

Trinity & ST Michael's CE/M Primary School Response Plan 2020/21

Section One

Background

Children and young people across the UK have experienced unprecedented disruption to their education because of Coronavirus and as a result of this the government has provided funding to schools to help support children and young people. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by Coronavirus, the funding will only be available for the 2020/21 academic year. However, it is important that we take measures which will bring about a sustainable impact in response to the effects of the pandemic. The complexity of teaching and learning requires a long-term approach not a quick fix. The catch-up premium will therefore be significantly supported by the school budget to ensure that the priorities within this plan are met and sustained.

Catch Up Premium Funding Allocation

Funding allocation will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Years Reception through to Year 11.

School Overview			
Number of Pupils	213	Total	£17,040

Payments: The funding is provided in 3 tranches

Autumn Term Payment 1: £4,300	Spring Term Payment 2: £5, 640	Summer Term Payment 3: £7,100
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Though funding has been calculated on a per person basis, schools have been advised to use the sum available to them as a single total from which to prioritise support for pupils according to their need.

Use of Funds

Schools should use the funding for specific activities to support their pupils to catch up for lost teaching and learning 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.

Accountability and Monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

School Context

The level of disadvantage in school is lower than the National Average. 12.5% of our pupil population are entitled to Free School Meals compared to 17.7% nationally.

School Rationale

Our response plan will be aimed at accelerating progress and helping our pupils overcome barriers to help address any regression in learning. However, we are very clear our plan is not a short-term fix. We will be ensuring that all learning is driven by quality first teaching. This will ensure learning is embedded, secure and provides the pupils with firm foundations on which to build. We will be striving to ensure that resources are carefully targeted, social loss as well as academic loss is addressed; pupils develop a sense of resilience and flexibility and that all pupils are able to make their next steps in learning, meet milestones and are able to transition confidently into their next phase of education.

Section Two: Overview of Priorities

1. Teaching Priorities

- Quality First Teaching
- CPD to ensure a greater understanding of children's mental health needs and how this can be supported by the PSRHE* curriculum
- CPD to ensure understanding of teaching strategies such as precision teaching
- CPD to ensure understanding on how to overcome learning loss
- Further refine Home Learning provision to ensure feedback is given to all pupils
- Ensure high quality assessment informs great teaching

*Personal, Social, Relationships, Health and Economics Curriculum

2. Targeted Academic Support

- Effective deployment of TAs
- Quality small group Guided Reading and 1:1 Interventions
- Small group phonics interventions
- Small group maths intervention to support key basic skills

3. Wider Strategies

- Whole school approach to frequent, high quality PSHRE sessions to address social and emotional learning
- Ensure all pupils can access appropriate technology to support home learning
- To be able to provide appropriate accommodation for small group work

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Section Three: Plan

Action/Area of Focus	Intended Impact/ Desired Outcome	Staff Lead	Cost/Resources
1. Teaching Priorities			
<p>Quality First Teaching Staff to provide a consistently high standard of teaching through the setting of expectations, monitoring of pupil performance, tailoring of teaching, and support to suit all pupils and the sharing of best practice with colleagues.</p> <p>SLT to monitor classroom practice and pupil data.</p>	<ul style="list-style-type: none"> • Good academic progress for all pupils • Accelerated progress for those pupils who have regressed during home learning • Pupils demonstrate good behaviours for learning • Pupils are independent 	CP/KB	Staff Performance Management Meetings Data Review Meetings
<p>Staff CPD to ensure a greater understanding of children's mental health needs and how this can be supported by the PSHRE curriculum Mental Health lead teacher to be trained by the PSHE Association</p> <p>All staff to receive training by internal mental health lead teacher.</p>	<ul style="list-style-type: none"> • All staff are equipped to recognise the early signs of pupil's mental health needs • PSHRE lessons recognise, and address issues associated with mental health 	DP	Purchase: PSHE Association Membership £112 PSHE Resource – annual subscription £299 Staff training courses £370 Staff Meeting
<p>CPD to ensure understanding on how to overcome learning loss Staff to receive training by Lancashire English Team</p>	<ul style="list-style-type: none"> • Staff confident in their understanding of how to plan and teach pupils experiencing learning loss. 	CP	Purchase: Y1-Y6 Online Course with LPD £360
<p>CPD to ensure understanding of strategies such as precision teaching. Precision Teaching is a method of planning a teaching programme to meet the needs of an individual child or young person who is experiencing difficulty with acquiring some skills. It has an inbuilt monitoring function and is a means of evaluating the effectiveness of what is being taught.</p>	<ul style="list-style-type: none"> • All staff confident and able to plan personalised interventions for those pupils have regressed with basic skills during lock down 	SE/KR	Staff Meeting

