



Ravenfield **Primary Academy**

Covid-19 Catch Up Funding Action Plan

## School overview

Whole School Cohort				
Number of pupils	Cohort	Boys	Girls	Disadvantaged
Reception	29	19	10	PP+ 1
Year 1	17	7	10	0
Year 2	26	13	13	0
Year 3	30	13	17	4
Year 4	26	12	14	3
Year 5	29	14	15	5
Year 6	30	12	18	2

Barriers to future attainment due to COVID 19	
<b>A.</b>	Inconsistent engagement in remote learning/lack of first hand teaching over lockdown means that the children have missed vital learning.
<b>B.</b>	Emotional impact of lockdown means the children need to support to fully engage with learning.
<b>C.</b>	Socially distanced learning makes access to full curriculum difficult.
<b>D.</b>	Attendance of individual children sporadic because of need to self-isolate.

Provisional Catch Up Funding	
Provisional Allocation	£15,680 (187 children £80 each + £240 EHCP x3)

Autumn 2020 payment	£3,920
Spring 2021 payment	
Summer 2021 payment	

## Teaching and whole-school strategies

### Supporting great teaching

Great teaching is the most important lever schools have to improve outcomes for their pupils.

Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable.

Almost all schools will also have made significant adjustments to organisational and logistical aspects of school life. Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school.

Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support.

Additional information about effective approaches for supporting great teaching is included in the EEF's [Teaching and Learning Toolkit](#).

### Pupil assessment and feedback

Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19.

Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support.

Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.

Additional information about this is included in the EEF's guidance on [Assessing and Monitoring Pupil Progress](#).

### Transition support

All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19.

Planning and providing transition support, such as running dedicated transition events—either online or face-to-face, as restrictions allow—is likely to be an effective way to ensure pupils start the new year ready to learn.

Transition events might focus on sharing information about school with children and their families or running activities designed to make pupils feel comfortable in their new school, for example by introducing pupils to their new teachers and classmates.

Additional transition support might include using assessment to identify areas where pupils are likely to require additional support or creating opportunities for teachers to share information about pupils' strengths and areas for development with colleagues, including between primary and secondary schools where possible.

### Targeted Support

#### One to one and small group tuition

There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy.

To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.

As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catch-up approaches.

Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.

#### Intervention programmes

In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.

A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.

Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.

Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.

Additional information about high-quality programmes that have undergone rigorous evaluation is available on the EEF's [Interventions Toolkit](#).

## Detailed plans

The three headings below enable schools to demonstrate how we are improving classroom pedagogy, provide targeted support and support whole school strategies.

Tier 1 - Quality of teaching for all					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead and cost	When will you review implementation?	Review Notes
<b>Priority 1:</b>  <b>Reading to be the main focus for driving the recovery curriculum.</b>	The Read, Write Inc scheme to be taught as a priority in whole class teaching. Extra sessions to be added during the day. Phonics screening taken place during September and target children to be identified for extra sessions. Phonics screening to take place throughout the year for Y1/2 and 3 children.	<p>Teaching to take place in class bubbles. Teaching to be differentiated and taught by trained staff. Children to be taught in class groups, within bubbles, as appropriate.</p> <p>R/W/Inc phonics books for parents purchased in EYFS 2 and Y1 as appropriate.</p>	AP  (cost R/W/Inc resources £1000)	Beginning of autumn half term 2.  Reviewed half-termly	Phonics screening in Y2 taking place currently. 2 children not at the standard and 2 are on the cusp) On course for 85%-92%.  <u>March 2021</u> Children back in school phonics assessment taking place. Spring term resources for phonics to support at home purchased (£200). Live phonics lessons took place  Reading is prioritised across school but focus is on the bottom 20% in pre-teach and catch-up activities.  <u>March 2021</u> Reading prioritised during lockdown and emphasis continues on return to school.  Ongoing look at classroom environment and provision.  <u>March 2021</u>
	Reading fluently is a priority across school. This is emphasised in all English lessons and is part of R/W/Inc session, reciprocal reading sessions.	<p>The classroom environment has an emphasis on reading. Books are promoted in the classroom and around school. Staff to model and provide examples of prosody on a daily basis in story time. Children to be given regular opportunities to practice their fluency and will receive feedback on this.</p>	KJ/RH		

