

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION							
Total number of pupils:	Year	SEN K	SEN E	PP	Overall	Amount of catch-up premium received per pupil:	£80
	R	3	0	3	10		
	1	3	0	11	18		
	2	3	0	12	17		
	3	4	0	8	19		
	4	8	0	11	21		
	5	2	0	8	19		
	6	6	0	11	23		
Totals	29	0	64	127			
Total catch-up premium budget:	£10,160						

STRATEGY STATEMENT

It is likely to be beneficial to consider how to align chosen approaches with pupil premium spending and broader school improvement priorities' (Covid-19 support guide for schools, Sept 2020)

Our catch-up plan is written with reference to whole school priorities. They are:

- ✓ The Academy Improvement Plan
- ✓ The Academy Self Evaluation

Here is an at-a-glance list of the 9 approaches we are taking to help pupils catch up. These 9 approaches will enable us to:

- ✓ Raise the attainment of all pupils so that we close the gap created by COVID-19 school closures. There will be a particular focus on disadvantaged, SEND and vulnerable pupils who, evidence shows, are likely to have fallen most behind.
- ✓ Offer support to all pupils, families and the wider community to help them recover from the impact that COVID-19 may have had on their emotional health and well-being.

- ✓ To fund extra support for those pupils who may struggle to re-engage in school or who are at risk of persistent absence.
- 1. Curriculum adaptations for all subjects and all year groups.
- 2. Development of high-quality remote learning resources and a strategy for monitoring meaningful engagement
- 3. High quality CPD for staff so that our face-to-face and online lessons are impactful, engaging and accessible to all
- 4. Strengthening the pastoral team to build capacity to support pupils during and post lockdown
- 5. Review of summative and formative assessment to establish gaps in knowledge and understanding so teachers are able to identify necessary adaptations to the taught curriculum
- 6. Ensuring effective transition for all year groups in September 2021
- 7. Effective use of the National Tutoring Programme funding
- 8. Renewed focus on the literacy skills for all pupils
- 9. Community support so that the wider Trinity family copes as well as it can during the pandemic.

This catch-up plan is a working, live document. It will be reviewed termly and changes/updates will be made where necessary. The quote below echoes the sentiments of Trinity Academy St Peter's.

Catching up on lost learning time is a significant, complex and difficult task, which will require ... time, space, and support. We must do more for young people from disadvantaged backgrounds all the time, not through rhetoric but through practical action. (Geoff Barton, ASCL)

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	'School closures are likely to reverse progress made to close the gap in the last decade since 2011'. EEF - Impact of school closures on the attainment gap: Rapid Evidence Assessment (June 2020). We must work even harder to engage, academically and pastorally support and implement timely interventions for our PP pupils.
B	Engagement with remote learning is varied. Some pupils, such as young carers, will not have been able to work effectively at home. Some PP pupils have extenuating family circumstances meaning that they are unable to manage the demands of learning at home. We must use ongoing formative and frequent summative assessment to assess pupil working levels, amend our curriculum maps and daily plans accordingly and track pupil progress.
C	Lost learning time has led to lower literacy levels. Disadvantaged households are less likely to be able to support their child (ren) with their reading at home and decoding of remote learning tasks. A robust, impactful suite of literacy interventions must be available to those who need it. A robust whole school literacy strategy must be a priority so that all pupils are able to build their tier 1, 2 and 3 vocabulary banks back up post lockdown.

D	Lost learning time due to lockdown will have affected our SEND pupils significantly, in particular those with cognition and learning as their key area of need. We want as many SEND pupils as possible to leave Trinity Academy St Peter's "secondary ready", having reached the expected standard in English and Maths by the end of KS2.
E	The behaviour of a minority of pupils is a focus for pastoral and academic staff. Post lockdown, poor behaviour could be exacerbated due to a lack of structure and routine at home. This may lead to disengagement, more lost learning time and ultimately less successful outcomes for pupils at GCSE.
F	The recruitment and retention of the very best staff is key to consistent quality first teaching. A lack of consistency can lead to unsettled pupils who prefer to be taught by familiar staff who are experts in their craft. Teaching during a global pandemic has been challenging and we must do what we can to ensure that retention of staff is high priority.
G	The EEF states that middle ability pupils are likely to engage less with remote learning than their peers. Middle ability pupils will need to be tracked closely to ensure that they fulfil their potential.

