**How the Covid catch up premium will be spent for the academic year 2020-21**

| summary information |
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| Total number of pupils: | 416 (October 2020 census) | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | £33,280 in three tranches. | Holy Trinity C E (A) Primary School. |

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| **Strategy** | **Cost – approximate.**  | **Intended Impact and Evidence base.** | **How will impact be measured?** |
| Tutoring after school in reading, writing and maths. Children will be taught in small groups of 6 by qualified teachers who currently teach at Holy trinity Primary School. Children will be identified according to need and invited to join a 10 week programme of tutoring. Each session will last an hour. | £5,400 | **Intended Impact**:To mitigate the effects of the lockdown, to close gaps in reading, writing and maths and address individual needs identified by class teachers.**Evidence Base:**The Education Endowment Foundation teaching and learning toolkit identifies the following impact:Feedback +8 monthsReading comprehension strategies +6 monthsMastery learning +5 monthsCollaborative learning +5 monthsSmall group tuition +4 months | An assessment will take place at the beginning and at the end of the tutoring period. Teachers will informally review progress on an ongoing basis. |
| Interventions Planned to address:· Resilience· Perseverance,· Growth Mindset· Self-esteem· Anxiety· Successful Year 6 Transition to secondary SchoolsThese interventions will be carried out by:The Learning Mentor – work around anxiety -1.5 hours extra per weekELSA course and books for Learning mentorSEND teacher leading programmes on resilience, growth mindset, self-esteem and transition6 weeks per group5 groups per half term10 groups in total over summer termBooks - * Resilience stories
* Worry books
* Growth Mindset stories
* Self esteem workbooks etc.
 | £345.60 £550£3,300 £200 | **Intended Impact**:To improve the resilience and self esteem of the selected children. To encourage growth mindset and to tackle anxiety. To enable a smooth transition to secondary school for year 6 children.**Evidence Base:**EEF - metacognition and self-regulation +7 monthsSocial and Emotional Learning +4 months | Reports from class teachers, talking to the children and parents. |
| Books related to diversity and for more able KS1 readers. | £1679.12 | **Intended Impact**:Children will identify with the diverse book characters, encouraging inclusivity and tolerance. Reading gaps will be closed for more able pupils in KS1.**Evidence Base:**EEF– reading comprehension strategies +6 monthsSocial and emotional learning +4 monthsPhonics +4 months | Wellbeing surveys.Reading tests. |
| Diagnostic tool for reading. | £5400 for 3 years (£1800 per year) | **Intended Impact**:To diagnose reading difficulties and, as a result, put appropriate targeted interventions in place.**Evidence Base:**EEF– reading comprehension strategies +6 monthsPhonics +4 monthsFeedback +8 months | Reading test results. |
| Class set of 15 ipads for years 5 and 6 and storage case.6 additional ipads for early years and teacher use. | £5,000£2040 | **Intended Impact**:To improve access to the curriculum for years 5 and 6.**Evidence Base:**EEF – digital technology +4 months | Discussion with children.Book scrutiny – has the increased access to technology positively impacted work across the curriculum? |
| NFER tests to be used in years 1,3,4 and 5 | £1400 | **Intended Impact**:To determine gaps and put appropriate targeted interventions in place.**Evidence Base:**EEF– small group tuition +4 months | Have gaps been closed? |
| Extra part time LSA for year 5 – identified as the most vulnerable cohort. The LSA will work with groups of children and also release the class LSA to work with those children identified as most disadvantaged by Lockdown. | This cost was funded from the school budget. | **Intended Impact**:Gaps, particularly in maths, grammar and punctuation will be narrowed for those year 5 children disadvantaged by lockdown. **Evidence Base:**EEF - small group tuition +4 months | Books of identified children will be scrutinised in November, March and June in order to measure impact. |
| Reading books for KS1 and EYFS linked to the phonics being taught including Read Write Ink books. | This cost was funded from the school budget. | **Intended Impact**:To close the gaps in reading in EYFS and years 1 and 2.**Evidence Base:**EEF– reading comprehension strategies +6 monthsPhonics +4 months | Children will be informally assessed in November, March and June in order to measure impact. |
| Total expected expenditure for academic year 2020-21 | £ 25,314.72Any underspend, due to the extended period of lockdown at the beginning of 2021, will be carried over to the next academic year.  |

**How the Covid catch up premium will be spent for the academic year 2021-22**

Underspend from 2020-21 approximately £10,000

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| **Strategy** | **Cost – approximate.**  | **Intended Impact and Evidence base.** | **How will impact be measured?** |
| An extra day per week for the SEND teacher in the Spring term.SEND teacher leading programmes on resilience, growth mindset, self-esteem and transition6 weeks per group5 groups per half term10 groups in total over Spring term | £3,300  | **Intended Impact**:To improve the resilience and self esteem of the selected children. To encourage growth mindset and to tackle anxiety. To enable a smooth transition to secondary school for year 6 children.**Evidence Base:**EEF - metacognition and self-regulation +7 monthsSocial and Emotional Learning +4 months | Reports from class teachers, talking to the children and parents. |
| Structured reading books for Years 5 and 6. | £1000 | **Intended Impact**:Less able readers to have dedicated books, matched to their ability level, kept in the Year 5 /6 area.**Evidence Base:**EEF– reading comprehension strategies +6 months | Reading test results. |
| Additional laptop trolley and laptops including dedicated laptops for Lexplore. | £5,700 | **Intended Impact**:To diagnose reading difficulties and, as a result, put appropriate targeted interventions in place.To improve access to technology for disadvantaged children.**Evidence Base:**EEF– reading comprehension strategies +6 monthsPhonics +4 monthsFeedback +8 monthsDigital technology +4 months | Reading test results.Pupil voice. |