

COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION						
Total number of pupils:	Year	SEN K	SEN E	PP	Overall	Amount of catch-up premium received per pupil: £80
	7	55	11	144	326	
	8	57	6	149	333	
	9	39	8	156	320	
	10	41	5	118	301	
	11	34	6	123	295	
Totals	226	36	690	1575		
Total catch-up premium budget:	£126,000					

STRATEGY STATEMENT
<p><i>'It is likely to be beneficial to consider how to align chosen approaches with pupil premium spending and broader school improvement priorities' (Covid-19 support guide for schools, Sept 2020)</i></p> <p>Our catch-up plan is written with reference to whole school priorities. They are:</p> <ul style="list-style-type: none"> ✓ The Academy Improvement Plan ✓ The Pupil Premium Strategy 2020-21 ✓ The Academy Self Evaluation <p>Here is an at-a-glance list of the 16 approaches we are taking to help students catch up. These 16 approaches will enable us to:</p> <ul style="list-style-type: none"> ✓ Raise the attainment of all pupils so that we close the gap created by COVID-19 school closures. There will be a particular focus on disadvantaged, SEND and vulnerable pupils who evidence shows are likely to have fallen most behind. ✓ Offer support to all pupils, families and the wider community to help them recover from the impact that COVID-19 may have had on their emotional health and well-being. ✓ To fund extra support for those pupils who may struggle to re-engage in school or who are at risk of persistent absence.

1. Curriculum adaptations for all subjects and all year groups.
2. Development of high quality remote learning resources and a strategy for monitoring meaningful engagement.
3. High quality CPD for staff so that our face-to-face and online lessons are impactful, engaging and accessible to all.
4. Supporting early years' teachers who have missed teacher training or NQT face-to-face teaching time.
5. Strengthening the pastoral team to build capacity to support students during and post lockdown.
6. Review of low stakes Masters of Recall testing so that teachers know where gaps in knowledge are and what curriculum changes may be required.
7. Clearing the pastoral and academic 'clutter' for staff. All critical student information is in one place.
8. Ensuring effective transition for all year groups in September 2020.
9. Effective use of the National Tutoring Programme funding.
10. Renewed focus on the literacy skills of students in Year 7 and across school.
11. Embedding the reflective behaviour centre on site at Trinity Academy Halifax.
12. Investment in online teaching tools such as GCSE Pod and Educake so that students can learn without parental support and using various devices.
13. Laptops for all.
14. Free breakfasts for all.
15. Community support so that the wider Trinity family copes as well as it can during the pandemic.
16. Development of our own wellbeing website offering 24/7 wellbeing support to staff, students and parents.

This catch up plan is a working, live document. It will be reviewed termly and changes/updates will be made where necessary. The quote below echoes the sentiments of Trinity Academy Halifax.

Catching up on lost learning time is a significant, complex and difficult task, which will require ... time, space, and support. We must do more for young people from disadvantaged backgrounds all the time, not through rhetoric but through practical action. (Geoff Barton, ASCL)

