



Compassion

Trust

Wisdom

Fellowship

Friendship

Peace

November 2020

## **Catch Up Premium**

The government have announced extra funding to support pupils to catch up after the lost time in school during Lock Down. The funding is being allocated to all mainstream schools. The allocation is being calculated on a per pupil basis and will be £80 per pupil. For this school the allocation will be £11,440. The extra funding will only be available during the academic year of 2020 to 2021 and schools will receive the funding in three tranches.

Schools are expected to use their funding for specific activities which will ensure that children can catch up after lost teaching during the previous academic year.

Trinity St Stephen has used the Education Endowment Fund School Planning Guide to ensure that catch up strategies are based on effective practice.

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The area of need	actions required	success criteria	cost	staff responsible
<b>Preparation for the return to school for all pupils.</b>	Transition sessions for class teachers to pass class information on. Communications with parents regarding opening arrangements. Outside small group sessions for new children starting Reception in September. Information material, including photographs sent home to parents to share with their children on what to expect in September. Chair pockets to ease classroom organisation and to ensure children's belongings stay with them.	Children well prepared and know what to expect on the return. Families understand new routines. Children adapt to new classroom organisation including storage of belongings.	£1100 for chair pockets.	All teaching staff. SLT
<b>New members of staff are well supported with mentoring from experienced staff in place.</b>	Experienced member of staff allocated time to mentor new members of staff. This will include answering questions, supporting where required and training sessions, for example in phonics.	New members of staff will feel supported. New members of staff will understand school processes.	£1000	
<b>Wellbeing for children coming back to school, including extra support staff to support children who have returned with greater emotional and social needs.</b>	The first half term has a planned focus on mental wellbeing. All year groups took part in Mental Health Week. A focus on making the school Golden Mile more available for all pupils. Taking part in the Here We Are project, <a href="https://clpe.org.uk/aboutus/news/clpes-recovery-curriculum-primary-schools-teaching-notes-here-we-are-notes-planet-earth">https://clpe.org.uk/aboutus/news/clpes-recovery-curriculum-primary-schools-teaching-notes-here-we-are-notes-planet-earth</a> Training for staff on Social and Emotional difficulties. Training on how to approach de-regulation. PSHE and PE lead training.	Children feel safe. Children understand avenues through which they can get help if necessary. Children are able to focus on positives of the last few months and living in our world. Children take part in more physical exercise. Staff have a good understanding of social and emotional challenges faced by children.	£50 purchase of support materials for Here We Are Project  £100 training costs.  £1250 support staff	PE and PSHE Subject lead.

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<b>To ensure written work is always well presented using school cursive script.</b>	Planned and modelled handwriting sessions for whole classes or small groups where necessary.	All children are using the school cursive script.	A small proportion of intervention staff may also be used.	All teaching staff
<b>Children use spelling and phonic knowledge to spell in line with age related expectations.</b>	Well planned sequential phonic and spelling sessions across the school with many opportunities to apply. Monitoring through spelling and phonic assessments which enable teachers to see where the gaps are. Children identified for intervention led by experienced teachers. Small group interventions sessions planned in conjunction with class teachers. Purchasing further testing materials.	Children's writing demonstrates age related spelling and use of phonic knowledge. The school meets its Phonic Check predictions and targets. Progress is evident for all children.	£6,000	All teaching staff
<b>Reading material is relevant and engaging for children across the school.</b>	English Subject Leader to audit reading resources. Gaps in reading resources identified and materials ordered to plug the gaps.	All children have access to good quality reading material to take home. Children making good progress with reading, with a focus on comprehension.	£2,000	English Subject Leader

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