



## The Covid-19 Gap Action Plan

June 2020  
School Name:  
Holy Trinity Academy



**School Name: Holy Trinity**  
**Completed by: Julia Summers**

Success Criteria	Actions	Financial costs	Evaluation & Impact December 2020	Evaluation & Impact April 2021	Final Evaluation & Impact July 2021
<b>1. Children’s gaps in learning in both English and Maths have been closed as a result of accurately identification and appropriate learning activities provided</b>	a. Subscribe to <b>IXL package</b>	<b>£2650</b>	IXL has been effectively embedded across all classes in KS1 and KS2.		
	b. Provision for home learning access over the summer and homework tasks from September				
	c. Use the tool as a diagnostic to assess gaps in learning, and to direct specific children to particular activities within the tool, in the areas identified				
	d. Use of the tool to support pre and post learning in Maths from September				
	e. Use the tool to assess progress against the gaps identified				
	f. Use the tool as focussed classroom activity and as additional intervention	TA deployment, already budgeted for			
	g. Purchase of additional numicon and number sense resources for EYFS and KS1; training led by Jane Gill for EYFS and KS1 team	<b>£790</b> <b>£210 Jane Gill training x 1 twilight</b> <b>£265 half day in school team teaching</b> <b>X4 £1060</b>	Numicon resources have been purchased and are being used to support classroom teaching of Maths and interventions. Number Sense training has taken place for KS1 and EYFS and sessions are now built into the weekly timetable.		

			Further team teaching led by Jane Gill is planned for the Pentecost Term		
	h. Purchase of 'Kahoot' programme to support knowledge retention strategies across the curriculum	£672	Kahoot is being used effectively to impact on retention of new knowledge across the curriculum through regular quizzing. Engagement levels are high amongst the children		
2. Children's gaps in writing will have closed and progress will have accelerated through focussed staff CPD	a. <b>Advent Term</b> - deployment of <b>Jason Wade</b> to work with 5 KS2 staff for 5 mornings during the— planning, team teaching, evaluation of writing lessons	£200 x 5 sessions x 5 staff = <b>£5000</b> Staff release for planning: <b>£450</b>	3 sessions undertaken, impacted on development of how writing is taught in LKS2. Strategies learnt are being continued. Progress is being noted in the quality of writing in LKS2 – feedback from staff very positive.		
	b. <b>Lent Term</b> – release of staff for three half day sessions to liaise with staff from schools within the hub	TA cover release x 15 half day sessions = <b>£675</b>			
	c. <b>Pentecost Term</b> – 3 further sessions with Jason Wade to review strategy, progress, ways forward	£200 x 2 sessions x 5 staff = <b>£2000</b> Staff release: <b>£225</b>			
4. Pupils with gaps in reading, phonics (SEND, EAL pupils in KS2), dyslexia and other SEND needs have made good progress from their starting points	a. Purchase of additional resources to supplement Read, Write, Inc programme, including Fresh Start for UKS2	<b>£1018</b>	RWI programme is being implemented very successfully, latest assessments show older children in Y4 now off the programme.		
	b. Additional TA time for the Fresh Start Read, Write Inc programme	TA deployment through main budget			

	c. Additional TA time for Precision Teaching/dyslexia/reading intervention	5 hours weekly = <b>£2220 &amp; £700 supply</b> (LS)	Fresh Start for LA and SEND in Y6 really successfully delivered. December data to be analysed to show impact.		
	d. Read, Write, Inc implemented throughout the school, including into Y3 until Oct half term/ Christmas as needed to address their gaps in reading	Already budgeted for – training costs covered in main budge funded through Witham St Hug’s English Hub			
<b>5. To close gaps in EYFS and early KS1 for children with Speech and Language gaps in learning</b>	a. Black Sheep Press intervention purchase	<b>£235</b>	TA in EYFS has screened all EYFS children for Speech and Language needs. Identified children have begun the programme. Data to be analysed end of term		
	b. TA intervention time	Factored into main budget			
<b>6. To address social, emotional and mental health needs caused by the pandemic, resulting in improved attendance, confidence and self esteem and the ability to access learning in class</b>	a. provide additional Forest School sessions for children in all year groups and purchase of resources	6 hours weekly TA release for Forest School = <b>£3816</b> (LD x 6 hrs)	Very successfully implemented across the school. Positive feedback from parents, children and staff alike. Robust progressive Forest School Curriculum in place.		
	b. Provide additional ELSA sessions	<b>£1133</b> (SB x2 hrs)  Forest school resources: <b>£700</b>			
<b>£22,854</b> (£854 added from school budget)					

