-up Readers	Provide age-appropriate reading books for lower-ability/dyslexic readers to improve engagement	10 series x £39.00 10 workbooks x £30.00	All books in each series are quiz able on Accelerated Reader	£690

	Number of Interventions (+ Sessions per week)	Number of Pupils identified for Wave 2 or 3 catch-up support	Intervention Salary Costs (1/2 hr salary (£10.20 / 2) x sessions per week x 34 weeks)	Intervention Resources Costs	Total Costs
Class 1	TBC - Sept				
Class 2	TBC - Sept				
Class 3	TBC - Sept				
Class 4	TBC - Sept				

Class 5	TBC - Sept				
KS1	Phonics Club	10	1hr salary (£10.20 x 34 weeks)	0 (Resources in school)	£346.80 (from existing school budget – overtime)
KS2	Times Tables Club	10	1hr salary (£10.20 x 34 weeks)	0 (Resources in school)	£346.80 (from existing school budget – overtime)
Total Cost					£875

3. Wider Strategies

Supporting Parents/Carers/ Pupils/Staff	<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>			
	Support	Intended Outcome	Cost Calculation	Cost
Parental Support inc. Well-being	<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
Pupil Support inc. Wellbeing	<p>New 3D PSHE programme to be implemented.</p>	<p>PSHE 3D to provide a consistent and focussed approach to this subject which has greater importance</p>	<p>Cost of whole-school 3D PSHE programme.</p>	£1525

	ELSA to support pupils who require specific pastoral support for re-integration into school.	since the effects of 'lockdown'. 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 (from existing school budget)
Staff Support inc. Wellbeing	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)
Ed Psych Support	To provide specialist support for disadvantaged pupils who require a particular diagnosis.	To receive Ed Pysch recommendations to support specific needs of disadvantaged pupils.	Copper Package (3 x £300per session)	£900
Total Cost				£2425

Access to Technology	<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>			
	Strategies	Intended Outcome	Cost Calculation	Cost

Home Learning – Online Safety	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
Home Learning Offer	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
Technology/Device Access	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 (from existing school budget) 0 (Donations)
Vulnerable Pupils Engagement	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.	£423 (per year for 5 mobile phone contracts)	£423 (from existing school budget)
Total Cost				£0

Overall Catch-up Cost	£6166.20
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