ADDITIONAL BARRIERS

External barriers:

H	Lack of access to ICT and a stable internet supply. Despite our best efforts to ensure that laptops and dongles are provided to pupils who need them, there will still have been lost learning time as they awaited this ICT equipment from school. Disadvantaged pupils may also have limited ICT skills and find navigating remote learning challenging.
I	The percentage attendance of pupils could be lower than pre-covid due to anxiety around the risks of returning to the school building and exposure to the virus. Pupils could have, despite our best efforts, disengaged from school during lockdown and be reluctant to return.
J	'Disadvantaged pupils are twice as likely not to be in education, employment or training and are at a higher risk of poverty as adults'. (DfE, 2015). We must ensure that all pupils (especially our pupil premium pupils) have access to the very best transition support and processes when in school and during periods of lockdown so that they are well prepared for the next stage of their education.

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead(s)	When will you review this?
1. To ensure that curriculum adaptations for each year group in each subject are considered thoroughly and implemented effectively.	<p>Intended outcome: Settled, confident pupils who have the best chance of catching up on any lost learning time.</p> <p>Success criteria: Documented overview of curriculum adaptations for each subject area.</p>	<p>EEF - Covid-19 support guide for schools 'For many pupils, compensating for the negative impact of school closures will require a sustained response. It is highly unlikely that one single approach will be enough'.</p> <p>EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 'Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning'.</p>	<p>Curriculum leaders will work with their senior leadership links to:</p> <ul style="list-style-type: none"> - remove content that can be removed. -locate topics/skills that are repeated and tackle once if appropriate. -build in revision time for year 11 subjects where possible. -lead curriculum area reviews to share best practice. 	<p>Curriculum leaders</p> <p>Senior leadership links</p>	Ongoing

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead(s)	When will you review this?
<p>2. To ensure that all pupils have access to the very best remote learning via 'Trinity TV' remote lessons and live lessons.</p> <p>To share ideas with teachers on a 'best practice' lesson structure, effective teacher talk, how to avoid cognitive overload etc.</p> <p>Weekly quality assurance of 'Trinity TV' and 'On Demand' resources. Constructive and informative feedback to teachers sharing useful research on successful remote teaching and learning techniques they might implement.</p> <p>The submission of work through 'Assignments' on Microsoft Teams to capture pupil understanding and engagement.</p>	<p>Intended outcome: Pupils remain engaged with their learning and the risk of further disruption to learning caused by lack of engagement is minimized.</p> <p>Success criteria: A high quality, accessible-by-all bank of Loom presentations available for Spanish/History/Geography every week.</p> <p>Increasingly more positive pupil engagement seen over time.</p> <p>Pupil and parent voice about live lessons is encouraging and demonstrates effectiveness of these sessions.</p>	<p>EEF - Remote learning: rapid evidence assessment, April 2020 'Teaching quality is more important than how lessons are delivered'. 'Peer interactions can provide motivation and improve learning outcome'. 'Different approaches to remote learning suit different tasks and types of content'.</p> <p>EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 'Low stakes testing approaches have the benefit of more precisely diagnosing gaps in learning and informing the teacher'.</p> <p>'Intervention sessions (such as our live lessons) require effective implementation, ensuring sessions are explicitly linked to the content of daily lessons and that effective feedback structures are in place'.</p>	<p>Step-by-step, ongoing and ability-to-revisit Teams and Loom CPD sessions for staff to ensure no teacher is left behind.</p> <p>Agreed online lesson structure for Trinity TV remote lessons.</p> <p>Frequent quality assurance of 'Trinity TV' remote lessons and live lessons to ensure consistent high-quality offer.</p> <p>Successful completion of Microsoft forms tasks and allocated assignments.</p> <p>Weekly completion of the pupil engagement tracker by all teaching staff. Weekly phone calls home to every pupil working at home to celebrate their engagement with the work or to advise about what they could do better next time.</p>	<p>Director of Primary</p> <p>Principal</p> <p>Assistant Principals</p>	<p>Ongoing</p>