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<p>All staff to receive training by SEND lead teacher and ELSA lead.</p>			
<p>Further refine Home Learning provision to ensure feedback is given to all pupils Providing pupils with high quality feedback, building on accurate assessment, is known to work in a classroom setting. Staff to provide quality feedback when teaching remotely. When working remotely due to COVID19 lockdown or isolation this will be achieved through: -email correspondence -pre-recorded Nearpod sessions -live, weekly whole class feedback session via Zoom (Year Groups 3-6) -during a live zoom session 1:1, via chat facility</p>	<ul style="list-style-type: none"> • Pupils are well supported during any absence due to COVID19 • Pupils know how the lesson fits into the larger picture of learning • Pupils know if they have achieved their learning objective • Pupils know their next steps in learning 	<p>CP/KB/GH</p>	<p>Purchase: <i>Additional 6 chrome books for home learning £1,500 See wider strategies section</i></p> <p>Zoom Membership for teaching staff £1008</p> <p>Increase in hours of IT technician to support the increased use of technology £1,135</p>
<p>Ensure high quality assessment informs great teaching Staff to use high quality formative assessment to quickly identify areas to develop, without assuming that the knowledge is there.</p> <p>Staff will start with the assessment of Year Group Expectations.</p> <p>Summative assessments will be used cautiously, with an understanding that not all the curricula may have been covered. However, it is important to show how each cohort is performing and, at strategic level see the impact the pandemic has had.</p>	<ul style="list-style-type: none"> • Informative, Quality First Teaching and Learning is underpinned by data • Good academic progress is made by all pupil groups • Accelerated progress is made for those pupils who have regressed during home learning • Appropriate support/scaffolding is implemented for pupils with barriers to learning. This may lead to the generation of IEPs and the application of EHCP assessments • Staff have a rounded view of all pupils in their class. 	<p>GH/SG/JHW SE</p>	<p>Purchase: Reading Comprehension Test Papers £290</p> <p>NFER Standardised Assessments £1275</p> <p>Educational Psychologist assessments £2700</p> <p>Lancashire Assessment Tracker £270</p> <p>Golden Hill Behavioural Support £500</p>

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<p>Standardised testing will be used termly as part of general assessment practices across the Key Stages. These will run alongside teacher assessment, and as a formative tool will give an indication of gaps.</p> <p>Year Groups with statutory assessment frameworks will complete these assessments for internal purposes only as they will give good indicators and help to identify key skills that need focus for transition.</p> <p>Detailed assessments will be sought from Educational Psychologists for pupils who are experiencing extreme barriers in both learning and behaviour.</p>			
Teaching Priorities Total Spend			£9,819
2. Targeted Academic Support			
<p>Effective deployment of TAs</p> <p>TAs add value to what teachers do. TAs not only help pupils develop independent learning skills and manage their own learning, but also under the supervision of a class teacher plan, prepare, and deliver learning activities for individuals/groups or for whole classes. They also monitor pupils by assessing, recording, and reporting on pupil's achievement, progress, and development.</p> <p>TAs will either deliver 1:1 precision style interventions, lead small groups or support the whole class whilst the class teacher is leading a small group intervention.</p>	<ul style="list-style-type: none"> • TAs use maximised • Teaching Staff able to lead interventions • Pupils re-engaged with learning • Identified pupils receive high quality support and teaching 	CP/KB	<p>Staff Meeting</p> <p>KS1 TA Hours increased by 12.25 a week £7000 per academic year</p> <p>Specialist Music teacher to work in KS1. (Half a class works on targeted objectives while the other half of the class receives their music education which will help to motivate their learning and helps build their self-confidence) £512</p>
<p>Quality small group Guided Reading and 1:1 Interventions</p> <p>High quality online Reading materials were provided for Reading lessons during home learning and were accessed by the majority of pupils. However guided</p>	<ul style="list-style-type: none"> • Progress in reading for identified pupils accelerates • Identified pupils are able to access appropriate reading material 	SG	<p>Purchase: Reading Eggs for KS1 £2,100 annual subscription Reading Plus for KS2 £2325 -per year (3 year subscription)</p>

