

Aughton St Michael's CE School COVID Catch up Strategy Statement 2020/2021

1. Summary information			
School	Aughton St Michael's CE School		
Academic Year	2020/2021	Total COVID Catch up funding	£9,007 (to March 2021)
Total number of pupils	204	Date for next internal review of this strategy	February 2021

2. Strategy		
A.	Identify gaps in learning caused as a result of COVID Pandemic	
B.	Map out and teach the required curriculum	
C.	Develop the resources in school to facilitate and enhance learning	
D.	Ensure the children's mental well-being needs are being met	
D	Prepare staff and school community for remote / blended learning	
3. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	To identify gaps in learning that were caused as a result of COVID 19	Gaps in learning identified
B.	Curriculum for academic year ensures gaps in learning are taught	Gaps taught and children's knowledge developed through progressive curriculum
C.	School is well equipped to allow children access resources and other equipment which enhances their learning	School is well resourced
D.	The well-being needs of the school community are met and school is a positive environment where children and adults flourish.	Children and staff are resilient, confident and happy
E.	School develop and offer high quality Remote/ blended learning	High quality, remote/ blended learning in place and children accessing it when required.

4. Strategies

The headings demonstrate how we are using the COVID Catch up funding to improve classroom pedagogy, provide targeted support and support whole school strategies.

Initial Actions

Action	Who	Desired outcome	Success criteria
Undertake a full curriculum review to identify gaps in learning as a result of missed teaching	CC	Identify gaps in the curriculum	All gaps identified, shared with staff to ensure a progressive curriculum can be planned for.
Undertake a staffing review and identify where staff will need to be deployed to effectively support children	FC, CC & Governors	Two additional temporary teachers employed, and additional hours allocated to support staff	High quality staffing team in place whereby identified cohorts and individuals are able to receive focused support.
Staff to plan and teach a full curriculum whereby all gaps are taught.	All teaching staff	Gaps in curriculum taught	Children embed 'missed' knowledge and progress is evident
Staff to plan and deliver a practical and engaging curriculum for the first few weeks of the Autumn term	All teaching staff	Curriculum quickly engages the children in their learning and children work in a confident manner	Children quickly settle back into school and are enthused to learn.
Staff to plan and deliver regular Forest School sessions whereby the sessions link directly to their curriculum	All teaching staff	Forest School sessions develop confidence and resilience whilst reinforcing learning.	Children develop confidence and resilience through Forest School sessions which is then reflected in their learning within the classroom.
Enhance resources to ensure pupils are well equipped to learn	SLT & SG	All children and classrooms are well resourced for learning so that the children are able to work independently of others.	Resources allow the children to access their work independently and without disruption to others.
Establish a rigorous cleaning regime.	FC, site staff & all other	Clear cleaning regime in place that is adhered to. Risk of cross contamination minimised.	School is clean and cross contamination of any virus is minimised.

Ascertain mental well-being of pupils and deliver sessions to ensure children are settled, happy, resilient and confident.	All staff	Staff quickly ascertain a good knowledge of the children's mental well-being and deliver high quality sessions to support them in developing positive mental health.	Children develop positive mental health
Staff to attend training sessions on supporting children with their mental health needs	All staff	Staff feel confident in meeting the mental well-being needs of the children.	Staff competently and confidently support children in their mental wellbeing.
Establish Worry Boxes in all classrooms	All staff	Worry Boxes are utilised effectively within all room.	Children confidently articulate their worries and feel supported in doing so, as a result their worries decrease.
Further actions once the school is settled			
Carry out baseline assessments in core subjects and feed information back into planning.	All teaching staff	Baseline assessments identify gaps in learning and individuals who need additional support. Staff utilise knowledge well to build on	Staff have a good understanding of where children are in their learning and then use this information to plan for future learning.
Deliver high quality focused lessons which build on knowledge and ensure children make good progress.	All staff	Lessons are of a high quality within which children engage well and make good progress.	Children make good progress.
Embed Growth Mindset across school through facilitating Growth Mindset sessions, ensuring all classes have Growth Mindset displays that encourage the children and Growth Mindset terminology is used across the school.	All staff	Growth Mindset is embedded within the school community.	Children understand the principles of Growth Mindset and apply them to their work.
Deliver PSHE sessions around mental well-being	Teaching staff	Mental well-being is taught as an integral part of the curriculum, with the mental well-being needs of the children being met.	Children are happy and confidently articulate any worries, which adults then support them with.

Develop the provision for remote learning within the school community and train staff and children accordingly.	CC	TEAMS is set up in school and staff and children are able to use it effectively. Remote learning policy & expectations established.	Children access high quality blended / remote learning when the need arises.
Extend the provision for online reading.	CC & KS1 staff	Early readers and children who follow the school reading scheme have extended choice of online books available to them.	Children throughout school make good progress in reading.
Develop the Y1 area to allow for more extensive continuous provision.	NG, NM, MF, TM, JH.	Y1 have access to their own outdoor area and have resources inside to allow for a curriculum in which continuous provision is facilitated and enriched on a regular basis.	Children in Y1 are confident learners and make progress in line with expectations.
Deliver additional daily maths sessions to embed key mathematical skills.	All teaching staff	Key maths skills are embedded throughout school	Children throughout school make good progress in maths and achieve targets.
Focused approaches			
Deliver focused phonic interventions with Y2 children in order to boost phonics knowledge and ensure they are working at age-appropriate level.	Y2 staff	Vast majority of children in Y2 are working at age-appropriate phonics phase and able to apply their knowledge to their reading and writing.	Children in Y2 reach identified target in Y1 phonics test (sat Autumn 2020). Children in Y2 reach targets set for end of KS1 in reading & writing.
Deliver focused phonic interventions for Y1 children who are at risk of not meeting the required standard in June 2021.	Y1 staff	Children identified at being at risk of not reaching required standard receive additional support in phonics which ensures they reach the required standard in June 2021.	Children in Y1 achieve target set for phonics test (June 2021). Children in Y1 able to utilise phonics within reading & writing.

Through the deployment of two additional teachers, deliver focused teaching to children in Y6 and Y4 in Maths and English.	Y6 and Y4 staff	Children in Y6 and 4 make good progress in maths and English.	Children in Y6 reach end of KS2 targets. Children in Y4 make good progress against starting points and are on track to meet end of KS2 targets.
Deliver focused maths sessions to smaller groups of Y5 children.	DHT & Y5 teacher	Children in Y5 who are identified at being at risk of not meeting targets, receive additional support and therefore make good progress in maths	Children in Y5 make good progress and are on track to meet end of KS2 targets.
Deliver focused intervention in reading, writing and maths to identified Y3 children.	Y3 staff	Gaps in learning filled for identified children who are at risk of not making the expected progress.	Children in Y3 make good/ expected progress.
Deliver focused reading sessions for identified children throughout school.	All staff	Identified children receive additional reading sessions whereby their skills are enhanced, confidence built and subsequently good progress is made.	Children throughout school make good progress in reading.
Deliver focused well- being sessions to identified individuals.	All staff	Children who display negative mental well being issues receive additional support	Children are happy and display positive mental well-being.