



## St Mary's C of E School, Truro

### Covid-19 Catch Up Funding Strategy 2020-2021 and 2021-2022

**Total Funding Allocation: £6,966**

#### 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.

### 2020-2021

Barrier	Intended Outcome (Intent)	Implementation	Outcomes	RAG Rating at Review (Summer 2021)
Children have joined <b>reception</b> class having missed out on much pre-school provision and <b>transition</b> resulting in children not being as school ready. <b>Social interactions</b> 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.	<b>Additional adult support</b> 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. Third lockdown resulted in this support been extended until May half term.	Incidences of a physical nature are significantly reduced since the introduction of further adult support. Children are receiving support at playtimes and this has shown that children are more able to play cooperatively.  <b>80% of Reception Class PP children were involved in this support – 2 are also on the SEN Register of Need</b>	
A number children in year 1 during lockdown ( <b>now year 2</b> ) were unable to continue with their daily	Children identified as being at risk of not making the required	Children at risk of not meeting the required level identified through early phonics assessments (Oct 20). <b>8 week phonic catch up</b>	89% of children passed the screening (2 children misapplied on medical grounds)	



## St Mary's C of E School, Truro

### Covid-19 Catch Up Funding Strategy 2020-2021 and 2021-2022

phonics intervention and therefore developed <b>significant gaps in their phonic awareness</b> and ability to segment and blend.	standard for the phonics screening check are enabled to catch up quickly through targeted intervention.	programme put into place before school each day run by year 2 class teacher.	7/8 children in the intervention group passed the screening. 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 May half term.  <b>6 out of 9 children on the PP Register are involved in this provision. 4 are also on the SEN Register of Need</b>	
During lock down a significant proportion of children (including PP) <b>did not engage with regular reading, particularly comprehension practice</b> . 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.	<b>Accelerated reader</b> adopted across the school. (Training to begin in Dec 20)  Children's progress to be assessed using Star Test in March 2021  <b>Additional iPads</b> to be rented (Dec 20) Children to be assessed half termly by assessment co-ordinator (approx. every 6 weeks)  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.	Accelerated Reader set up and ready for roll out. Library has been prepared and all children have completed their Star Tests.  Additional iPads are ordered and delivery is imminent (there has been a delay due to worldwide stock issues).  Ipad have now arrived and are ready to be set up for use.  <b>These iPads have been funded with PP funds and are on a 3 year rental contract.</b>  All children are now up and running with the system.	



## St Mary's C of E School, Truro

### Covid-19 Catch Up Funding Strategy 2020-2021 and 2021-2022

During lock down a significant proportion of children (including PP) <b>did not engage with regular reading</b> . 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 words, vocabulary, fluency and comprehension.	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.	Reading Eggs to be trialled with SEN children and researched by SLT and literacy team (Aut 20)  <b>Reading Eggs</b> rolled out across the school to replace existing taught reading resource.  Teachers to use Reading Eggs 5 step lessons to teach reading skills to the whole class.  Children to complete individual practise on reading eggs until ready to progress to Accelerated reader (around year 3) Children to be assessed half termly by assessment co-ordinator (approx. every 6 weeks)	Reading Eggs is being used in classes and children are still engaging with Reading Eggs at home. School are going to update parents on homework expectations during the Summer Term.	
A small number of very vulnerable children ( <b>EHCP/ SEN support</b> ) returned to school with complex <b>mental health issues and difficulties with reintegration</b> into the class / group	To improve the mental health of our most vulnerable children through building self esteem, encouraging positive relationships and developing social interactions	Children to take part in 3 x per week small <b>group forest school sessions</b> with the school's level 3 Forest school leader.  Forest school leader to assess termly and seek feedback from class teacher to seek wider impact.	<b>66% of the children involved in this are PP</b> Class teachers and SENCO receive weekly updates on progress and teachers have noticed the impact of Forest School sessions in the classroom (Sensory needs are met and emotions regulated). This is shown through longer periods of focus and concentration.	
A number of <b>KS1 children (who are in the bottom 20% of readers)</b> were not reading daily during lockdown.	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	Children to be listened to <b>via Teams by school HLTA</b> (shielding at home) as frequently as possible during the week (8 children initially identified)	Few children were able to access the support due to barriers with technology from home (despite government laptops/tablets). Support was offered but more success was found when children were in school.	



