

Covid 19 Catch Up Spending report

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SUMMARY INFORMATION

Total number of pupils:	190.5	Total Catch up Budget	£15,240
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STRATEGY STATEMENT

Holy Trinity C.E. Primary Academy is a one-form entry school. The school is situated in an area of high deprivation from which the school attracts its families. The level of deprivation is increasing as are the needs of both children and their families. Our school is situated in an area of the highest deprivation in the country and the majority of our pupils have postcodes within the top quintile of IDACI codes (IDSR 2019). Our school deprivation indicator remains above the 80th percentile overall, significantly above the national average. 45% of pupils were eligible for FSM during the last academic year, the school was in quintile 1 of all schools (IDSR 2019) but this figure could be much higher as some families are not yet 'in the system' and some families may not meet the specific criteria to have recourse to public funds but are suffering some of the greatest deprivation nonetheless. Almost all pupils are from minority ethnic groups (98.9%), extremely high compared to the national average and this results in the number of pupils whose first language is not English also being well above the national average, 79%, the school was in quintile 1 of all schools (IDSR 2019). The high level of deprivation means that a large number of our children do not have access to the necessary devices to access online learning. If there are devices in the home these are often shared among a number of children.

When school opened to more pupils in June we had approximately 11% of children return. This rose to approximately 25% by the end of the academic year. The number of children who returned to school was low due to parental anxiety.

When we returned to school in September we planned to reintegrate the children back into school by focusing on PSHE for 3 weeks and giving the children the opportunity to talk when needed. All year groups had a focus of a 'Heritage Project' during the first three weeks. In week 2 all classes began English and Maths lessons as we felt that the children would want to get back into a routine. All children completed assessments so that staff could identify gaps in children's knowledge and understanding. All staff have attended Pupil Progress Meetings to discuss the needs within their classroom with the Assessment Lead and SENCO. All year groups have returned to a structured timetable at the beginning of week 4. English and Maths lessons will take place every morning. The staff will teach the year group curriculum and underpin any gaps from previous years. All classes will also have an afternoon of 'catch-up' Maths and English lessons once an afternoon during Autumn 1 and leading into Autumn 2. This will be a chance for teachers to teach any gaps in learning. All classes will have a curriculum, Science, RE, PE and PSHE lesson each week. We will get back to a full broad and balanced curriculum towards the end of Autumn 2.

We are aware that there might be times when bubbles have to be closed or when children within bubbles have to self-isolate. We aim to have a Remote Teaching Offer ready by the end of September. All children will have access to Microsoft Teams. Our curriculum has been cross-referenced with The Oak National Academy. Teachers have been given links to lessons from The Oak National Academy which link with our curriculum. If children have to self-isolate or bubbles have to shut down then teachers can switch to the lessons provided by The Oak National Academy, which will be shared via Teams.

Planned actions and expenditure

TARGETED SUPPORT: WELL BEING/EMOTIONAL SUPPORT/BEHAVIOUR			
Issues	Actions	Success Criteria	Budget
Anxiety	PSHE sessions within every year group. Teachers to refer any children who are	Children are settled within school.	Within school budget

	struggling with anxiety to Pastoral Manager. Pastoral Manager will support children. If it is felt that an outside agency is needed then a referral will be made.	Children are happy to return to school Children are ready to learn and are making progress	
Behaviour	Behaviour Policy to be adapted to reflect that children's behaviour might manifest in different ways. Children who are causing concern are to be referred to Pastoral Manager. Pastoral Manager will support children. If it is felt that an outside agency is needed then a referral will be made.	Children understand and follow the school rules All staff are consistent with following the behaviour policy Children aren't reaching the bottom of the Behaviour Ladder. Children are able to self- regulate their behaviour	Within school budget
Friendships	Pastoral manager to identify new/existing pupils that are having friendship issues.	New/struggling pupils will have a buddy to play with Pupil who require work on social skills will receive initial support via group with Pastoral Manager	Within school budget
Routines	All staff and children informed of new routines in place which are Covid specific, eg one way system, handwashing etc	All staff and children following systems Systems regularly reviewed and adapted where needed	Within school budget
Safeguarding	All staff to receive updated KCSIE training Any disclosures recorded and dealt with swiftly by DSLs All staff members vigilant of signs of abuse or cause for concerns.	All staff confirmed via SSE Training that they have read the update. CPOMS completed regularly and accurately. Any referrals made in a timely manner	Within school budget
Domestic Abuse	Pastoral Manager to source a program that that can be delivered to children who require it. Pastoral Manager to continue with 1:1 support in the meantime.	Children identified and supported in a timely manner Tailored program purchased and Pastoral Manager trained.	Within school budget

