



Coronavirus (COVID-19) Catch-Up Premium & Pupil Premium Strategy Statement

Pupil premium funding is additional funding, given to publicly funded schools so schools can extend their support to disadvantaged pupils in order to help close the attainment gap between these children and their peers. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential. It is paid to schools according to the number of pupils who have been registered as eligible for free school meals (FSM) at any point in the last six years. Covid Catch Up premium is additional funding given to schools to support the school in closing the progress gap of all children following the COVID outbreak.

1. Summary information					
School	Holy Trinity CE Academy				
Academic Year	2020/21	Total PP budget	£201500	% of pupils eligible for PP	70%
Total number of pupils	222	Number of pupils eligible for PP	155	Date for next internal review of this	SEP21

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% of children attaining the expected standard in reading-cohort	60%	60%
Reading progress measure	-2.20	-2.08
Reading scaled score	101.8	102.7
% of children attaining the expected standard in writing-cohort	80%	90%
Writing progress measure	1.34	2.87
% of children attaining the expected standard in maths-cohort	75%	60%
Maths progress measure	-1.73	-0.43
Maths scaled score	106.5	102.1
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	The children have a poor range of vocabulary due to lack of experiences with reading and oracy.	
B.	Although children are taught good decoding skills their inference and deduction skills are limited.	
C.	Children do not have a love of reading or of books – mainly due to the impact of technical devises	
D.	Children lack the skills to use and apply their knowledge of mathematics	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	The children have limited life experiences which also impacts on their vocabulary and understanding	
F.	Attendance although showing some improvement is still a significant issue for some pupils.	

4. Desired outcomes		Success Criteria
A.	Improve the percentage of children attaining the expected level in mathematics at the end of key stage 2.	Expected level of attainment/GD at least in line with National
B.	Develop comprehension skills across the school through the introduction of more demanding, relevant reading books and online resources i.e. reading plus.	End of year data for each year group shows 10% + working at GD for reading/ 60% exp level.
C.	Pupils who have additional needs, who have gaps in learning or are at risk of falling behind are supported through effective intervention to address the gaps in their learning following lockdown.	Children will make rapid progress in acquiring basic skills and will be able to apply these in their learning.
D.	Encourage more children to develop a love of reading through the introduction of more opportunities to experience story reading and story telling	End of year data for each year group shows 60% working at expected level.

5. Planned expenditure					
Academic year		2020/2021			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching and learning for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation

2021 expected level of attainment/GD at least in line with National KS2 in mathematics	<ul style="list-style-type: none"> • Reduce class size and increase adult support • Data tracking meetings analyse the performance of all groups of children half termly • Teacher to support Y6 teaching • Reduced class sizes throughout the school where possible. • Headstart maths scheme used to identify gaps in children's learning • Maths recovery curriculum integrated into school long term plan • Staff all familiar with ready to progress criteria • Strong focus on 'musts' in Mathematics curriculum 	Evidence suggests that small group tuition by a qualified teacher leads to better attainment. (EEF)	<p>Regular staff meeting time with Assistant Headteachers to evaluate impact and issues.</p> <p>Thorough robust data analysis – identifying chn at risk of underachievement</p> <p>Monitor impact of intervention on a half termly basis</p> <p>Regular work scrutiny (at the end of every unit)</p>	A.Spark	Half termly
			Total Budgeted Cost		£65,000

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Develop comprehension skills across the school through the introduction of more demanding, relevant reading books and online resources i.e. reading plus.	Implementation and development of Reciprocal Reading. Purchase of more books across the school to aid with literacy development- Picture Books Phonics Books	The children already had limited experience of reading with their parents, vocabulary is Poor. Following COVID pandemic this only increased. Children were absent from school for six months without any access to any texts or reading.	Rigorous monitoring All teaching assistants trained to deliver high quality regular reciprocal reading interventions. All chn read with an adult at least once a week+ depending on reading level	R Scott	SLT meetings every half term

<p>Additional intervention for chn who are at risk in Reading and Mathematics through afternoon maths and reading interventions and additional reciprocal reading</p>	<p>Guided Reading Books Reading Plus – digital reading programme</p> <p>One to one reading Maths booster Reading plus Reasoning materials All teaching assistants trained to deliver high quality regular reciprocal reading interventions. All chn read with an adult at least once a week+ depending on reading level and engagement of parent</p>	<p>NFER indicates that paired or small group additional teaching had an impact of 18.8%</p>	<p>and engagement of parents.</p> <p>Data analysis Maths and English planning Regular work scrutiny Conversations with chn</p>	<p>J Allan R Scott</p>	<p>SLT meetings Key Stage meetings Termly pupil progress meetings.</p>
Total budgeted cost					£20,000
iii Other Approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Children and parent's to have early access to a range of services to meet their mental health needs.	Place2Be Counselling service introduced in school	Evidence suggests that chn are increasingly having un met mental health issues, this impacts on their attainment.	Regular meetings with HUB Manager. Analysis of attendance at Place 2 Be sessions. Feedback from parents.	T Murphy A Spark	Termly with HUB manager.
Give families eligible for pupil premium and those on low incomes additional financial and emotional support from the school.	Reduced residential and off-site educational visit costs. Give help to vulnerable families with uniform purchase, travel to school – or any other need that may be impacting on the child.	Provide extra support to promote positive mental wellbeing and parental involvement with regards to the children's learning. The connection between parental involvement and academic success is well established – EEF Toolkit. Look for more opportunities for parental engagement with children. Positive frequent engagement with parents.	Regular, clear communication with parents. An open-door policy within school. Access to all staff. Educational Visits budget Social and Emotional support group intervention implemented on a regular basis.	Headteacher Sharen Chow Alison Spark Julie Allan	Termly
Give children increased real life experiences which will enhance their learning. *limited initially due to COVID outbreak.	Supporting after school clubs School trips and curriculum to broaden experiences	Successful last academic year and further developed to incorporate real life experiences e.g. Centre for Life, Discovery Museum, Alnwick Gardens, visits to the Theatre, boat trips. Chn to have non- negotiable experiences through their time in Holy Trinity.	Attendance at After school clubs Levels of pupil interest and engagement	Subject leaders to co-ordinate *when this is allowed to re-start	Termly
Further improve attendance, narrow the gap in attendance between disadvantaged pupils and pupils ALL. Reduce persistent absenteeism for all pupils.	Review Policy Monitor attendance fortnightly Parents invited into school Home visits Attendance rewards	Ofsted reports show where schools have a robust approach to attendance, clear policy and procedures in place, attendance improves.	Weekly meetings with Mrs Chow – Child Well Being Officer. Weekly analysis of data.	Mrs Murphy Mrs Chow Mrs Allan	Weekly

Total budgeted cost					£70,000

COVID Catch Up					
Academic year	2020/2021		Catch- Up Premium Received £16,800		
<p>Following assessment of the children it was very quickly identified that the main area of need was the children who were in EYFS and Key Stage 1. These children came back to school with very significant gaps both in their development and in their attainment. It was therefore decided to create three classes in Key Stage 1 to ensure the children in these Year Groups made the fastest progress given the high ratio of adult support.</p>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation
Narrow the gaps in learning of all pupils who have been absent from school due to the COVID pandemic.	<ul style="list-style-type: none"> Reduce class size and increase adult support 	Evidence suggests that small group tuition by a qualified teacher leads to better attainment. (EEF)	Regular meetings with teaching staff Monitoring of planning Work scrutiny Teaching observations Discussions with children	T. Murphy	Half termly