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<p>reading sessions and 1:1 reading sessions were not possible to undertake in the same way as they would in a classroom setting. Assessment shows some loss in skills such as inference and deduction.</p> <p>Teachers will establish Guided Reading intervention with identified pupils</p> <p>Precision Reading intervention 1:1 planned for identified pupils</p>			<p>Additional HLTA hours for KS2 4 hours a week (X14 week) £754.32</p> <p>KS1 2 hours a week (X14 week) £377.16</p>
<p>Small group phonics interventions</p> <p>Pupils identified from assessments will receive daily phonics/language intervention</p>	<ul style="list-style-type: none"> Phonic understanding and application will improve 	SE/JHy	<p>Purchase:</p> <p>Addition TA support for 10 hours a week for KS1 to those year groups where intervention needed is greatest.</p> <p>£6,004 per academic year</p> <p>TA Phonics course £60</p>
<p>Small group maths intervention to support key basic skills</p> <p>Assessments identify pupils in need of support</p> <p>Interventions planned for all identified pupils</p> <p>Precision intervention 1:1 planned for identified pupils</p>	<ul style="list-style-type: none"> Progress in mathematics for identified pupils accelerates Identified pupils are able to apply mathematical basic skills to year group objectives 	JHw	<p>Purchase:</p> <p>Additional HLTA hours for KS2 4 hours a week (X14 week) £754.32</p> <p>KS1 2 hours a week (X14 week) £377.16</p>
Targeted Academic Support Total Spend			£ 20,263.96
3. Wider Strategies			
<p>Whole school approach to frequent, high quality PSHRE sessions to address social and emotional learning</p> <p>Staff plan weekly high quality PSHRE sessions</p>	<ul style="list-style-type: none"> Pupils show resilience and flexibility Positive impact on identified SEMH pupils emotional and behavioural wellbeing Equip pupils with the knowledge and skills to support the management of emotions, responses, and well-being. Engage and support of parents 		<p><i>*PSHE Association Membership £112</i></p> <p><i>*PSHE Resource- annual subscription £299</i></p> <p><i>*Lead Teacher training courses £370</i></p> <p>Lego therapy Groups £32.85 per 2 sessions</p>

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<p>Pupils emotional and behavioural needs assessed and observed by teacher and TA</p> <p>Identified pupils complete Lego Therapy course lead by mental health teacher and TA</p> <p>Liaise with parents regarding external support networks and strategies for supporting their child at home</p>			<p>£1379.70 per year</p>
<p>Ensure all pupils can access appropriate technology to support home learning Provide appropriate devices for pupils without appropriate devices to access online learning.</p>	<ul style="list-style-type: none"> All pupils have access to appropriate hardware required to access high quality online learning. 		<p>Purchase *6 chrome books £1,500</p> <p>*Increase in hours of IT technician to support the increased use of technology £1,135</p>
<p>To be able to provide appropriate accommodation for small group work To allow for flexible grouping of pupils and small group intervention work, additional, appropriate space is required so that high quality instruction can be prioritise.</p>	<ul style="list-style-type: none"> Improved outcomes for all pupils Quality teaching and learning space 		<p>Purchase Installation of temporary/permanent additional accommodation/learning space £50,000</p>
<p>Wider Strategies Total Spend *Accounted for in Teaching Strategies Section</p>			<p>£51, 379.70</p>
<p>Response Plan Total Spend</p>			<p>£81,462.66</p>