## St Mary's C of E School, Truro

### Covid-19 Catch Up Funding Strategy 2020-2021 and 2021-2022

	staff as frequently as possible			
(Continued from above target with a change to provision now that we are back at school)  A number of <b>KS1 children (who are in the bottom 20% of readers)</b> were not reading daily during lockdown.	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 daily 1-1 reading.	An additional adult to be employed to carry out additional daily reading sessions. As of May 2021, these sessions are taking place and monitoring of impact will commence after half term.		
During the third lockdown a small group of <b>SEN KS1 pupils</b> were not accessing any of the remote learning and are having <b>difficulty with focus</b> .	To ensure that all children are able to access some support from their class teacher.	The <b>year 2 teacher</b> to individually contact and invite pupils to a <b>weekly small group Teams intervention session</b> . (3 children initially identified)	Awaiting feedback from class teacher	
<b>KS1 pupils</b> continue to need support with <b>speech and language development</b> on a 1-1 basis to work through speech therapist targets.	To ensure that children continue to make progress towards their targets and collect evidence for EHCP applications.	Children to have <b>speech and language support via Teams by school HLTA</b> (shielding at home) on days attending school.	Staff were able to continue to work towards SALT targets. Good progress was maintained during this period.  Amongst other children, there are 4 children who are in receipt of PP that are taking part in this intervention.	
A significant proportion of children returned from the third lockdown having suffered some impact on their <b>mental health</b> .	To ensure that all children feel safe and secure in school and are emotionally ready for learning	All children to experience a <b>range of well-being activities in school during the first week back</b> . Additional resources (including for the Forest School).	Teachers reported that children settled in well to school and are talking to adults about any concerns they have.  Relationships have reformed.  All classes were able to restart their formal curriculum after the first week (with	



## St Mary's C of E School, Truro

### Covid-19 Catch Up Funding Strategy 2020-2021 and 2021-2022

			additional time planned for outdoor learning and physical activity)	
During lockdown and on return to school, a number of children have been identified as having <b>significant SEN and health needs</b> which have become more apparent during the challenges of the pandemic and <b>require a multi-agency approach</b> .	To ensure that all children receive the support that they need by the appropriate professionals and that a multi-agency approach is adopted.	<b>Staff to be provided with additional time</b> to work with families and to complete relevant <b>referral paperwork</b> such as EHCP documentation, Early Help Hub referrals and paediatrician contact.	SENCO and class teachers have completed virtual meetings (TAC, EHCP reviews and SEN review meetings) the week before children returned to school to check correct provisions, referrals have been put into place to meet the children's needs.	
During lock down a significant proportion of children (including PP) did not engage with regular <b>numeracy lessons</b> . A parental questionnaire focussing on remote learning and the recovery curriculum, identified that mathematics was one of the key areas that families felt that children would need additional support with.	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 mathematics intervention.	School to invest in <b>Maths Seeds / Mathletics</b> (similar to Reading Eggs which has been very positive).  Children to be supported to access the programme and additional sessions planned in where needed.	Mathseeds and Mathletics have now been purchased and are in the process of being introduced to all pupils.  Impact of this will be monitored after half term.	
A significant proportion of children returned from the third lockdown having suffered some impact on their <b>mental health</b> .	To ensure that all children feel safe and secure in school and are emotionally ready for learning	School to fund <b>additional time</b> out of class for <b>TIS practitioner</b> to run additional sessions to allow more children to access the support.	The provision of additional time has enabled children to participate in further sessions and, as a result, teachers have reported that children have rebuilt trusting relationships with adults.	
During lock down a significant proportion of children in year (including PP) <b>did not engage with regular reading</b> . Early reading assessments showed that some	To ensure that PP children in year 4/5 identified not making progress and working below age expectations in	Children to take part in the Government National Tutoring programme.  Start points to be decided using the Accelerated Reader Star Tests.	PP Coordinators are in the process of setting up the National Tuition Programme for reading.  The process involves selecting pupils who	