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	'School closures are likely to reverse progress made to close the gap in the last decade since 2011'. EEF - Impact of school closures on the attainment gap: Rapid Evidence Assessment (June 2020). We must work even harder to engage, academically and pastorally support and implement timely interventions for our PP students.
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B	Engagement with remote learning is varied. Some students, such as young carers, will not have been able to work effectively at home. Some PP students have extenuating family circumstances meaning that they are unable to manage the demands of learning at home. We must use frequent low stakes diagnostic testing to assess student working levels, amend our curriculum maps accordingly and track student progress.
C	Lost learning time has led to lower literacy levels. Disadvantaged households are less likely to be able to support their child(ren) with their reading at home and decoding of remote learning tasks. A robust, impactful suite of literacy interventions must be available to those who need it. A robust whole school literacy strategy must be a priority so that all students are able to build their tier 1, 2 and 3 vocabulary banks back up post lockdown.
D	Lost learning time due to lockdown will have affected our SEND students significantly, in particular those with cognition and learning as their key area of need. We want as many SEND students to leave us with a grade 4 in English or higher so that all further study and employment doors are open to them when they leave us.
E	The behaviour of a minority of students is a focus for pastoral and academic staff. Post lockdown, poor behaviour could be exacerbated due to a lack of structure and routine at home. This may lead to disengagement, more lost learning time and ultimately less successful outcomes for students at GCSE.
F	The recruitment and retention of the very best staff is key to consistent quality first teaching. A lack of consistency can lead to unsettled students who prefer to be taught by familiar staff who are experts in their craft. Teaching during a global pandemic has been challenging and we must do what we can to ensure that retention of staff is high priority.
G	The EEF states that middle ability students are likely to engage less with remote learning than their peers. In Year 11 in 2020-21 at Trinity Academy Halifax, pupil premium students of middle ability did not make as much progress as their higher ability and lower ability peers. Middle ability students will need to be tracked closely to ensure that they fulfil their potential.

ADDITIONAL BARRIERS

External barriers:

H	Lack of access to ICT and a stable internet supply. Despite our best efforts to ensure that laptops and dongles are provided to students who need them, there will still have been lost learning time as they awaited this ICT equipment from school. Disadvantaged students may also have limited ICT skills and find navigating remote learning challenging.
I	The percentage attendance of students could be lower than pre-covid due to anxiety around the risks of returning to the school building and exposure to the virus. Students could have, despite our best efforts, disengaged from school during lockdown and be reluctant to return.
J	'Disadvantaged pupils are twice as likely not to be in education, employment or training and are at a higher risk of poverty as adults'. (DfE, 2015). We must ensure that all students (especially our pupil premium students) have access to the very best careers guidance when in school and during periods of lockdown so that they all progress to college, sixth form or onto an apprenticeship course.

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead(s)	When will you review this?
<p>1. To ensure that curriculum adaptations for each year group in each subject are considered thoroughly and implemented effectively.</p>	<p>Intended outcome: Settled, confident students who have the best chance of catching up on any lost learning time.</p> <p>Success criteria: Documented overview of curriculum adaptations for each subject area.</p>	<p>EEF - Covid-19 support guide for schools 'For many pupils, compensating for the negative impact of school closures will require a sustained response. It is highly unlikely that one single approach will be enough'.</p> <p>EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 'Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning'.</p>	<p>Curriculum leaders will work with their senior leadership links to:</p> <ul style="list-style-type: none"> - remove content that can be removed. - locate topics/skills that are repeated and tackle once if appropriate. - build in revision time for Year 11 subjects where possible. - lead curriculum area reviews to share best practice. 	<p>Curriculum Leaders</p> <p>Senior Leadership links</p>	<p>Ongoing</p>