SEND	<p>All targets reviewed</p> <p>CPD for staff on SEND practice within the classroom and on target continuum</p> <p>CPD for TAs delivering interventions</p> <p>Teachers to plan in whole class teacher based on their targets and scaffold as appropriate for independent learning</p> <p>Specialist support obtained where needed</p> <p>Interventions planned and started</p>	<p>All SEND children have plans in place</p> <p>Whole class teaching meets their needs</p> <p>Children making progress within their targets</p> <p>Plans are regularly evaluated and amended</p>	<p>Within school/SEND budget</p>
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TARGETED SUPPORT: READING			
Issues	Actions	Success Criteria	Budget
Phonics	<p>Year 1 and 2 will have interventions to support with phonics to accelerate progress. KS1 will use Start Phonics Catch-Up.</p> <p>Year 3 and Year 4 children will be targeted for intervention where needed – Direct Phonics</p>	<p>All children are on track for their end of year targets.</p> <p>Children who do not pass phonic test in Year 2 during Autumn, will pass by the end of the academic year.</p> <p>All children will show progress from their baseline at the end of their assessment</p>	<p>Within school budget</p>
Fluency and comprehension	<p>Children from Year 3, 5 and 6 will take part in a Project X intervention.</p> <p>An Academic Mentor will be employed to support selected children with fluency and comprehension.</p> <p>All staff will deliver 'Catch Up' sessions during the afternoon which will focus on</p>	<p>All children will be on track for their end of year targets.</p> <p>Children who are not on track will be identified for further interventions</p>	<p>Approximately £5000 for the on costs of the Academic Mentor</p>

	gaps in learning from previous year groups during Autumn 1 and 2.		
SEND	1:1 interventions will take place with identified children – Direct Phonics 3x 15 minutes weekly	Children will make progress from their baseline at the start of their interventions. Children will make expected progress on their individual continuums	Within school budget

TARGETED SUPPORT: WRITING			
Issues	Actions	Success Criteria	Budget
SPAG	Quality first teach from baseline assessments in September. Academic Mentor employed to support specific children to develop SPAG skills. All staff will deliver 'Catch Up' sessions during the afternoon which will focus gaps in learning from previous year groups during Autumn 1 and 2.	All children will be on track for their end of year targets. Children who are not on track will be identified for further interventions	Approximately £5000 for the on costs of the Academic Mentor
SEND	Phonic intervention support gaps in writing.	Children will make progress from their baseline at the start of their interventions. Children will make expected progress on their individual continuums	Within school budget

TARGETED SUPPORT: MATHS

Issues	Actions	Success Criteria	Budget
Basic arithmetic	Small group interventions. Intervention groups focusing on reinforcing place value and number using a range of manipulatives.	All children will be on track for their end of year targets. Children who are not on track will be identified for further interventions	Within school budget
Reasoning skills	Academic Mentor employed to support specific children and provide 1:1/small group intervention with reasoning skills.	All children will be on track for their end of year targets. Children who are not on track will be identified for further interventions	Approximately £5000 for the on costs of the Academic Mentor
Gaps in knowledge and understanding.	Specific staff to be trained in 'Catch-up' Numeracy intervention. Staff to deliver 'Catch-up' intervention to children on a 1;1 basis	All children will be on track for their end of year targets. Children who are not on track will be identified for further interventions	£1150 for the cost of Catch-up training bundle
SEND	1:1 intervention for specific SEN children – Plus 1 Maths	Children will make progress from their baseline at the start of their interventions. Children will make expected progress on their individual continuums	Within school budget

