



COVID CATCH UP PREMIUM STRATEGY DOCUMENT | 2020 - 2021

1. Summary information					
School	Trinity CE / Methodist School				
Academic Year	2020/21	Total Catch Up budget	£15,440	Date of most recent review	01.09.2020
Total number of pupils	224		Date for next internal review of this strategy	01.12.2020	

2. Barriers to future attainment	
In-school barriers	
A.	Children's reading ability throughout school has regressed since March 2020, especially lower ability readers.
B.	Due to the new quarantine system, school does not have enough quality books for all children to read for the full academic year. New books needed by January 2021.
C.	Children and young people have not had chance to explore, debate and discuss current issues which impact on their lives. Children and young people need to find and develop their voice in everyday issues.
D.	EYFS children have missed out on face to face transition sessions resulting in PSED being significantly lower on entry than previous years.
E.	As a result school being closed to most children in the Spring and Summer of 2020, there are significant gaps in English knowledge in upper KS2.

3. Planned expenditure

EEF Recommend Strategy	EEF Rationale	Action	Expected Impact	Staff lead	Review date and Cost
Teaching and whole-school strategies	'Great teaching is the most important lever schools have to improve outcomes for their pupils.'	<p>Implement VoteForSchools. VotesforSchools is an award-winning platform giving students a voice on the issues that affect them the most, as well as supporting schools to consistently embed SMSC, British Values and Prevent across school.</p> <p>Weekly tasks:</p> <ul style="list-style-type: none"> • Whole school assembly, tutor-time session and full lesson • Curriculum map showing weekly coverage of SMSC, British Values and Prevent • Cross-curricular planning ideas and parent information sheet • Online voting platform that captures students voice 	<p>To raise the profile of issues faced by children and young people.</p> <p>For children and young people to have a voice in everyday issues.</p>	TC	<p>Jan 2021</p> <p style="text-align: right;">£500</p>
One to one and small group tuition	'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'	<p>Daily 1:1 reading with targeted children.</p> <p><i>(2.5 hours a day at £17.00 per hour for 26 weeks)</i></p>	By increasing targeted children's time spent reading 1:1 to an adult, we expect to close gaps in reading progress.	SMAC	<p>March 2021</p> <p style="text-align: right;">£5,525</p>

3. Planned expenditure

EEF Recommend Strategy	EEF Rationale	Action	Expected Impact	Staff lead	Review date and Cost
		<p>Daly 1:1 PSED support for a focus group in R to help those children who are having difficulties in dealing with certain aspects of their PSED as a result of missed face to face transition sessions. Practitioners will spend time making sure focus children feel safe and secure. Practitioners will ensure children feel secure and valued in order to develop their sense of well being. They will sustain a peaceful environment as some children cannot cope with an overload of noise and stimulation.</p> <p><i>(3 hours a day at £17.00 per hour for 26 weeks)</i></p>	<p>Targeted children able to access full week, full time learning consistently by April 2021</p>	<p>JV</p>	<p>Feb 2021</p> <p style="text-align: right; background-color: #f4b084;">£6,630</p>

3. Planned expenditure

EEF Recommend Strategy	EEF Rationale	Action	Expected Impact	Staff lead	Review date and Cost
Supporting parents and carers	'Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.'	<p>The purchase of 'Bug Club' reading scheme to enable school to have a ready supply of digital books that can be used in school and at home.</p> <p>The purchase of 'pre-reading' Sound Blending Book Bag Books to use in Reception – enabling teachers to send single word books home for parents to practise with their children.</p> <p>The purchase of additional, inspirational and decodable reading books to enable school to have a ready supply of physical books that can be used in school and at home.</p>	By ensuring that all children are able to access a wide range of phonetically matched reading books at both home and school simultaneously, and by providing parents with the resources to continue to practise phonic awareness at home, we expect the impact to be accelerated improvement in the children's reading and phonics ability	SMAC	<p>March 2021</p> <p style="text-align: right;">£1,873</p>
Access to technology	'Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.'	The purchase and implementation of online learning platform 'MyMaths'	By ensuring that children have access to quality maths practise at home, supplementing the learning they are doing in school, with challenges and tasks set by the teacher at their level, we are expecting the impact to be accelerated progress in maths.	ST	<p style="text-align: right;">£300</p>
				TOTAL	£15,440