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead(s)	When will you review this?
<p>2. To ensure that all students have access to the very best remote learning via 'Trinity TV' remote lessons and 'On Demand' live sessions.</p> <p>To share ideas with teachers on a 'best practice' lesson structure, effective teacher talk, how to avoid cognitive overload etc.</p> <p>Weekly quality assurance of 'Trinity TV' and 'On Demand' resources.</p> <p>Constructive and informative feedback to teachers sharing useful research on successful remote teaching and learning techniques they might implement.</p> <p>The use of 1 Microsoft forms per subject per week to capture student understanding and engagement.</p>	<p>Intended outcome: Students remain engaged with their learning and the risk of further disruption to learning caused by lack of engagement is minimised.</p> <p>Success criteria: A high quality, accessible-by-all bank of Loom presentations and a Microsoft Form diagnostic low stakes assessment are available for every subject, every week.</p> <p>Increasingly more positive student engagement seen over time.</p> <p>Student and parent voice about 'On Demand' live lessons is encouraging and demonstrates effectiveness of these support/intervention sessions.</p>	<p>EEF - Remote learning: rapid evidence assessment, April 2020 'Teaching quality is more important than how lessons are delivered'. 'Peer interactions can provide motivation and improve learning outcome'. 'Different approaches to remote learning suit different tasks and types of content'.</p> <p>EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 'Low stakes testing approaches have the benefit of more precisely diagnosing gaps in learning and informing the teacher'. 'Intervention sessions (such as our 'On Demand' live lessons) require effective implementation, ensuring sessions are explicitly linked to the content of daily lessons and that effective feedback structures are in place'.</p>	<p>Step-by-step, ongoing and ability-to-revisit Loom CPD sessions for staff to ensure no teacher is left behind.</p> <p>Agreed online lesson structure for Trinity TV remote lessons.</p> <p>Frequent quality assurance of Trinity TV remote lessons and 'On Demand' live lessons to ensure consistent high quality offer.</p> <p>Successful completion of Microsoft forms task to be filled in for each subject, each week. Exceptions are Science, Maths and vocational qualifications.</p> <p>Weekly completion of the student engagement tracker by all teaching staff. Weekly phone calls home to every student working at home to celebrate their engagement with the work or to advise about what they could do better next time.</p>	<p>CMN ABY HTL NEN Student engagement team</p>	<p>Ongoing</p>

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead(s)	When will you review this?
<p>3. To keep staff at the academy because they feel part of the Trinity family, have exposure to leading edge CPD and are able to focus on the subject(s) they applied to teach.</p>	<p>Intended outcome: Motivated staff who have manageable workloads with time to teach to their potential, opportunities to refine their craft and to act as a consistent body of support to our students who, due to lockdown, are in need of enhanced levels of staff consistency and expertise.</p> <p>Success criteria: High quality, carefully sequenced CPD programmes for staff and support staff of all career levels.</p> <p>Robust subject area led CPD schedules submitted and quality assured.</p> <p>High levels of staff engagement in CPD and positive staff feedback.</p>	<p>DfE Teacher Recruitment and Retention Strategy, January 2019 'Every day, teachers get the chance to inspire children and young people, shaping thousands of lives. But ... we need to attract even more people into the profession, and then make sure they are supported to not just stay, but to thrive'.</p> <p>EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 'We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom'.</p> <p>Chartered College of Teaching – Catch up and recovery approaches, June 2020 'Ensuring our staff have a manageable workload is a priority. They need to be able to teach'.</p>	<p>Weekly meetings for our Teaching and Learning leaders to monitor progress.</p> <p>Weekly meetings with our MAT schools to share best practice.</p> <p>Weekly Lead Teacher meetings to discuss latest evidence-based research. This will lead to lesson spotlights taking place and research being shared to classroom teachers in a non-judgmental way so that they can further develop their practice.</p> <p>New initiatives (Holdsworth House meeting for new to TAH staff and experienced TAH staff to share top tips) to be implemented (C-19 restrictions permitting) and successfully evaluated. This will also be replicated for experienced staff who have just joined the school.</p> <p>Staff voice on QA process (asking questions such as 'is QA supportive and developmental?' 'What could be improved upon?')</p> <p>Weekly staff wellbeing guide providing top tips, recorded healthy mind and body resources, quizzes and much more.</p>	<p>CMN ABY HTL NEN</p>	<p>Ongoing</p>

