




Chandag
Infant School

COVID -19 Grant Funding Strategy Statement 2020_21

School	Chandag Infant School – Futura Learning Partnership	
Total Budget:	£ 14,400	
Reviewed	October 2021	



Focus	Pupils identified	Timescale	How will impact/progress be measured?	Who will deliver?	Overall cost	Review – July 2021
Phonics Year 2 phonics. 64% on track in Autumn term 1 as a result of lockdown 1. 31 pupils received daily intervention with experienced teachers.	31, year 2 pupils grouped into sub-groups following initial assessments.	Daily for 2 terms.	Teacher assessments, mock and actual phonics assessments/phonics check.	Experienced EYFS teachers. Including training/information sharing with parents.	£2,557	95% of year 2 cohort passed the phonics check.
Reading and phonics Consistent and rigorous timetabling and delivery of early reading and phonics throughout the school through the Read Write Inc. programme.	All children, through early assessment and use of flexible groupings based on current phonic knowledge.	Starting in term 4 – delayed from Term 3 due to lockdown.	Led by reading curriculum leader. Phonics assessments show progress for all children (termly). Weekly drop ins and support sessions for staff.	Official Read Write Inc. training. On-going support for and from reading lead.	£1,538 £80 for resources – additional resources funded by our PTA.	Significant progress was seen from the start of RWI in March to the end of July. In Reception the number of children at or above expected level went from 58% in March to 90% in July and in Year 1 the EXP+ went from 23% to 75%.
Maths – Fluency Address gaps in previous maths concepts using the ‘ready to progress criteria’, supporting keep up and not catch up approach.	6 year 2 pupils who have significant gaps following number sense assessment. Currently working with numbers up to 10.	x30, 20 minute sessions over a period of (6 weeks) starting in December– but postponed due to lockdown, will commence again starting in March.	Children move at least 1 level in number sense and this is tracked using the pupil conferencing assessment tool.	Experienced HLTA	Time taken from additional TA hours totalling £1,590	All children moved through 2 levels of the number sense programme by the end of the intervention. Would have had more impact if it could have been completed in Dec, rather than March.

<p>Reading Training for all staff in the BRP (Better Reading Partners) approach. Intensive training course for a selection of TAs who will lead the interventions.</p> <p>Year 1 1:1 reading support AM or PM for children who are currently reading at pink level and therefore below expected entry point. OR Phonics/ Better reading partner</p>	<p>11 pupils across YR1/2 who are at risk of not reaching age related outcomes at the end of the year.</p>	<p>Interventions started in march for x15 mins, 3 times a week, for each child.</p>	<p>Initial benchmark of reading level before/after intervention using PM benchmarking.</p> <p>Move at least 2 book band levels – tracked on INSIGHT.</p>	<p>Recently trained and experienced TAs and HLTAs</p>	<p>£970</p> <p>£1,834 – Agency TA supported YR2 class to release experienced HTLA.</p> <p>Year 1 HLTA time (see box above)</p>	<p>100% pupils on BRP in 2020_21 made good or better progress, with 77% making accelerated progress.</p> <p>5/7 Yr2 children who received BRP reach expected outcomes at the end of year 2.</p>
<p>Maths and Reading</p> <p>Targeted 1:3 support for children in reaching EXS in maths and/or reading through tutoring.</p>	<p>15 identified 'cusp' pupils in Yr2</p> <p>6 children with significant gaps from EYFS in Y1.</p>	<p>15 weeks, 1 hour slots for each group of 3 children.</p>	<p>Initial assessments and on-going AFL with our tutor.</p> <p>Comparison of SATS scores Autumn-Summer and final assessment data.</p>	<p>NTP Tutor.</p>	<p>£1,575</p> <p>Remainder subsidized by Government.</p>	<p>All children receiving reading tutoring moved between 1 and 3 reading levels in a 15 week period.</p> <p>5/9 children reached end of year outcomes following maths tutoring.</p> <p>All children who received maths tutoring made progress in their SATS score and initial tutoring assessment.</p>
<p>Speech and Language WELCOMM</p> <p>Targeted speech and language in our EYFS provision, following audit of cohort needs.</p>	<p>Carried forward into 2021-22</p>	<p>3 x a week</p>	<p>Initial assessment of children and then regular assessment as they complete the programme.</p>	<p>EYFS Teachers and TAs</p>	<p>£470</p>	<p>TA to be trained to deliver WELCOMM on a weekly basis to those children identified with a need for intervention.</p>
Total expenditure:					£ 10,614	
Balance carried over:					£ 3,786	