



Holy Trinity CE (VA) Primary School
'Aim High, Let Your Light Shine' - Matthew 5:16

Catch-up Strategy Plan linked to SSIP

School Information Summary			
School	Holy Trinity Primary		
Academic Year	2020-21	Catch-Up Funding Received 2020-21	Provisional: £15600 (Aut/Spring £9147)
Total number of pupils	194	% Disadvantaged Pupils	23% (44 pupils)

Contextual Information (if any)

Holy Trinity CE School is a CE Primary situated in in Waltham Cross.

The school location deprivation indicator was in quintile 4 (more deprived) of all schools. The local area around the school has been classed as the 7th most deprived in Hertfordshire. According to IMD 2019 the school and many families are situated amongst the 30% most deprived neighbourhoods in the country, with some families living amongst the 40% most deprived neighbourhoods in the country.

(http://dclgapps.communities.gov.uk/imd/iod_index.html)

Level of need: disadvantaged 23%, FSM 21% and SEN 19.3%. EHCP 3.51%

Many families required support during lockdown with food, mental health and educational support. The school started Google Classroom on 23rd April and provided paper-based packs for those unable to access the technology. Staff were in contact with every child at least weekly to support with their learning and any support they needed as a family. Vulnerable children were called more frequently and door-step visits took place. There was good communication between parents and teaching staff. Engagement with home learning was 95%. See COVID Overview and FGB report for more details.

Summary of Priorities and Outcomes (linked to KPI from SSIP)		
KPI Focus	Priority	Outcome
Quality of Education	<ul style="list-style-type: none"> • Curriculum provision is tailored to address robustly and in a timely manner, gaps in pupil knowledge and skills • Pupils make good progress according to their starting points • All pupils have any gaps/learning needs and support identified including that required for mental health • Provision to be mapped from this point and regularly reviewed to enable progress to be tracked. 	<ul style="list-style-type: none"> • Children expected to be supported to achieve outcomes broadly in line with that of previous years. • Pupils' confidence in learning is high. • Outcomes for pupils are good
Behaviour and Attitudes	<ul style="list-style-type: none"> • Approaches to learning which both champion the need to return to a regular pattern of work but take into account well-being and mental health 	<ul style="list-style-type: none"> • Pupils are confident to be back in school and show good learning behaviour. • Interventions required for pupils not making expected progress to be individually targeted to ensure they make good progress against their starting points.
Personal Development	<ul style="list-style-type: none"> • Rapid and sustained catch up that allows all children to access the curriculum for their new key stage/year group quickly, or whatever the appropriate curriculum for individuals with additional needs may be. 	<ul style="list-style-type: none"> • Pupils are supported to be more confident, resilient and independent with a strength of character to make a positive contribution to the community and wider society

Leadership and Management	<ul style="list-style-type: none"> • Children are safe in school and know who they can talk to if they have a concern • Parents and carers report that children feel safe in school • Remote/blended learning is prioritised • Catch up' funding is used effectively • Teachers are clear about what children need to learn and how they can fill in any gaps. 	<ul style="list-style-type: none"> • During potential periods of lockdown all members of the community are risk aware and supported. • Quality of teaching provides pupils with opportunities to develop their learning and contribute well to high quality of curriculum • Governors use QA to ensure that pupils are making good progress
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Summary of Catch-up Strategy

Quality of Education							
Focus	Action/ Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Who/ when	Quality Assurance When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
I. High Quality Teaching	<p>Gaps identified in Maths and English using HFL Maths tool, AR and writing assessment.</p> <p>Catch up curriculum for Years 1-6 involves identifying the gaps in learning and using QFT to minimise/eradicate these gaps.</p> <p>Coverage across all curriculum areas reviewed and monitored.</p> <p>Training in English and Maths, and other subject areas to 'dovetail' gaps in learning with expectations for</p>	<p>All classes EYFS children requiring further support</p> <p>Individuals requiring support for mental health/anxiety following COVID return</p>	<p>Children will be ready for their next stage of learning. Children will 'catch up' learning missed without missing expectations of their current year group.</p> <p>No further gaps created.</p> <p>EYFS focus on prime areas to ensure children are ready for their next stage of learning.</p> <p>All subject areas have been reviewed and updated to provide coverage and minimise gaps due to lost learning.</p>	<p>All staff</p> <p>Gaps identified in Sept 20 and curriculum plans showing how these will be met. Outcomes reviewed at data points termly</p> <p>Dec 20 March 21 July 21</p> <p>Aut term 2020 Subject leaders</p>	<p>Teachers to work with subject leaders to ensure that the curriculum is designed to meet the needs of learners and ensure this is being utilised during the initial return period.</p> <p>This will be reviewed and evaluated via the QA overview.</p>	£2000 additional resources for English and associated training	£0