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead(s)	When will you review this?
<p>4. To support early career teachers to catch up on lost time from their training or NQT year due to lockdown.</p>	<p>Intended outcome: Newly qualified and recently qualified teachers have confidence in the classroom and feel able to cope with the demands of face-to-face as well as the remote teaching of students. Success criteria: -Positive feedback from early careers teachers about CPD support on offer at Trinity Academy Halifax. -Retention of early careers staff at year-end is positive.</p>	<p>EEF - Effective use of the pupil premium, November 2019 'Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention'. EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 'We must ensure that every teacher is supported and prepared for the new year'.</p>	<p>All staff have a dedicated staff mentor whom they meet at specific times of the year to discuss personal development targets. Bespoke CPD for early careers teachers led by HSE. Working with Teach First as early adopters of the NQT early careers framework programme.</p>	<p>CMN ABY HSE CBD EBE</p>	<p>Ongoing</p>
<p>5. To strengthen our pastoral team with the appointment of a new Assistant Principal for behaviour, a new MAT Behaviour Lead, 3 Deputy College Managers and a behaviour Higher Level Teaching Assistant.</p>	<p>Intended outcome: Students have a plethora of non-teaching support staff who can support them with their pastoral needs following extended period(s) of lockdown. Success criteria: Pastoral processes become even more efficient and impactful due to added capacity within team.</p>	<p>DfE guidance for full opening of schools 'Adverse experiences or lack of routines of regular attendance ... may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour'. EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 'Pastoral teams could conduct semi-structured interviews with pupils ... monitoring and responding to needs'.</p>	<p>All new pastoral staff happy and effective in new roles. Added capacity for supporting student behaviour and attendance teams and adding strength to the pastoral team at a challenging time. Pastoral team leads on weekly student engagement calls to every remote learner. This will strengthen relationships with students and families and aid re-integration.</p>	<p>TTR JKS</p>	<p>Half termly</p>

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead(s)	When will you review this?
<p>6. Carry out Masters of Recall knowledge check assessments every term for students in years 7 to 9 so that basic knowledge is reviewed, learned and gaps in knowledge identified, revised and re-tested.</p>	<p>Intended outcome: Well informed staff who know which knowledge to revisit with students and where student strengths in knowledge acquisition lie.</p> <p>Success criteria: -Phase 1 and 2 students using knowledge organisers each lesson to support their learning. - Masters of Recall data is analysed and planning is refined to meet changing student needs.</p>	<p>EEF - Covid-19 support guide for schools, Sept 2020 'Subject specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations'.</p> <p>EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 'Graphic organisers represent a cognitive strategy that has been extensively researched with pupils with SEND ... and are used to organise knowledge, concepts and ideas'.</p>	<p>Masters of Recall assessments to be held in November 2020, April 2021 and June 2021.</p> <p>Forensic analysis (data packs for each subject area including Curriculum for Life which will demonstrate student understanding of essential lifelong skills potentially lacking due to lockdown).</p> <p>Curriculum planning informed by outcomes of MoR assessments.</p> <p>Nurture MoR assessments in place where necessary to enable lowest attainers to access assessments.</p>	<p>NCE</p> <p>Curriculum Leaders</p>	<p>Termly</p>

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead(s)	When will you review this?
<p>7. To ensure that staff have the very latest, need to know information about every student at their fingertips and in one location.</p>	<p>Intended outcome: Fully informed staff who have access to the academic and pastoral needs of every student and can plan, deliver and form staff/student relationships in the best way possible.</p> <p>Success criteria: -Minutes of twice weekly pastoral cobra meetings. Pastoral cobra PowerPoint and spreadsheet updated weekly. Icon makes spreadsheet accessible by all from desktop.</p>	<p>Barry Carpenter – A recovery curriculum, July 2020 'Teaching is a relationship based profession. We must find out their individual, bespoke needs'.</p> <p>EEF – The EEF Guide to Supporting School Planning – A Tiered Approach to 2020-21 'A common misconception can be that pupils' wellbeing and social emotional learning is separate from their academic, curriculum-based learning'.</p>	<p>Use of new pastoral cobra icon on all staff desktops. This links staff to all key student details including literacy needs/reasonable adjustments/SEND provision/wellbeing updates/urgent medical needs/weekly academic and pastoral updates and much more.</p> <p>Weekly time saver PowerPoint sharing essential student updates sent to all staff.</p>	<p>KWN Phase Leaders Attendance Wellbeing and pastoral teams</p>	<p>Ongoing</p>

