



St Mary's C of E School, Truro Covid-19 Catch Up Funding Strategy 2020-2021

Overview of existing provision:

The school has an accurate understanding of all gaps, as a result of baseline assessments using formative assessment standardised material.	Quality first teaching is used effectively to target whole class gaps and this results in pupils making strong gains in learning to be back on track.	Assessment for learning is used well to track the impact of pupils and as a result teachers and leaders have a clear understanding of the impact of their work	The recovery curriculum has been implemented. The wellbeing of pupils is prioritised and pupils are supported during a challenging period of their lives.
The school has an accurate understanding of all common gaps across classes, groups and individuals and uses this information to effectively deploy staffing	Pupils who are not achieving age related expectations of attainment are identified, access appropriate provisions led by qualified staff the impact of which is closely tracked.	Wellbeing of children, families and staff is being prioritised following lockdown and school closures.	Small group tuition is prioritised effectively across the school and delivered by skilled individuals, resulting in pupils catching up swiftly.

Barrier	Intended Outcome	Implementation	Outcomes To be updated following Spring Lockdown 2021	RAG Rating at Review (Summer 2021)
Children have joined reception class having missed out on much pre-school provision and transition resulting in children not being as school ready. Social interactions between children have been noted as an area of concern, resulting in an increase in challenging behaviours .	Reception children are able to socially interact with each other resulting in less physical behaviours.	Additional adult support to be implemented during the end of the autumn term up until February half term (approx. 9 weeks) Adult to work with focus children, modelling playing games, turn taking, following instructions. Structured activity to be set up over lunch times		
A number children in year 1 during lockdown (now year 2) were unable to continue with their daily phonics intervention and therefore developed significant gaps in their phonic awareness and ability to segment and blend.	Children identified as being at risk of not making the required standard for the phonics screening check are enabled to catch up quickly through targeted intervention.	Children at risk of not meeting the required level identified through early phonics assessments (Oct 20). 8 week phonic catch up programme put into place before school each day run by year 2 class teacher.	89% of children passed the screening (2 children misapplied on medical grounds) 7/8 children in the intervention group passed the screening.	



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			5 children who have not reached the standard have now been identified for twice weekly provision teaching intervention. Children will be tracked using their screening test result as a starting point. The intervention will run for 6 weeks and be reviewed around half term.	
During lock down a significant proportion of children (including PP) did not engage with regular reading , particularly comprehension practise. Early reading assessments showed that some children had not made any progress during lock down and in some cases this had decreased.	Children identified as being at risk of not making at least expected progress and falling behind their peers are supported to catch up through daily targeted reading practise .	<p>Accelerated reader adopted across the school. (Training to begin in Dec 20) Children's progress to be assessed using Star Test in Jan 21.</p> <p>Additional iPads to be rented (Dec 20)</p> <p>Children to be assessed half termly by assessment co-ordinator (approx. every 6 weeks)</p> <p>PP children will be tracked separately and those identified at being at risk of not making the expected progress or being below expected reading age.</p>		
During lock down a significant proportion of children (including PP) did not engage with regular reading . Early reading assessments showed that some children had not made any progress during lock down and in some cases this had decreased particularly in phonemic awareness and phonics, sight	Children identified as being at risk of not making at least expected progress and falling behind their peers are supported to catch up through regular taught reading sessions .	<p>Reading Eggs to be trialled with SEN children and researched by SLT and literacy team (Aut 20)</p> <p>Reading Eggs rolled out across the school to replace existing taught reading resource.</p> <p>Teachers to use Reading Eggs 5 step lessons to teach reading skills to the whole class.</p>		



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<p>words, vocabulary, fluency and comprehension.</p>		<p>Children to complete individual practise on reading eggs until ready to progress to Accelerated reader (around year 3)</p> <p>Children to be assessed half termly by assessment co-ordinator (approx. every 6 weeks)</p>		
<p>A small number of very vulnerable children (EHCP/ SEN support) returned to school with complex mental health issues and difficulties with reintegration into the class / group</p>	<p>To improve the mental health of our most vulnerable children through building self esteem, encouraging positive relationships and developing social interactions</p>	<p>Children to take part in 3 x per week small group forest school sessions with the schools level 3 Forest school leader.</p> <p>Forest school leader to assess termly and seek feedback from class teacher to seek wider impact.</p>		
<p>A number of KS1 children (who are in the bottom 20% of readers) are not reading daily during lockdown.</p>	<p>To ensure that those children in the bottom 20% of classes that are not engaging in daily reading practise are heard by a member of staff as frequently as possible</p>	<p>Children to be listened to via Teams by school HLTA (shielding at home) as frequently as possible during the week (8 children initially identified)</p>		
<p>During the third lockdown a small group of SEN KS1 pupils are not accessing any of the remote learning and are having difficulty with focus.</p>	<p>To ensure that all children are able to access some support from their class teacher.</p>	<p>The year 2 teacher to individually contact and invite pupils to a weekly small group Teams intervention session. (3 children initially identified)</p>		
<p>KS1 pupils continue to need support with speech and language development on a 1-1 basis to work through speech therapist targets.</p>	<p>To ensure that children continue to make progress towards their targets and collect evidence for EHCP applications.</p>	<p>Children to have speech and language support via Teams by school HLTA (shielding at home) on days attending school.</p>		