



## Holy Trinity & S. Silas School COVID-19 catch-up premium report

Children 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.

The government has announced funding to support children and young people to catch up. This includes a one-off universal catch-up premium for the 2020 to 2021 academic year to ensure that schools have support to help all pupils make up for lost teaching time.

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. That is why, alongside the universal catch-up premium, there is a National Tutoring Programme to provide additional, targeted support for those children who need the most help. Access to this funding is based on the school's deprivation factors.

### Spending Summary:

<b>Total number of pupils:</b>	<b>209</b>
<b>Total catch-up premium budget:</b>	<b>£16,720</b>

<b>Income</b>	<b>Expenditure</b>	
£16720	£11,700	Specialist teacher Literacy Support
	£5020	Special teacher Maths Support

### Strategy Statement

Our aim in using this additional funding is to reduce the attainment gap caused by the disruption due to school closures. As we understand that our disadvantaged pupils are likely to be most affected the funds will be used to reduce the attainment gap between disadvantaged pupils and their peers.

#### Use of funds

Schools must use this funding for specific activities to support 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. The Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all pupils.

### HTSS Practices

At Holy Trinity we strive for consistent quality first teaching for all children with an increased focus on the formative progress of disadvantaged pupils.

- In line with EEF findings we reviewed our teaching practices and ensured that teaching and whole school strategies are consistent in supporting disadvantaged pupils. These include: improve working memory, reducing cognitive load, reading strategies, use of classroom resources, developing language and vocabulary etc.
- We undertook baseline diagnostic assessments which were then analysed to show gaps in learning

and to inform future planning, alongside regular 'quick assessments' to inform impact.

- In the spring and summer term we followed the 'Ready to Progress Criteria' in Maths which ensure curriculum essentials are identified and taught/revisited.
- We prioritised the need for additional time to practise core skills in whole class and targeted small group settings. This was dependent on needs of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there was flexibility on timetables to allow this.
- We increased our PSHE allocation of time in the school week in order to support children in building relationships with their peers and processing the impact of school closures on mental health and wellbeing.

#### **Targeted academic support**

- Parallel teaching in Y5 & Y6 for maths and reading
- Three teacher-led intervention groups before and after school to support with maths, reading and writing
- Learning mentor leading small group/1-1 support to assist pupils day to day.

#### **Ongoing Practices**

- Our broad and engaging curriculum continues to focus on vocabulary acquisition and use.
- We undertake regular low stake testing to ensure all pupils, in particular disadvantaged pupils, experience success and celebrate the acquisition of knowledge.
- Early reading and phonics have been a focus in the school and will continue to be in order to develop children's reading ability and vocabulary as we understand that younger children have been particularly impacted by school closure.

#### **Planned Expenditure 2021.22**

- Targeted after school teaching for identified pupils in maths fluency and reading to be delivered by school staff
- Targeted before school teaching/keep up for identified pupils in maths fluency and reading