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead(s)	When will you review this?
<p>8. To enable all students (in particular new Year 7 students) to have a transition opportunity (1 day or longer) to ease their start/return to school in Autumn 2021.</p>	<p>Intended outcome: Lower levels of student absence and/or anxiety due to fear of starting a new school and/or returning to school post lockdown.</p> <p>Success criteria: Student % attendance is as high as or higher than the national average each week and across all key groups.</p> <p>Parental feedback at parents' evenings (C-19 restrictions permitting) is positive.</p>	<p>EEF - Covid-19 support guide for schools, Sept 2020 'Planning and providing transition support, such as running dedicated transition events – either on line or face to face, as restrictions allow – is likely to be an effective way to ensure pupils start the new year ready to learn'.</p>	<p>Incoming year 7 students attend transition day in final week of summer holiday with activities such as peer relationship building, getting to know the school environment, taster sessions of certain subjects, creative writing tasks etc.</p> <p>Development of transition section of the school website so that Year 7 families can prepare for their start.</p> <p>Working with partner primary schools to identify any aspects of the Year 6 reading, SPAG and numeracy SATs papers they have not been taught due to lockdown/for which retention is likely to be limited/they feel they need to revisit. Landmark Dash summer workbook challenge created and posted to all Year 7.</p>	<p>NUL TTR KWN</p>	<p>End of half term 1</p>
				Total budgeted cost: £63,000	

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>9. To use National Tutoring Programme tutors to support our students most at risk of underachieving in Maths due to lost lesson time and/or students who are disadvantaged, SEND or vulnerable and likely to have fallen behind most.</p>	<p>Intended outcome: Students working with an NTP tutor are able to use this additional tutor time/small group learning to 'catch up'.</p> <p>Success criteria: Analysis of NTP engagement data and mini assessment outcomes show that tutoring is high impact.</p>	<p>EEF - Covid-19 support guide for schools, Sept 2020 'There is extensive evidence supporting the impact of high quality one-to-one and small group tuition as a catch up strategy'.</p>	<p>NTP tutors to have attended all relevant training with WRM prior to commencing tutor sessions.</p> <p>Clear timetable of students identified for tutoring online (Autumn term). Rationale for selections made.</p> <p>Clear timetable of students identified for tutoring in school (Spring term) and online. Rationale for selections made.</p> <p>Analysis of attitude to learning grades, student and parent/carer feedback, Masters of Recall Maths outcomes, end of term and trial examinations.</p>	<p>RLR TSF PRN</p>	<p>Ongoing</p>

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>10. To ensure that literacy intervention curriculum maps are re-visited and further developed to meet the bespoke needs of our post lockdown cohort.</p> <p>To further develop the whole school literacy package so that lost literacy skills are recovered and chances to focus on literacy exist at whole school level, tutor group level, classroom level and student level.</p>	<p>Intended outcome: Students re-gain their confidence in and their love of reading and writing for various purposes and audiences. Students have the necessary literacy skills to access their broad and balanced curriculum.</p> <p>Success criteria: Students in a reading/Nurture literacy intervention group in years 7, 8 and 9 increase their reading age each term and/or have clear strategies for increasing their progress. Students in Bungee gain a mark in their SPAG writing test that is higher than when they started the 6-week course.</p>	<p>EEF - Covid-19 support guide for schools, Sept 2020 'A particular focus for interventions is likely to be on literacy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills'.</p> <p>Internal thoughts on literacy: Without KS2 data this year, we are identifying need in each area of reading and writing so that the right students get the right catch-up support.</p>	<p>Newly updated literacy support framework.</p> <p>Creation of a Nurture Plus class in Year 7 focusing on phonics, reading fluency, comprehension and enjoyment.</p> <p>New platinum literacy curriculum map.</p> <p>Investment in English staff who will deliver the platinum literacy lessons.</p> <p>Further development of the Bungee offer and investment in English staff who will deliver the Bungee lessons.</p> <p>Nurture students in Year 7 complete their Vernon word graded spelling assessments to help refine spelling support.</p> <p>Continue to develop the whole school literacy package so that every student has regular opportunities to read for pleasure, read texts for comprehension and inference, debate and discuss the content of what they read and write clearly using tier 2 and 3 language.</p>	<p>KWN SBR NEN DMD SCR</p>	<p>Ongoing</p>

