



Tarleton Holy Trinity Church of England (Aided) Primary School
Catch Up Premium Plan 2020-2021



Summary information

School	Tarleton Holy Trinity CE Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£15,360	Number of pupils	194

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

Identified impact of lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in writing. 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 motivation due to the lack of fluency in their ability to write.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately impacted.</p>
Non-core	<p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>

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><u>Supporting great teaching:</u></p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them,</p>	<p><i>Purchase additional manipulatives and phonics reading books for EYFS/KS1 initially.</i></p> <p><i>(already spent out of Budget)</i></p>		SBS TD	Feb 21
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><i>Purchase and implement White Rose Maths Complete termly tests and record assessments on tracker to identify gaps and on Insight to track performance. To also include training and any required resources.</i></p> <p><i>(already spent out of Budget)</i></p>		TD	July 21
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with THT have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>A 360 interactive virtual tour of School is arranged and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining THT.</i></p> <p><i>(£450)</i></p>		SBS MyFoto	Ongoing
Sub Total budgeted cost i				£ 450

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of reading fluency and prosody. 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.	<i>Additional release time and training to support the delivery of the project.</i> (£2,485.36)		SBS LFI	Feb 21
<u>Intervention programme</u> Appropriate numeracy interventions, supports those identified children in reinforcing their understanding of basic maths skills and application of number.	<i>Intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i> (£2,893.12)		CS / LFI	July 21
<u>Extended school time</u> Identified children Y6 are able to access a weekly catch-up club (1.0hrs per week) From the Spring term. The attainment of those identified children improves and effect of lockdown is becoming negated.	<i>TA to provide extra workshops to those who are not working at ARE</i> (£2,000)		SBS CS	Jan 21
<u>Emotional Well Being of Pupils</u> Learning Mentor hours budgeted for to allow work with vulnerable pupils or pupils struggling emotionally during COVID 19 restrictions either at home or at school. Hours also to cover EHWB aspects of IEPs	<i>Learning Mentor given hours to work with pupils</i> (£2,000)			
Sub Total budgeted cost ii				£9378.48

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> 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.	<i>CPG book packs are purchased and ready to distribute for PPG/ SEND children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i> <i>Already in school budget</i>		CS LFI	Feb 21
<u>Access to technology</u> During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities. Teachers have laptops / iPads that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children. Extra Laptops / Chrome books purchased to allow children at home who have not got suitable devices to access on line learning	<i>School to identify children who have limited / no access to on line materials. They are to be used to further support online access to resources for the children during school time.</i> <i>£3000</i> <i>Purchase new equipment to allow recycling of outdated technology</i> <i>£1000</i> <i>In some cases, school to identify children who have limited / no access to on line materials. They are to be used to further support online access to resources for the children at home.</i> <i>£2000</i>		SBS LS SBS LS SBS LS	Feb 21 Feb 21 Feb 21
			Sub Total budgeted cost iii	£6000
			Total budgeted cost	£15,828.48
Extra: £450 used for release time to assess impact of funding		Cost paid through Covid Catch-Up		£15,360
		Extra money need through budget		£468