TARGETED SUPPORT: BROAD AND BALANCED CURRICULUM			
Issues	Actions	Success Criteria	Budget
The need to focus on basic English and Maths skills could narrow the curriculum	English texts are matched to curriculum areas where possible. English and Maths Catch-up afternoons will only be for Autumn 1 and 2. We will return to a full broad and balance curriculum by Spring 1.	Accelerated progress in the basic skills enables us to move to a broader curriculum sooner. Children are developing cross-curricular links through the English texts.	Within school budget

Quality of teaching in curriculum areas and teacher's subject knowledge needs to be improved.	Development of subject leaders through CPD and coaching Quality planning and resources provided to support teaching and learning Monitoring of provision	Subject leaders can confidently lead their areas Teachers subject knowledge improved Teaching and learning is good or better in wider curriculum areas.	Within school budget
TARGETED SUPPORT: TRANSITION			
Issues	Actions	Success Criteria	Budget
Children struggling to settle into their new year group	There will be a PSHE focus during the first three weeks with the opportunity for children to talk about their experiences. PSHE will continue to be a priority throughout the academic year.	Children have all made a successful transition back into school. Children to be at 4 and 5 on Luvuun Scale and therefore are able to engage successfully with learning.	Within school budget
Last year's Reception class had a turbulent year and are not ready for a Year 1 curriculum.	Year 1 will start this academic year in their old classroom. They will start with continuous provision as it is clear that they still have gaps in basic skills. They will be taught by the same staff team that they had last academic year. They will start to transition to Year 1 curriculum by the end of Autumn 1. By Autumn 2 they will be taught in the Year 1 classroom.	Children have all made a successful transition back into school. Children to be at 4 and 5 on Luvuun Scale and therefore are able to engage successfully with learning.	Within school budget
Children struggling to settle into their new year group	A writing project will be completed by all year groups with a focus on returning to school to support with transition after lockdown.	Children have all made a successful transition back into school. Children to be at 4 and 5 on Luvuun Scale and therefore are able to engage successfully with learning.	£64.44
SEND	Individual meeting with staff were offered during Summer term to support with transition.	Successful transition into full time education	Within school budget

	Specific personalized timetable variations agreed with parents for children with complex learning needs to support transition back into school.		
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Useful Websites:

Staff wellbeing

Health Assured: <https://www.healthassured.org/>

Tel: 0844 892 2493

Education support: <https://www.educationsupport.org.uk>

Tel: 08000 562 561

Anna Freud National Centre for Children and Families: Supporting Staff Wellbeing:
<https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/supporting-staff-wellbeing-in-schools/>

Mentally Healthy Schools: <https://www.mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/>

Mind: <https://www.mind.org.uk>

Pupil wellbeing

Education Endowment Foundation: Improving social and emotional learning in Primary Schools:
<https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/>

Young Minds: <https://youngminds.org.uk/>

Charlie Waller Memorial Trust: <https://www.cwmt.org.uk/schools-families>

Safeguarding

NSPCC: <https://www.nspcc.org.uk/keeping-children-safe/>

Parentzone: <https://parentzone.org.uk/parents>

UK Safer Internet Centre: <https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff>

Think U Know resources: <https://www.thinkuknow.co.uk/>

Childnet: <https://www.childnet.com/>

Bereavement

Child Bereavement UK Helpline: <https://www.childbereavementuk.org/>

Tel: 0800 02 888 40

Cruse Bereavement Care Helpline: <https://www.cruse.org.uk/>

Tel: 0808 808 1677

Winston's Wish: <https://www.winstonswish.org/>

Edward's Trust: <https://edwardstrust.org.uk>

Tel: 0121 454 1705