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>11. To re-locate and add further capacity to The Arc and Connect Reflective Behaviour Centres to support students with emotional, behavioural and trauma based challenges post lockdown.</p>	<p>Intended outcome: Fewer students are at risk of fixed term exclusions or permanent exclusions.</p> <p>Fewer students unable to identify their behavioural, emotional, trauma-based triggers, which are hindering personal success now and will do so in the future.</p> <p>Success criteria: -Robust inclusion support process in place leading to students working in The Arc or Connect when certain triggers are hit. -Reduced number of fixed term and permanent exclusions. -The Arc and Connect students able to identify their personal behaviour triggers.</p>	<p>DfE - Actions for schools during Coronavirus outbreak 'Returning to school is vital for children's education and for their wellbeing'.</p> <p>EEF - Covid-19 support guide for schools, Sept 2020 'Interventions might focus on other aspects of learning, such as behaviour or pupil's social and emotional needs'.</p> <p>DfE - Guidance for full re-opening of schools 'Schools should work with those pupils who may struggle to re-engage in school and are at risk of being absent or persistently disruptive'.</p>	<p>New behaviour HLTA happy and settled in role.</p> <p>Re-developed reflective behaviour programmes for The Arc and Connect centre.</p> <p>Curriculum development to ensure that The Arc provides a curriculum as close to the mainstream offer as possible.</p> <p>Development of curriculum map and resources for Connect so that students focus on the 4 core values and in turn re-evaluate their attitude to learning.</p> <p>Enhanced inclusion plans for all students and additional support for those re-entering inclusion and failing to make positive behavioural changes.</p>	<p>BGN RWD TTR</p>	<p>Half termly</p>

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>12. Appointment of 2 additional wellbeing staff to add further capacity to our non-teaching student wellbeing team.</p>	<p>Intended outcome: Students who need support have access to it in a timely manner therefore preventing unnecessary anxiety or distress.</p> <p>Success criteria: -Increased number of counselling (low level or high intensity) sessions each week. -Successful audit of the counselling waiting list to ensure that students are being directed to the most suitable support team in the quickest possible time. -Students and parents/carers are informed of and reminded about how to access the new wellbeing website and the benefits of it for building personal resilience.</p>	<p>Chartered College of Teaching – Catch up and recovery approaches, June 2020 'Socio-emotional interventions delivered by school staff can be effective, and schools can also play a key role in supporting children who have experienced bereavement or trauma'.</p>	<p>Newly appointed full time Wellbeing Officer happy, settled in role, and adding capacity to the student wellbeing team.</p> <p>Newly appointed part time Low-intensity Support Assistant happy, settled in role, and supporting the Student Support Officer by supporting with counselling sessions, managing the counselling waiting and referrals list and helping to set up our 2 Open Minds (formerly CAMHS) staff in school.</p> <p>Set up Trinity's own wellbeing website for students, staff and parents. Quality assurance of site via review by Head of Children's Services, review by serving Ofsted Inspector, local health services and school staff.</p> <p>Solution focused training session provided for pastoral staff who are meeting with students who have raised a low-level wellbeing concern via our Wellbeing Hub link. Directing students and parents to the new wellbeing website and/or holding solution focused conversations to support and build student resilience.</p>	<p>KWN TTR SCK NDN Pastoral team</p>	<p>End of half term 1</p>
<p>Wider support strategies</p>					
<p>Action</p>	<p>Intended outcome and success criteria</p>	<p>What's the evidence and rationale for this choice?</p>	<p>How will you make sure it's implemented well?</p>	<p>Staff lead</p>	<p>When will you review this?</p>