## St Mary's C of E School, Truro

### Covid-19 Catch Up Funding Strategy 2020-2021 and 2021-2022

children had not made any progress during lock down and in some cases this had decreased.	reading catch up with their peers	Programme to run for 8 weeks, twice per week.	would be best suited to the scheme which will be delivered 8-week period (15 hours of tuition).  50% of Y5 PP Children are taking part in this programme and a selection of pupils in Y4. This programme is starting 10/05/21. 100% of pupil premium children attending the national tutoring programme in Year 4 made greater than expected progress in reading by the end of the year.	
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## 2021-2022

Barrier	Intended Outcome (Intent)	Implementation	Outcomes	RAG Rating at Review
During the Covid-19 pandemic, for a range of reasons, our Y6 cohort had missed out on residential and education trips for a period of almost 2 years.	For children to develop their independence on a school trip and to visit somewhere new and exciting (two of our Top Ten Things To Do Before You Leave St Mary's)	A two day, one night residential trip to Bristol.  As part of the trip, science, art and geography objectives were also covered.  Children eligible for the Pupil Premium (4 pupils) were offered the trip partly funded by school.	<b>100% of children in the Y6 cohort attended the trip</b> in the second week of the Autumn term.  All children were able to complete geography fieldwork. Children experienced a West-End show.  As a result of the trip, positive and trusting relationships between children and staff have been built early on.	



## St Mary's C of E School, Truro

### Covid-19 Catch Up Funding Strategy 2020-2021 and 2021-2022

			Children all demonstrated incredible resilience and independence.	
Post lockdown and the Covid-19 we are noticing a wave of poor mental health in some children.	For children to rekindle friendships, to boost self-esteem and confidence.	<p>'Forest school Adventurers' session every Monday afternoon. (Children identified by the class teacher.)</p> <p>Three different groups for 45minutes each with the Level 3 Forest school Leader. (Yr 6 &amp; Yr1), (Yr5 &amp; yr2) and (Yr4 &amp; Yr3.)</p> <p>The mixed age groups work well. The Forest school teacher reports weekly progress and will assess the well-being of the children at the start and end of each term.</p>	<p>Children all enjoy the Forest school sessions and are excited to attend.</p> <p>The children have built positive and supportive friendships within the group.</p> <p>The buddy 'mini teacher' system has really helped boost self-esteem.</p>	
Children in KS1 who are Pupil Premium or targeted catch up children have had less support with reading at home and less access to books at home.	For children to reconnect with their love of reading and to develop their phonics and fluency.	Children will be heard daily reading in school on a book at their phonic level that they are also accessing at home. Children will have daily practice of set 1 and 2 sounds to strengthen recall.	Impact will be measured through phonic assessments half termly.	
<b>School priority 1 – Maths</b> Some children have missed chunks of maths learning throughout the pandemic	For maths to remain a priority for the school, for the benefit of all children's progress	Maths subject leaders are prioritising links with parents. Letters, presentations and videos are being shared with parents to provide ideas for how to support their child at home. Includes maths apps and the calculation policy.		
<b>School priority 1 – Maths</b> Some children have missed chunks of maths learning throughout the pandemic	For children to catch up on missed learning and consolidate key concepts	Three groups of Y4 and Y5 children will be starting the National Tutoring Programme for maths this term.	Start date - November 21 - 15 weeks	



**St Mary's C of E School, Truro**

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