

## Trinity Catholic High School: Covid-19 Catch-Up Funding Strategy 2020-21

Summary information					
Academic Year	2020-21	Total Covid-19 budget	£41,000	Date of plan	Jan2020
Number of pupils (Y7-Y12)	512	Covid-19 budget per pupil	£80	Date for next internal review of this strategy	April2021
Strategy statement					
<p>Trinity Catholic High School is committed to supporting all pupils who have been impacted through loss of schooling as a result of the Covid-19 outbreak. Funding will be directed towards three key areas (as outlined in the EEF support guide):</p> <p><b>Teaching and whole school strategies</b></p> <ul style="list-style-type: none"> <li>- Supporting teaching through professional development, focus on training in use of Microsoft software and Microsoft Teams</li> <li>- Improving pupil feedback</li> <li>- Assessing impact of Covid-19 on pupil wellbeing and learning</li> </ul> <p><b>Targeted support</b></p> <ul style="list-style-type: none"> <li>- Small group tuition and mentoring for most affected pupils/groups</li> <li>- After school support for year 7-10</li> </ul> <p><b>Wider strategies</b></p> <ul style="list-style-type: none"> <li>- Video support for parents to increase engagement with learning outside of the classroom</li> <li>- Improved access to technology for pupils</li> <li>- Dedicated staff member linked to the 'Virtual' Schooling for those absent from school</li> </ul>					
1. Desired outcomes			Success criteria		
A.	Improve quality of remote provision and outside of the classroom		Students and parents will report improved quality of work set Increase student access to devices Engagement data will show improved outcomes for all groups		
B.	Improving attendance and engagement of year 7-11		Attendance (excluding X coded pupils) at rates above national average Behaviour incidents and exclusions at/below 2019-20 rates Rewards and sanctions to reflect engagement		
C.	Student wellbeing indicates a sense of feeling safe and able to learn		Parent and student voice identify positive aspects from their return to school		
D.	Engagement with work in and outside of the classroom improves during the academic year		Attitude to Learning and attainment data statistics show increased number of pupils developing knowledge and understanding		

E.	Increase parental engagement in school events and work outside of the classroom	Attendance at online events monitored					
<b>2. Planned expenditure</b>							
<b>Academic year</b>	<b>2020-21</b>						
<b>Desired outcome</b>	<b>Action</b>	<b>Rationale and monitoring</b>	<b>Staff Lead</b>	<b>Cost</b>	<b>Jan 21</b>	<b>Apr 21</b>	<b>Sept 21</b>
A - Improve quality of remote provision and work outside of the classroom	A(i) Appointment of cover supervisors to oversee pupils we have on the school site.	Free up classroom teachers to potentially teach all 'live' lessons. Student, parental and HOD feedback to monitor progress. Devices distributed to support remote learning to year 7-12. Feedback to governors' welfare and curriculum committees.	DH, SM	£3840			
A - Improve quality of remote provision and work outside of the classroom	A(ii) MS Teams training to improve the effectiveness of remote learning.	MS Teams training on a range of function to improve the learning of all students (Trinity and St Augustine's staff members to support). Whiteboards and break-out rooms to maximise the learning of key groups of students across year groups.	DH	£840			
A – Improve quality of remote provision and work outside of the classroom	A(iv) Rewards and sanctions data collected weekly and shared with parents and Heads of year	Regular feedback to parents will ensure that they have more timely updates on engagement in learning (in and out of the classroom). Monitored by Senior Assistant Principal Feedback to governors' welfare and curriculum committees.	MA, SM	£840			
B – High levels of attendance across all year groups	B(i) Monitor attendance, to identify those at risk and refer to relevant support	HOYs, KS and PL to monitor attendance. Target is for overall attendance to be 96% and above Students refusing to engage will be invited into school Home visits for any parent who we cannot communicate with Feedback to governors' welfare committee.	HOYS, KS, PL, SM MA	£3000			
B – Improve engagement across all year groups	B (ii) Monitoring of rewards and sanctions	Revisit rewards and sanctions policy for students and staff. Monitoring of pastoral data by HOYs – evaluated during LM Feedback to governors' Curriculum committee.	MA, SM, HOYs	£336			

C – Student wellbeing and feeling of safety	C (i) Use of EAL coordinator to work with year 12 families to ensure they are accessing the necessary support	Some year 12 students were not accessing FSM because previous forms were completed with a different local authority. JL to work with EAL coordinator to complete the necessary paperwork.	SM, JL, MA	£100		
C – Student wellbeing and feeling of safety	C(ii) Use of Wellbeing and Safeguarding coordinator with increased emphasis on this area post-lockdown	DSL will work across all year groups to support the development of wellbeing and to support all student's post-lockdown. Monitored through staff and pupil voice Feedback to governors' welfare committee.	DSL, MA, SM HOYs	£1680		
D - Engagement with work in and outside of the classroom improves during the academic year	D(i) Appointment of Trinity teaching staff to plan and oversee Y10 catch up sessions during the 20/21 summer term	Teaching staff to support learning and understanding and reduce group sizes to increase teacher contact time. Schedule of catch up sessions set up for each week in the summer term. Specific Y10 students highlighted from Y10 Forecast data. These students must attend the catch up sessions if funding is to be allocated	SM, DH, HODs	£		
D - Engagement with work in and outside of the classroom improves during the academic year	D(ii) Distribution of IT devices to support work outside of the classroom	Additional laptop devices (following insufficient allocation by DfE) will reduce impact of digital divide on disadvantaged pupils during lockdown. Over 40 devices have been distributed to students. Feedback to governors' curriculum committees.	SM, IT	£1000		
D - Engagement with work in and outside of the classroom improves during the academic year	D(iii) Appointment of Trinity teaching staff (Maths & English) to develop learning inside the classroom to enable students to access additional	Additional lessons from 3:15-4:15pm for Maths & English. Target groups (PP, vulnerable and disadvantaged) Year 7 – Monday Year 8 – Tuesday Year 9 – Wednesday Year 10 - Thursday	DH, HODs, SM	£		
E - Increase parental engagement in school events and work outside of the classroom	E(i) Use of pastoral support to ensure students and parents engage in all aspects of school to home contact	Monitored through staff and parental surveys as well as pupil engagement data. Feedback to governors' welfare and curriculum committees.	All staff	£1680		
<b>Total budgeted cost</b>				<b>£41,000</b>		