<p>13. To purchase or extend GCSE Pod, EduCake and Hegarty Maths subscriptions and to use Loom software for teacher led remote lessons.</p> <p>To support Trinity Maths staff in developing White Rose Maths resources for use nationally and within Trinity Academy Halifax.</p> <p>To support Trinity Maths staff to work with Oak National Academy to develop nationally used Maths resources that can be utilised by students within our academy.</p>	<p>Intended outcome: Remote learning package is on offer that does not always require parents to engage with the activities, affording students greater independence and increasing the likelihood that parents can sustain learning from home.</p> <p>By enabling Trinity staff to work alongside White Rose Maths and Oak Academy to produce the highest quality online Maths resources for use nationally and internationally, we develop their skillset, give them a once-in-a-lifetime opportunity to provide materials to be used in the UK and beyond and benefit from using these resources at Trinity Academy Halifax.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> -Weekly analysis of engagement in GCSE Pod, EduCake and Hegarty Maths demonstrates student buy in. -Effective use of White Rose Maths and Oak Academy resources with students in school and not. 	<p>EEF - Best evidence on supporting students to learn remotely, January 2021</p> <p>‘Using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge’.</p> <p>Curriculum Conference hosted by the BESA – Key Finding (November 2020) ‘Parents’/carers’ abilities to support children at home has had a direct impact on learning success’.</p> <p>EEF - National Tutoring Programme - Supporting schools to address the impact of Covid-19 closures on pupils’ learning. August 2020</p> <p>‘There is extensive evidence showing the impact of tutoring to support pupils who have fallen behind. However, access to tutoring is often limited to the schools and parents that can most afford it. It’s estimated that around 80% of disadvantaged pupils currently don’t have access to quality tuition. The National Tutoring Programme aims to support schools in addressing this’.</p>	<p>Purchase of GCSE Pod for Trinity Academy Halifax with step-by-step ‘how to’ guides for staff, students and parents. Weekly data analysis of student use.</p> <p>EduCake subscription extended for use in Science Trinity TV lessons. Weekly analysis of student use.</p> <p>Hegarty Maths used for remote Maths lessons. Weekly analysis of student use.</p> <p>Teachers from our Maths team develop high quality White Rose Maths resources for each key stage. These will be used by our Year 7, 8 and 9 students and feedback from teachers and students sought.</p> <p>Teachers from our Maths team work alongside Oak National Academy to produce high quality resources to be used nationwide and in Trinity Academy. Feedback from teachers and students sought.</p>	<p>CMN ABY PRN KWR</p>	<p>Ongoing</p>
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Wider support strategies					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>14. To apply for the £500 Magic Breakfast sustainability grant so that we can continue to provide a free healthy breakfast to all students who need it.</p> <p>Meet with Magic Breakfast team prior to expiry in Jan 2021, to discuss a 'life after Magic Breakfast membership package' so that we can continue to provide a breakfast offer to all.</p>	<p>Intended outcome: Happier, healthier and well-nourished students who have the fuel to concentrate and work to the best of their ability.</p> <p>Success criteria: -Successful free breakfast provision for all until Jan 2021. -Number of free bagels consumed each day shows steady uptake. -Plan established for funding the free breakfast provision for all after membership has expired in Jan 2021.</p>	<p>EEF statement: Re-publication of the evaluation of school breakfast clubs, Dec 2019</p> <p>'Schools considering implementing free breakfast provision should also consider the multiple positive impacts of the approach, including improved pupil behaviour and improved attendance'.</p>	<p>Contact Magic Breakfast about sustainability grant. Finalise costings for Trinity funded breakfast items.</p> <p>Ensure that a healthy and free breakfast option is available for students every day.</p> <p>Use any surplus breakfast items for delivery to most vulnerable families via food bag deliveries each week.</p>	<p>PBW KWN</p>	<p>September and end of every half term</p>

