

## Meadow View Primary School COVID-19 Catch-up Programme

Financial Year: 2020-21				Financial Year: 2021-22		
Funding allocation: £7841				Funding allocation: £5544		Total funding: £13,385
Intent	Implementation	Proposed impact	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Budgeted costs
To ensure that all children have appropriate mental health support available to ensure they are ready to learn.	<ul style="list-style-type: none"> <li>All Staff to be trained on Trauma informed schools approach.</li> <li>Use of the arts to support positive mental health</li> <li>All classes to be consistently staffed with 2 adults (Teacher and TA) so that Mental Health support can be given as required.</li> <li>MHL (Mental Health Leader) to attend termly 'ROAR' training and develop long term plan for supporting children's mental Health.</li> <li>Mental Health intervention programme to be given to those children in greatest need.</li> <li>Additional leadership time allocated for Mental Health Lead for monitoring.</li> </ul>	<p>Exclusions will reduce.</p> <p>The number of disruptive incidents will reduce.</p>	<p>Trauma informed schools research base</p> <p>High numbers of our children acknowledge that their mental health has suffered during lockdown.</p> <p>Poor mental Health can lead to behaviour issues which disrupt other children and classes. By proactively addressing any mental health issues, the children are settled and learning will be impactful.</p>	<p>Regular monitoring of who is accessing which level of intervention (Tier 1, 2 or 3)</p> <p>Regular intervention observations, feedback and coaching by MHL (Mental Health Leader)</p> <p>Regular pupil voice to review qualitative impact of sessions.</p>	Jade May (MHL)	<p>Trauma informed CPD £500</p> <p>Additional TA hours to enable consistent 2 adult staffing in all bubbles £8568</p> <p>Termly ROAR CPD plus cover costs £150</p> <p>Additional Leadership time for Mental Health Leader £200</p>

<p>To ensure Y1 and F2 phonics outcomes are improved in comparison to attainment in 2018-2019</p> <p>and</p> <p>To support Y2 and Y3 to 'catch up' on missed phonics learning so that <u>all</u> children have passed the phonics test by the end of the academic year.</p>	<ul style="list-style-type: none"> <li>• Twice daily phonics sessions in Y1 to ensure phonic sessions at the appropriate level, gap coverage and retrieval practice.</li> <li>• Phonics 1 to 1 and group intervention groups to be ran daily for bottom 20% of pupils.</li> <li>• Additional leadership time allocated for ERL monitoring</li> <li>• Development of ERL with the support for English HUB and JMAT Teaching and Learning Leader.</li> </ul>	<p>10% increase in the number of pupils attaining the ELG for Reading and Writing.</p> <p>10% increase in pupils attaining a pass in their phonics test in Y1.</p> <p>ALL children to pass their phonics test in Y2 and Y3.</p>	<p>EEF catch-up funding research.</p> <p>English hub early reading and phonics.</p>	<p>Monthly phonics screening in Y2 and identified pupils in Y3.</p> <p>Half-termly screening in Y1.</p> <p>Half termly monitoring of all individual phonic assessments by ERL.</p> <p>Regular lesson observations, feedback and coaching by ERL</p>	<p>Katie Tupling (ERL)</p>	<p>Additional leadership time for ERL £210</p>
<p>To ensure that Children in Y3-Y6 are supported to get back on track with their reading, SPAG and writing.</p>	<ul style="list-style-type: none"> <li>• Teacher, HLTA and TA training in reading to ensure consistent practice. Staff meeting projects for teachers and the HLTA and bespoke training from the English lead for TAs.</li> <li>• Reading sessions follow school policy, engage all children, include reading dogs, regularly use assessments to teach gaps in knowledge.</li> <li>• SPAG to be taught twice daily for autumn term. (will review and evaluate impact at this point to judge whether this approach should be extended)</li> <li>• Daily writing sessions to be taught with opportunities to</li> </ul>	<p>All children will return to the expected level they were at pre-covid lockdown.</p> <p>E.G. children who were GD before lockdown will be on track to be GD in their current year group</p> <p>children who were EXP before lockdown will be on track to be EXP in their current year group</p>	<p>EEF catch-up funding research.</p>	<p>Planning review, end of unit moderation of books by English Leader</p> <p>Regular lesson observations, feedback and coaching by English Leader</p> <p>Termly moderation</p> <p>Teacher assessments</p>	<p>Hannah Webster (English Leader)</p>	<p>Additional TA hours to enable pre-teach for bottom 20% £3277</p> <p>Additional leadership time for English Leader £230</p>

	<p>be applied into wider curriculum writing.</p> <ul style="list-style-type: none"> <li>• Bottom 20% access pre-teach with TA to enable greater access to the lesson.</li> </ul>					
<p>To ensure that Children in F2-Y6 are supported to get back on track with their Maths</p>	<ul style="list-style-type: none"> <li>• Teacher, HLTA and TA training in Maths to ensure consistent practice. Staff meeting projects for teachers and the HLTA and bespoke training from the English lead for TAs.</li> <li>• Access support from the Maths HUB to ensure issues are addressed.</li> <li>• Teaching is sequenced to include missed learning followed by current year group teaching.</li> <li>• Bottom 20% access pre-teach with TA to enable greater access to the lesson.</li> <li>• Additional leadership time for Maths Leader to ensure quality first Teaching, track data and address issues as they arise.</li> </ul>	<p>All children will return to the expected level they were at pre-covid lockdown.</p> <p>E.G. children who were GD before lockdown will be on track to be GD in their current year group</p> <p>children who were EXP before lockdown will be on track to be EXP in their current year group</p>	<p>EEF catch-up funding research.</p> <p>Maths HUB research</p>	<p>Planning review, end of unit moderation of books by Maths Leader.</p> <p>Regular lesson observations, feedback and coaching by Maths Leader</p> <p>Termly moderation</p> <p>Teacher assessments</p>	<p>Danielle Hunter (maths Leader)</p>	<p>Additional TA hours to enable pre-teach for bottom 20%</p> <p>Additional leadership time for Maths Leader</p> <p>£250</p>