



St Erth School



Truro and Penwith
Academy Trust

Summary document for publication (September 2020)

Covid UNIVERSAL CATCH UP FUNDING STRATEGY 2020 – 2021

This funding is for schools to use on specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#). Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use of this funding, the **Education Endowment Foundation (EEF)** has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

NB: This document summarizes how the school will spend the catch up premium, but does not detail every effort that is made to help children catch up on lost learning. The school has made significant adaptations to curriculum design which address the need for catch up in all subjects.

School	St Erth CP School	Total pupil number	108	Total catch up funding	£8640
Identified priorities for catch up		Identified actions and cost		Planned outcomes	Cost
A	Reading catch up in KS1 including: <ul style="list-style-type: none"> • Readiness for phonics screen in year 1 & 2 • Year 1 readiness at the end of EYFS • All pupils are on track to meet or exceed end of Key stage targets by summer 1. 	Increase capacity for 1:1 intervention and support by employing additional TA support in Pm until Xmas. Increase % on track to pass phonics screen from 43% to national average.	Increase capacity for 1:1 intervention and support by employing additional TA support in PM for 10 weeks to Increase % on track for reading from September baseline.	Year 2 meet or exceed national expectations in phonics screen	£1789
		Increase capacity for 1:1 intervention and support by employing additional TA support in PM for 10 weeks to Increase % on track for reading from September baseline.	Increase % on track for reading from September baseline.	Year 1 meet or exceed national expectations in phonics screen EYFS are year 1 ready at the end of the school year.	
B	Reading catch up in KS2 including: <ul style="list-style-type: none"> • Year 6 readiness for SATS. • Phonics catch up in year 3. • All pupils are on track to meet or exceed end of Key stage targets by summer 1. 	TA employed for afternoons to provide cover for staff to deliver intervention 1:1. From Autumn 2 until Summer 1	TA employed between 8-8:40 am to deliver 1:1 sessions from Autumn 1 to Spring 2.	Children return to pre-covid levels of attainment.	£3735 TA employed creates capacity to address both priorities
		TA employed between 8-8:40 am to deliver 1:1 sessions from Autumn 1 to Spring 2.	TA employed between 8-8:40 am to deliver 1:1 sessions from Autumn 1 to Spring 2.	Year 3 children requiring phonic intervention are up to speed quickly	
C	Maths catch up KS2 including: <ul style="list-style-type: none"> • Year 6 SATS readiness • Year 4 times table check readiness. • All pupils are on track to meet or exceed end of Key stage targets by summer 1. 	TA employed for afternoons to provide cover for staff to deliver intervention 1:1. From Autumn 2 until Summer 1	TA employed between 8-8:40 am to deliver 1:1 sessions from Autumn 1 to Spring 2.	Children return to pre-covid levels of attainment.	£3735 TA employed creates capacity to address both priorities
		TA employed between 8-8:40 am to deliver 1:1 sessions from Autumn 1 to Spring 2.	TA employed between 8-8:40 am to deliver 1:1 sessions from Autumn 1 to Spring 2.	Year 4 children achieve national average or above in times table check. Year 6 pupils achieve SATs targets, attainment in line with national.	



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D	Ensuring all pupils are caught up with their pre-covid levels and are working to their full potential.	Continued development of metacognitive teaching approaches. In house training to be provided. Purchase new IT hardware to enable each class to have dedicated supply. To be used to meet individual needs, enhance home and remote learning and to provide/support intervention.	% on track to reach expected levels in reading, writing and maths combined in all years groups increases from September baseline to be in line with or above the national average.	£3116