

COVID-19 Catch-up Premium Spending: Summary

Summary Information					
Total number of pupils:	409	Amount of catch-up premium received per pupil:	£80	Total catch-up premium budget:	£32,720

Overview

We recognise that the majority of children will have lost learning and will need to be taught a curriculum that enables them to practise skills they have not used for a long period of time; catch up on skills and expectations from their previous year group whilst also experiencing new learning from their current year group. Taking this into consideration we have decided to adapt the school curriculum as the children begin to get used to attending school; working in a classroom environment; reconnecting with the staff and their friends whilst also getting ready to learn. Adults and children have had varying experiences of lockdown and we feel it is the right approach to initially have a strong focus on well-being.

Our Recovery Curriculum has been split into three phases

Phase 1

This will last for a minimum of **three weeks** concentrating on reconnecting and re-engaging with school. Social, emotional and mental well-being will be a main focus of this phase. Children will also complete daily Maths and English activities, providing them with opportunities to practise and use prior knowledge and skills from previous years. As well as this, children will have daily opportunities to read and practise their phonics, spelling and handwriting as well as a daily physical activity session.

Phase 2

During this phase, children will once again be being taught daily formal Maths and English lessons. The teachers within this phase will identify gaps from the previous year group whilst also teaching appropriate new learning from the current year's curriculum. During the afternoon sessions we will still be focussing on well-being where we will be:

- developing resilience,
- communicating effectively with others,
- managing change,
- applying new skills
- developing speaking and listening skills.

Within this stage we will also be identifying children who may benefit from specific intervention with their learning or well-being. As this phase progresses, additional curriculum areas will be introduced to the children. Some of the learning within these will be taken from the previous year group expectations where appropriate. By the end of the Autumn Term we aim to have a full curriculum offer for all children. This approach, putting the well-being of the child as a focus, will hopefully create more resilient, reflective and well balanced children and allow for any lost learning to be recovered as soon as possible.

Phase 3

Phase 3 will be typified by children being exclusively taught the curriculum for their current year group. For example, Year 5 will be solely being taught the Year 5 curriculum without the need for the previous year group's expectations, skills or knowledge to be taught. We anticipate Phase 3 to begin September 2021.

Aims

The broad aims for 'Catch Up' at Holy Trinity are:

- To reduce the attainment gap between your disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.

Catch Up at Holy Trinity is **NOT**:

- Cramming missed learning
- Pressuring children and families into rapid learning
- Teachers time spent highlighting missed objectives
- Teachers time spent ticking off assessment points and extra tracking

Barriers to Learning

A	Impact of lockdown on knowledge and skills of pupils who did not fully engage in home learning from March to July 20
B	Absence - Low pupil attendance due to self-isolation resulting in further gaps, staffing absence due to COVID related matters
C	Resilience – children are less confident to take risks, engage in their learning and try new things

Planned expenditure for current academic year

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Additional members of staff in: - Year 5 - Year 4	Opportunities to provide a range of interventions / in class support across Maths, Reading, Writing and emotional well-being.	Low data for Y4 and Y5 Lack of engagement within remote learning Less staffing capacity than in other parts of the school	Monitored within Pupil Progress meetings Half termly meetings with teaching staff to discuss impact of groups/ in class support	PL LF	Termly
Additional member of staff across KS1	Opportunities to provide a range of interventions with a particular focus on supporting children's emotional well-being	High level of need identified with these year groups	Monitored within Pupil Progress meetings & Boxall assessments Half termly meetings with teaching staff to discuss impact of groups/ in class support	PL LF	Termly
Tutoring across the school within Maths, Reading and Writing	Targeted children (60) to receive a 15 week tutoring block to address identified gaps in learning.	Gaps in children's learning within Maths, Reading and Writing identified across the school.	Monitoring of: - tutoring sessions for quality control purposes. - children's work and impact from the sessions. - Randstad online portal.	PL MB	Half termly