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead(s)	When will you review this?
<p>3. To keep staff at the Academy because they feel part of the Trinity family, have exposure to leading edge CPD and are able to focus on the subject(s) they applied to teach.</p>	<p>Intended outcome: Motivated staff who have manageable workloads with time to teach to their potential, opportunities to refine their craft and to act as a consistent body of support to our pupils who, due to lockdown, are in need of enhanced levels of staff consistency and expertise.</p> <p>Success criteria: High quality, carefully sequenced CPD programmes for staff and support staff of all career levels.</p> <p>Robust subject area led CPD schedules submitted and quality assured.</p> <p>High levels of staff engagement in CPD and positive staff feedback.</p>	<p>DfE Teacher Recruitment and Retention Strategy, January 2019 'Every day, teachers get the chance to inspire children and young people, shaping thousands of lives. But ... we need to attract even more people into the profession, and then make sure they are supported to not just stay, but to thrive'.</p> <p>EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 'We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom'.</p> <p>Chartered College of Teaching – Catch up and recovery approaches, June 2020 'Ensuring our staff have a manageable workload is a priority. They need to be able to teach'.</p>	<p>Weekly Senior Leader meetings to monitor progress.</p> <p>Weekly Principal meetings with primary colleagues across the trust to share best practice.</p> <p>Weekly Lead Teacher meetings to discuss latest evidence-based research. This will lead to lesson spotlights taking place and research being shared to classroom teachers in a non-judgmental way so that they can further develop their practice.</p> <p>Staff voice on QA process (asking questions such as 'is QA supportive and developmental?' 'What could be improved upon?')</p> <p>Senior Leader with a responsibility for staff wellbeing to organize and lead on initiatives to ensure cohesion amongst the staff team.</p>	<p>Principal</p> <p>Assistant Principals</p> <p>Finance and Ops Manager</p>	<p>Ongoing</p>

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead(s)	When will you review this?
<p>4. To strengthen our pastoral team with the appointment of a Assistant Principal responsible for behaviour and attendance</p>	<p>Intended outcome: A dedicated member of support staff supports pupils with their pastoral needs, particularly following extended period(s) of lockdown</p> <p>Success criteria: Pastoral processes become even more efficient and impactful due to added capacity within team.</p>	<p>DfE guidance for full opening of schools 'Adverse experiences or lack of routines of regular attendance ... may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour'.</p> <p>EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 'Pastoral teams could conduct semi-structured interviews with pupils ... monitoring and responding to needs'.</p>	<p>All new pastoral staff happy and effective in new roles.</p> <p>Added capacity for supporting pupil behaviour and attendance teams and adding strength to the pastoral team at a challenging time.</p> <p>Pastoral team leads on weekly pupil engagement calls to every remote learner. This will strengthen relationships with pupils and families and aid re-integration.</p>	<p>Principal</p> <p>Assistant Principal: attendance and behaviour</p>	<p>Half termly</p>
<p>5. Carry out NFER tests in Reading and Spelling, Punctuation and Grammar, as well as White Rose Maths end of unit assessments each term in Year 2-6. Complete a Year 1 phonics screening check each term. Analysis of assessments each term identifies gaps in knowledge to revise and re-test.</p>	<p>Intended outcome: Well informed staff who know which knowledge to revisit with pupils and where pupil strengths in knowledge acquisition lie.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> - Teachers use knowledge organisers to support learning. - NFER, WRM and RWI phonics data is analysed and planning is refined to meet changing pupil needs. 	<p>EEF - Covid-19 support guide for schools, Sept 2020 'Subject specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations'.</p> <p>EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 'Graphic organisers represent a cognitive strategy that has been extensively researched with pupils with SEND ... and are used to organise knowledge, concepts and ideas'.</p>	<p>NFER and WRM assessments to be held in December 2020, April 2021 and June 2021.</p> <p>Curriculum planning informed by outcomes of NFER, phonics and WRM assessments, alongside moderated teacher judgements.</p>	<p>Class teachers</p> <p>Curriculum Leaders</p>	<p>Termly</p>

