



Trinity St. Peter's
Church of England Primary School
where children shine

Catch Up Funding Report

2021-2022

Trinity St. Peter's CE Primary School
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COVID Catch-Up Premium Spending: Summary

SUMMARY INFORMATION			
School:	Trinity St. Peter's CE Primary	Total number of pupils:	209 (Rec-Year 6)
Total catch-up premium budget:	£7130		

Senior leaders and teaching staff have carefully identified how the impact of lockdown has affected individuals and groups of children in each class within the school. We have undertaken an assessment and review of the needs of each child within our school setting in order to identify the school's catch-up priorities to therefore establish the core approaches that we are implementing and how these will contribute to helping pupils "catch-up" on missed learning.

Alongside this, we recognise the fundamental importance of children's well-being and attention levels and how this can impact on engagement and academic achievement. The below strategy statement seeks to make the most effective use of the time and resources available to us:

STRATEGY STATEMENT	
	<ol style="list-style-type: none"> 1. To raise the attainment of all pupils to close the gap created by COVID-19 school closures. 2. To reduce the attainment gap between disadvantaged pupils and their peers. 3. To support the emotional well-being of pupils ensuring that they feel safe. 4. To ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Children's early reading, language and communication skills being impacted as a result of the pandemic.
B	An increase in children requiring additional intervention support in order to address gaps in learning.
C	Demands on school-based provision for mental health/well-being with associated impact upon mental wellbeing, engagement in school attendance or overall progress

Planned expenditure for current academic year

The below demonstrates how we plan to use the catch-up premium as a school to improve classroom pedagogy, provide targeted support and support whole-school strategies:

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	When will you review this?
Enhance the teaching and resourcing of Reading through purchasing the 'Pathway to Reading' scheme	<p>To provide teaching staff with a resource to accelerate progress in Reading through the mastery approach.</p> <p>To equip pupils from KS1 onwards with key skills to move them through the reading process towards becoming competent and fluent readers.</p> <p>To utilise high-quality texts to promote engaging and purposeful reading lessons which are consistent from KS1 onwards.</p>	<p>Many of the approaches can be usefully combined with collaborative learning techniques and phonics activities to develop reading skills.</p> <p>The EEF's COVID-19 support guide for schools references that supporting struggling readers is likely to require a coordinated effort across the curriculum.</p>	<p>Class teachers to receive targeted training from 'The Literacy Company' to ensure confidence in use and that the 'Pathways to Reading' scheme is being utilised to its full potential.</p> <p>Assessment Lead to track progress of KS1 and KS2 pupils in Reading to identify individual or groups of pupils off track to meet targets.</p>	<p>Deputy Headteacher/English Subject Lead</p> <p>Assessment Lead</p>	Half-termly
Total budgeted cost:					£1575
Targeted support					
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	When will you review this?

Teaching assistants delivering targeted 1:1 and small group intervention	Pupils in identified classes to have additional, targeted support to ensure that identified pupils make accelerated progress in gaps in learning.	DfE recommend 1:1 and small group tutoring. Programmes used in school are recommended by DfE - e.g., Read, Write Inc.	Assessment Lead to track progress of pupils and identify pupils off track to meet targets.	SENDCo Assessment Lead	After each intervention block finishes (approx. every 6 weeks)
Total budgeted cost:					£5480
Other approaches					
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	When will you review this?
Purchasing of specialised apps to support Maths and English	Apps to support both classroom and home learning and to assist in providing extra intervention for identified pupils.	Apps can be accessed within the classroom using available technology and can also be used at home by families to support home learning and extra tuition.	Assessment Lead to track progress of pupils and identify pupils off track to meet targets. SENDCo to manage interventions	Curriculum Lead & Assessment Lead SENDCo	After each intervention block finishes (approx. every 6 weeks)
Total budgeted cost:					£1362+

HOW THE EFFECT OF THIS EXPENDITURE ON THE EDUCATIONAL ATTAINMENT OF PUPILS AT THE SCHOOL WILL BE ASSESSED

Pupils in all year groups are individually tracked and progress across core subjects will be rigorously monitored during this period.