Wider support strategies					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>15. To build on the extensive community support provided during the first lockdown period so that the community have the provisions they need through a second lockdown and beyond.</p>	<p>Resulting in ... Happier families who are more engaged with school due to additional support on offer to them.</p> <p>Success criteria: -Successful delivery of food bags to our most vulnerable 17 families each week. -Successful engagement with the local community via random acts of kindness and/or more strategic support plans. -More links made with local businesses to support our most vulnerable community members through food donations/hygiene product donations etc.</p>	<p>The Guardian newspaper, "We stand together": how students are helping NHS during coronavirus crisis', April 2020</p> <p>'Schools are used to providing support for their more vulnerable students but since the crisis, extraordinary efforts are being made to help communities ... our corridors are silent and classrooms are empty, it doesn't feel right. It is only little, small things we are doing but it is contributing to that overwhelming feeling of gratitude for the frontline'.</p>	<p>-Establish Year 9 community clubs x5 to support 5 local charities. -Year 9 students completing their DoE award completing community action projects. -Development and sale of Trinity's first cookery book with proceeds to Overgate Hospice. -Christmas hamper and gift sets via Calderdale charity for most vulnerable families. -Trinity Plus Challenges via Instagram and Facebook and via school updates to encourage students to take on personal challenges linked to skills for life.</p>	<p>KWN KWR MIS</p>	<p>Ongoing</p>

Wider support strategies					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>16. Develop Trinity Halifax's own wellbeing site so that students, staff and parents have access to wellbeing support 24/7.</p>	<p>Intended outcome: Settled families who know that they can access the support they need whether they are in school or at home.</p> <p>Success criteria: -Successful set up of the Trinity Safety Net website. - Quality assured materials on the site which link to all aspects of the new RSHE framework, student wellbeing worries raised by the EHNA survey and feedback from Calderdale Open Minds. Termly meetings held to upload high quality new resources linked to wellbeing themes raised in school and/or at national level.</p>	<p>Trinity Academy Internal Data: Number of student counselling sessions per week 2018-19: 16 Number of student counselling sessions per week 2019-20: 29 Number of student counselling sessions per week 2020-present: 34 - Increase in students on counselling waiting list and concern about waiting time before first appointment</p> <p>Trinity Academy Halifax Objectives: -To offer 24/7 student, staff and parent/carer well-being support at a time when it is needed most. -To develop student, parent/carer and staff awareness of how to self-manage low-level wellbeing concerns. -To support our students with quality assured materials covering all aspects of the RSHE framework.</p>	<p>Working with Aim –For site developers to finalise website design and content.</p> <p>Quality assurance of website by Curriculum for Life team, wellbeing team and Open Minds Calderdale (formerly CAMHS) to ensure that the website is as user friendly and high quality as it can be.</p>	<p>NDN KWN</p>	<p>Termly</p>
					Total budgeted cost: £63,000

ADDITIONAL INFORMATION

'An evidence informed approach gives us the best chance of maximising impact' (Covid-19 support guide for schools, Sept 2020)

This catch up policy has been written with reference to the following internal information and evidence-based research:

- Trinity Academy Halifax knowledge of student progress and impact of lockdown
- Results of staff, pupil and parent/carer consultation
- Analysis of attendance and student engagement records
- DfE – Guidance for full opening of schools (Section 3)
- DfE – Catch up premium (November 2020)
- EEF - Covid-19 support guide for schools (Sept 2020)
- EEF - Best evidence on supporting students to learn remotely (Jan 2021)
- Chartered College of Teaching – Catch up and recovery approaches (June 2020)
- Barry Carpenter, Oxford Brookes – Loss and life for our children and schools post pandemic (July 2020)
- Steve Lane, Educational researcher – Covid-19 response blog
- DfE – Review your remote education provision (January 2021)
- The EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21
- National Tutoring Programme - Supporting schools to address the impact of Covid-19 closures on pupils' learning. – EEF (August 2020)

Curriculum Conference hosted by the BESA presentations:

- Supporting the Covid-19 cohort
- Diversifying the Curriculum
- A Recovery Curriculum
- The DfE's priorities post-Covid-19
- Ofsted Keynote by Daniel Mujs