

# COVID CATCH UP PREMIUM REPORT 2020-2021



## Summary Information

School	Holy Trinity Catholic School				
Academic Year	2020-2021	Total Catch-Up Premium	£16,480	Number of Pupils	208

## 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 Reception through to Year 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

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Identified impact of Lockdown	
Maths	Although most children interacted with google classroom over the lockdown period, specific content has been missed in most year groups, leading to gaps in learning and stalled sequencing of learning. Children are still enthusiastic in maths lessons and lockdown has not affected their attitudes however they are quite simply, 'behind'. Our baseline assessments indicate that disadvantaged children in Year 3 and 4 are in need of significant support.
Writing	The first unit of writing would suggest that some children have lost essential practising of writing skills. 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 did not 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. There is also a noticeable difference in the neatness of handwriting, particularly in Key Stage 2.
Reading	Children accessed reading during lockdown more than any other subject and our initial assessments reveal that although there is a small difference in the achievement of girls; boys require additional support in order to catch up. Children, particularly boys and disadvantaged pupils are less fluent in their reading and the gap between those children that read widely and those children who do not is now increasingly wide. The bottom 20% of readers have been disproportionately affected. We have also noted that KS1 phonics has also been particularly affected.
Foundation Curriculum	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.

		Impact	Staff Led	Review date
Talk 4 Writing Training Talk for Writing will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.	Training for staff		RC/SLT	Jan 2022

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Phonic Training	Purchase and implement the Little Wandle assessment and tracker tool. Complete regular assessments to track performance. (£750)		RC/SLT	Jan 2022
Mental Health and well-being training for new nurture TA	Provide emotional literacy support to work closely with a number of identified families in school. 5 hours weekly	Children continue to be supported with their mental well being.  £500	ET/KB	ongoing
Nurture calls	Nurture TA- to weekly call parents at home to ensure they feel they are supported and are able to support the children in their home learning. TA to have remote nurture meetings with children highlighted for lack of engagement or falling behind.	Children and parents feel support by the school and have good mental health.  £1,235	ET/ES/KB	
Small group intervention programme	Covid recovery teacher to take small groups of children highlighted in pupil progress meetings that have fallen behind during lockdown.	Children to make rapid progress and be in line with their peers. £4,550	KB/LB	Up until Oct 2021
Access to technology During the catch-up intervention programme, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.	School to purchase 10 Chromebooks. They are to be used to further support children attending an intervention programme as well as supporting classroom teaching.	Children to make rapid progress and be in line with their peers. £3,000 8 KS2 children were sent chrome books home to ensure they could access remote	LB/JF/IH	Oct 2021

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	Ensuring all children have access to technology.	learning. 2 chrome books in school to		
SEND intervention bought IDL- IDL is an intervention which supports learners with dyslexia and other learning difficulties.	Daily IDL interventions for children identified in pupil progress meetings.	To increase their reading and spelling ages. £1,150	KB/Tas/teachers	Jan 2022