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead(s)	When will you review this?
<p>6. To enable all pupils (in particular vulnerable and SEND pupils) to have a transition opportunity (1 day or longer) to ease their start/return to school in Autumn 2021.</p>	<p>Intended outcome: Lower levels of pupil absence and/or anxiety due to fear of starting a new school and/or returning to school post lockdown.</p> <p>Success criteria: Pupil % attendance is as high as or higher than the national average each week and across all key groups.</p> <p>Parental feedback at parents' evenings (C-19 restrictions permitting) is positive.</p>	<p>EEF - Covid-19 support guide for schools, Sept 2020 'Planning and providing transition support, such as running dedicated transition events – either on line or face to face, as restrictions allow – is likely to be an effective way to ensure pupils start the new year ready to learn'.</p>	<p>Feedback from strategies employed for the transition to September 2020 will guide decisions and ideas.</p> <p>Pupils starting in Reception and pupils joining the academy in other years have a well-planned transition to TASP.</p> <p>Development of transition section of the school website so that Reception families can prepare for their start.</p> <p>Teachers and SENDco work closely with colleagues from local secondary schools to ensure we are providing high-quality pastoral support to our Year 6 pupils as they prepare to transition to Year 7.</p>	<p>EYFS leader</p> <p>SENDco</p> <p>Key Stage Leaders</p>	<p>End of Term 5</p>

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead(s)	When will you review this?
7. To use National Tutoring Programme tutors to support our pupils most at risk of underachieving in Maths due to lost lesson time and/or pupils who are disadvantaged, SEND or vulnerable and likely to have fallen behind most.	<p>Intended outcome: Pupils working with an NTP tutor are able to use this additional tutor time/small group learning to 'catch up'.</p> <p>Success criteria: Analysis of NTP engagement data and mini assessment outcomes show that tutoring is high impact.</p>	<p>EEF - Covid-19 support guide for schools, Sept 2020 'There is extensive evidence supporting the impact of high quality one-to-one and small group tuition as a catch up strategy'.</p>	<p>NTP tutors to have attended all relevant training with WRM prior to commencing tutor sessions.</p> <p>Clear timetable of pupils identified for tutoring online (Autumn term). Rationale for selections made.</p> <p>Clear timetable of pupils identified for tutoring in school (Spring term) and online. Rationale for selections made.</p> <p>Analysis of attitude to learning grades, pupil and parent/carer feedback, masters of recall Maths outcomes, end of term and trial examinations.</p>	Assistant Principal: SENDco and Maths	Ongoing