	their current year group curriculum.						
2.	Continued, thorough and focussed QA programme. Clear calendar for QA focused on key priorities and shared with staff. Training/PLA for staff as required.	Across all classes	Subject Leaders will be able to see the quality of practice occurring, observe the progress of the children and content being taught and support where necessary.	SC	QA overview in place and shared with all staff and FGB Observations recorded in writing for whole school feedback and for individuals. Meetings where support is required with actions and review date set.	£2000 increased Professional Learning opps.	£0
3. Small group/1-1 intervention during school day	Targeted interventions - small group/1-1 delivered by trained staff Resources to enable successful intervention including the payment of staff Additional hours to support TA/teacher input	Children across the school identified as needing support in English and/or Maths. (EYFS prime areas)	A combination of quality first teaching with additional small group/1:1 catch up will increase educational outcomes significantly.	AP	QA start and end of intervention to measure progress Moderation Work in class/books to show application Pupil progress meetings Learning walks/observations Tracking of interventions using provision mapping	Additional support budgeted within the school	£3270 6 hrs per week TA support across 3 terms £3200 (TA) £5200 (Teacher 1 day per wk. 2 terms)
Cost - Sub-totals						£4000	£11670
Total budgeted cost (this does not include costs for additional TA support planned within the school at budget May 2020)						£15670	

Behaviour and Attitudes							
Focus	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
4. Support for social, emotional, mental health	Art Therapy Counselling Nurture groups Interventions (1:1/small group) Learning mentors Referrals to outside agencies Resources (where required) Staff training	Pupils from across the school identified as requiring support	Children's individual social, emotional, mental health needs will be addressed/supported to enable successful learning.	AP	QA start and end of intervention to measure progress Discussions with staff/families before, during and after intervention to measure progress/improvements Use of Provision Map to track	£6300 6 hrs Counselling support per week from Nov 2020	£710
Cost - Sub-totals						£6300	£710
Total budgeted cost						£7010	

Personal Development							
Focus	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Who/when	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
5. After/before school interventions	Targeted interventions - small group/1-1 delivered by trained staff Resources to enable successful intervention including the payment of staff for additional hours. Children will have targeted supported outside of school hours to enable gaps in learning to close and progress be made.	Children in Years 1 to 6 identified as needing support in English and/or Maths. (EYFS prime areas)	Children will be ready for their next stage of learning. Children will 'catch up' learning missed without missing expectations of their current year group.	Class teachers supported by SLT Interventions from Jan 2021 following data run (Dec 20) and pupil progress meetings in Jan 2021	Progress carefully mapped Moderation Work in class/books to show application Pupil progress meetings Learning walks/observations Tracking of interventions using Provision Map	Current levels of TA support are already budgeted from May 2020	
						Year 6 Booster £1220	Year 6 Booster £1220
Cost - Sub-totals						£1220	£1220
Total budgeted cost (this does not include costs for additional TA support planned within the school at budget May 2020)						£2440	

Leadership and Management

Focus	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Who/ when	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
6. Access to technology/ support for blended learning	<p>Enable targeted home learning, easy feedback and communication between teaching staff, children and their parents.</p> <p>Targeted home learning set to children's/groups of children's needs. Staff able to provide feedback which parents are able to access and provide support.</p>	Year 1 to 6	All children will have access to devices during periods of isolation/ lockdown. Reduces the impact of lockdown/ isolation on pupil learning and gives access to the community.	SLT	<p>Pupil progress meetings</p> <p>Scores in testing (scaled scores where possible)</p> <p>Discussions with parents and children</p> <p>Engagement levels</p>	£0 currently planned	£1500 for access to devices

7. Logins for educational resources for home use	<p>Parents to be sent their child's logins to ensure access can be gained at home to enhance and consolidate learning. Staff to ensure every child has logins and parental access where required.</p> <p>Targeted home learning set to children's/groups of children's needs. Parents able to assist child with access and support home learning.</p>	All children	Teachers and parents/ carers have accessible resources to provide a high level of home learning, including through home learning activities, as well as Covid related isolation/ lockdown.	Subject leaders and class teachers to identify further resources during each term. Teachers to evaluate Nov 2020 and ongoing link to PALMs	Check parental sign up and engagement for GSuite At parents' meetings ensure children have access to resources and parents asked how often it is used. Check engagement with resources, monitoring of work completed.	£1000 Espresso; Hamilton;	£500
8. Attendance - Support for Parents	Priority placed upon tracking, monitoring and taking actions where concerns in attendance arise.	Persist absentees Children who typically have attendance which is below the national average.	High attendance will ensure access to all lessons and interventions planned.	SC lead Sept onwards, link to PALMs for monitoring half-termly All teachers to be aware of potential attendance concerns within the class.	Monthly tracking of attendance. Spread sheet for attendance and action taken for any child falling below 96%. Continue with systems and process already in place.	£200	£0 within current school budget for Disad. learners
Cost - Sub-totals						£1200	£2000
Total budgeted cost						£3400	

Financial Summary

Cumulative Sub-total for all strands	£12720	£15600
Total budgeted cost for all strands	£28320	

Additional Information (if any)

These figures do not include the all of the items planned and budgeted for at the start of the financial year based on the projected needs of pupils.