



Catch-Up Premium Plan

Holy Trinity Pewley Down School

Summary information

School	Holy Trinity Pewley Down School, Guildford				
Academic Year	2020-21	Total Catch-Up Premium	£44, 080	Number of pupils	551

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Reception through to Y11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
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Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#). Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

- The EEF advises the following:
- Teaching and whole school strategies**
- Supporting great teaching
 - Pupil assessment and feedback
 - Transition support
- Targeted approaches**
- One to one and small group tuition
 - Intervention programmes
 - Extended school time
- Wider strategies**
- Supporting parent and carers
 - Access to technology

Identified impact of lockdown

Learning behaviours	Children have missed social interaction. Some (especially those in EYFS) need support in building friendships and engaging in conversations. Many across the year groups have become used to producing work that is of lower quality, missing out on peer:peer encouragement to excel and the important aspect of teacher and peer feedback. Some need support in giving their attention and focusing on a task for a longer period of time.
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Reading	The majority of children accessed reading during lockdown. However, children appear to have less stamina for independent reading, some are less fluent in their reading and the gap between those children that read widely and those children who do not is now wider. The readers at the lower end of each cohort have been disproportionately impacted.
Writing	Children haven't necessarily missed 'units' of learning in the same way as in other subjects, however they have missed out on opportunities for practising writing skills. Those who have maintained writing throughout lockdown are less affected, however those who didn't write often are working hard on building writing stamina, developing handwriting skills and practising any spelling, punctuation and grammar skills that have been lost due to a lack of opportunity to write for a purpose, not having an audience for their written work during lockdown.
Maths	Specific content has been missed leading to gaps in learning. Children still have an appetite for maths and lockdown has not affected their attitudes. Arithmetic competency appears to be on track, but some of our EAL learners have fallen behind with their use of mathematical language.
Other subject areas	There are some gaps in knowledge because whole units of work were not taught – some children are less able to access prior knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the wider curriculum experiences e.g. trips, visitors and cross-curricular interactive experiences that are a staple of bringing learning to life at HTPD (The Great Exhibition, The Science Museum, The Dinosaur Exhibition etc.). However, we have noted that the high quality resources sent home for some foundation subject topic areas have resulted in a greater depth of knowledge being retained by some children.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review
<p><u>Supporting great teaching:</u></p> <p>Foundation subjects will be planned in detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Ensure lower ability readers in each year group are heard to read regularly and provided with a range of appropriately matched titles.</p> <p>Set up 'teacher trios' to support teachers and improve the quality of provision. Set time for trios to meet, observe, support one another and share and discuss the provision and teaching strategies being used in their classes. This will have a particular emphasis on improving outcomes despite the restrictions in place in the classroom such as seating and less opportunity for group discussion.</p> <p>PE support for all teachers who require it in their lessons - the admin hours of the PE specialist will be</p>	<p><i>Additional time for subject leaders and teachers to research and plan foundation subjects (history, RE, PSHE etc). Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p>(£2000)</p> <p><i>Purchase additional reading books for Y2 and Y4 to increase titles suitable for lower book bands.</i></p> <p>(£1600)</p>		<p>CB/HP</p> <p>LH</p>	<p>Feb 21</p> <p>Feb 21</p>

<p>moved to teaching support while class bubbles continue for PE and current restrictions are in place on inter-school activities.</p> <p>Increased SLT non-contact at infant school to ensure support for teachers, opportunities for non-contact and extra SEN provision for children.</p>	<p>Employed extra full time NQT to set up a job share for SLT member (part of this role funded by Catch-up Premium).</p> <p>(£10 000)</p>		CB/ CF mentor	
<p><u>Teaching assessment and feedback</u></p> <p>Through targeted assessment for learning, teachers have a clear understanding of what gaps in learning remain and use this knowledge to inform their planning, feedback and subsequent teaching. Using termly standardised tests will offer another level of confidence in this process, but AFL during day to day teaching will be the key method to identify and fill the gaps in any child's learning.</p>	<p>Purchase and implement Standardised Assessments. Complete termly tests and record assessments to identify gaps to track performance.</p> <p>(£3500)</p> <p>Employed extra full time NQT to provide capacity for teacher release time and intervention.</p> <p>As above</p>		CB/ HP/ TE CB/ CF mentor	July 21
Total budgeted cost				£16 100
ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have opportunities to read regularly to increase rates of reading fluency. Their comprehension will improve as a result of being able to read at pace without spending their working memory decoding.</p>	<p>Additional TA staffing in class bubbles</p> <p>Additional support from Librarian to ensure all children have suitable reading material</p> <p>(£5,480)</p>		CB/DC LH/ GT	Feb 21
<p><u>Intervention programmes</u></p> <p>Appropriate interventions support those identified children in reinforcing their understanding of basic maths skills and application of number, their spelling, their handwriting, their speaking and listening skills and their reading</p>	<p>Additional teacher and TA staffing for intervention groups and individuals Increased hours for SEN support teacher in Year 6. Use her expertise to train other support staff working in bubbles.</p> <p>(£10,000)</p> <p>Speech and language support in EYFS</p> <p>(£2000)</p>		CB/DC DC DC	July 21

<p><u>Extracurricular clubs</u></p> <p>Children are able to access a weekly club to boost social interaction and provide extra active opportunities.</p>	<p><i>Sport staff run extra clubs to ensure class bubble structure doesn't prevent participation. Extra hours for Sports TAs to cover class extra-curricular clubs to allow class teachers to use after school time to plan and prepare work for children self-isolating.</i></p> <p>(£2000)</p>		NW	Ongoing
Total budgeted cost				£ 19 000
iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p> <p>Parents and carers impacted by lockdown are supported emotionally and with parenting strategies.</p>	<p><i>2-day home-learning paper packs are printed and ready to distribute for all children.</i></p> <p>(£500)</p> <p><i>HSLW and ELSA support increased. HSLW increased support for some parents so they are able to confidently access home learning technology.</i></p> <p>(£3000)</p>		TE CB/ LC	Feb 21 Feb 21
<p><u>Access to technology</u></p> <p>Teachers have PCs that are equipped with webcams and allow the teachers to facilitate effective home-learning.</p>	<p><i>Purchase classroom computers with webcams to support remote learning. Purchase extra lap tops to be used for virtual meetings with staff (PPA, INSET training) to ensure social distancing.</i></p> <p>(£4000)</p>		CB/ JP	Feb 21
Total budgeted cost				£ 7 500
Overall spend: £44 080				