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead(s)	When will you review this?
<p>8. To ensure that literacy intervention curriculum maps are re-visited and further developed to meet the bespoke needs of our post lockdown cohort.</p> <p>To further develop the whole school literacy package so that lost literacy skills are recovered and chances to focus on literacy exist at whole school level, classroom level and pupil level.</p>	<p>Intended outcome: Pupils re-gain their confidence in and their love of reading and writing for various purposes and audiences. Pupils have the necessary literacy skills to access their broad and balanced curriculum.</p> <p>Success criteria: Pupils in a reading ntervention group increase their reading age and ZPD (Accelerated Reader) each term and/or have clear strategies for increasing their progress.</p>	<p>EEF - Covid-19 support guide for schools, Sept 2020 'A particular focus for interventions is likely to be on literacy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills'.</p> <p>Internal thoughts on literacy: Without KS2 data this year, we are identifying need in each area of reading and writing so that the right pupils get the right catch-up support.</p>	<p>English Curriculum Mapping</p> <p>Investment in staff CPD for those who will deliver the lessons</p> <p>Further development of the Bungee reading approach and bespoke CPD for teachers in KS2.</p> <p>Launch of Accelerated Reader programme across school.</p> <p>Continue to develop the whole school literacy package so that every pupil has regular opportunities to read for pleasure, read texts for comprehension and inference, debate and discuss the content of what they read and write clearly, using ambitious, wide-ranging vocabulary.</p> <p>Implement the 'Talk for Writing' approach across school.</p>	<p>Principal</p> <p>Assistant Principal: English lead</p> <p>Phonics leader</p>	<p>Ongoing</p>

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead(s)	When will you review this?
<p>9. To build on the community support provided during the first lockdown period so that the community have the provisions they need through a second lockdown and beyond.</p>	<p>Resulting in ... Happier families who are more engaged with school due to additional support on offer to them.</p> <p>Success criteria: -Successful delivery of food bags to our most vulnerable families each week. -Successful engagement with the local community via random acts of kindness and/or more strategic support plans. -More links made with local businesses to support our most vulnerable community members through food donations/hygiene product donations etc.</p>	<p>The Guardian newspaper, "We stand together": how pupils are helping NHS during coronavirus crisis', April 2020</p> <p>'Schools are used to providing support for their more vulnerable pupils but since the crisis, extraordinary efforts are being made to help communities ... our corridors are silent and classrooms are empty, it doesn't feel right. It is only little, small things we are doing but it is contributing to that overwhelming feeling of gratitude for the frontline'.</p>	<ul style="list-style-type: none"> - Reindeer Run for Overgate Hospice - Collection for local food bank - FSM vouchers delivered to families - Involvement in the Active Calderdale holiday scheme to ensure food parcels are delivered to families qualifying for FSM - Extensive loaning of devices, including wi-fi dongles and increased data packages, for families at risk of falling behind through periods of lockdown and/or isolation. 	<p>Principal</p> <p>Assistant Principals</p> <p>Home-School Liaison Officer</p>	<p>Ongoing</p>
					<p>Total budgeted cost: £10,160</p>

ADDITIONAL INFORMATION

'An evidence informed approach gives us the best chance of maximising impact' (Covid-19 support guide for schools, Sept 2020)

This catch up policy has been written with reference to the following internal information and evidence-based research:

- Trinity Academy St Peter's knowledge of pupil progress and impact of lockdown
- Results of staff, pupil and parent/carer consultation
- Analysis of attendance and pupil engagement records
- DfE – Guidance for full opening of schools (Section 3)
- DfE – Catch up premium (November 2020)
- EEF - Covid-19 support guide for schools (Sept 2020)
- EEF - Best evidence on supporting pupils to learn remotely (Jan 2021)
- Chartered College of Teaching – Catch up and recovery approaches (June 2020)
- Barry Carpenter, Oxford Brookes – Loss and life for our children and schools post pandemic (July 2020)
- Steve Lane, Educational researcher – Covid-19 response blog
- DfE – Review your remote education provision (January 2021)
- The EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21
- National Tutoring Programme - Supporting schools to address the impact of Covid-19 closures on pupils' learning. – EEF (August 2020)

Curriculum Conference hosted by the BESA presentations:

- Supporting the Covid-19 cohort
- Diversifying the Curriculum
- A Recovery Curriculum
- The DfE's priorities post-Covid-19
- Ofsted Keynote by Daniel Mujs