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					Look at home school books across school to ensure provision is right.
	Reading material is prioritised and the children have access to a range of high-quality texts that include fiction, non-fiction related to themes	School library service promoted and used on a regular basis by all teaching staff. Book audit during autumn 2 to see need for any extra resources.	KJ/RH  (cost £2000 for new reading material )	Half-termly	Reading book audit to be carried out to ensure: <ul style="list-style-type: none"> <li>1. Books are well matched to children's levels</li> <li>2. Look at what children are reading at home as well as school.</li> </ul> <u>March 2021</u> Library service provision to continue. Books for home to be purchased after the audit.
<b>Priority 2:</b>  Ensure assessment quickly identifies gaps for children in key areas.	The NGRT online reading tests, NGST spelling tests and NFER maths tests for Y2-Y6 are used September 2020. Y3 to complete a Y2 maths SAT paper.	Teachers trained on how to use the test. Gap analysis and feedback to Principal by end of wk beginning 12 <sup>th</sup> October. PPMs take place wk beginning 19 <sup>th</sup> October and this will feed into an action plan for each class.	DH/CCo (cost £400 NGRT)	Half-termly	<u>March 2021</u> Check gap analysis for YARC. Reading gaps to be identified quickly, end of spring ter, Extra booster sessions to be put into place as necessary

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	<p>YARC papers completed for children achieving well under age related expectations.</p> <p>Phonics screening check ongoing in Y1, Y2 and Y3.</p>	Phonics screen analysed and groups changed within the class as needed.			<p><u>March 2021</u>  <u>Mathematics</u>            VP to look at gap analysis for maths and ensure daily arithmetic sessions where the children have to use different mathematical elements.</p>
	Y6 SAT papers to be used to determine gaps in knowledge for Y6.	As part of the year 6 driver group, a timetable will be drawn up outlining when each test will be (approximately every 5 weeks). A thorough gap analysis will be done each time to ensure gaps are identified and planning tailored to this need - including any intervention deemed necessary.	RH	Half-termly	<p>Gaps identified and targets set based on prior attainment to show good progress across school.</p> <p>(as above) VP to look at gap analysis for maths and ensure daily arithmetic sessions where the children have to use different mathematical elements.</p> <p><u>March 2021</u>            Targets set for Year 6 children and additional booster type session planned for summer 2021.</p>

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	'O'Track is used on an ongoing basis and feeds into pupil progress meetings. This in turn feeds into teacher's short-term planning.	O track updated and children assessed against the curriculum objectives. Gaps feed into teacher planning.	DH/CC O	Half-termly	Ongoing
<b>Priority 3:</b>  <b>Ensure that remote learning is in place for children that are not in school.</b>	Remote learning offer shared with all teachers using the Oak National Academy materials.	Children directed to the Oak National Academy materials that are appropriate for their age group if they are at home and self-isolating. This work is linked to their topic in school.  Should there be another lockdown then teachers can set work remotely using the Purple Mash, Times Tables Rock Stars, Oak National Academy and the White Rose materials.	CCO	Half-termly	Remote learning offer in place.  <u>March 2021</u> Evaluated spring term, clear next steps to be established



Tier 2 – Targeted academic support					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review Notes
<b>Priority 1:</b>  <b>To support children in need of 'catch-up' through the use of appropriate interventions.</b>	Children in need of catch up to be taught in a focused group. Extra sessions to be used to ensure accelerated progress.	Children to be taught by a Read/Write /Inc trained colleague and supported by the phonics leader, as needed.	AP  (cost £500 R/W/Inc resource s)	Half-termly	<u>March 2021</u> Check focused groups in half-term return and going forwards
	Children in danger of falling behind to be targeted for extra reading sessions in school. Specific children targeted for staggered start times at the beginning and the end of the day.	Check that the children have suitable books that are well matched to their stage. Ask teachers to have a record charting one to one reading with targeted children.	CCO/KJ	Half-termly	<u>March 2021</u> Pre-teach happening across school check next stages of identifying new groups of catch-up children.  Ongoing and needs to feed into new provision.
	Children who are not reading fluently in KS2 to be targeted in fluency supported group.  Pre and post teach methods used to support those children in need of support (Staff meeting 13 <sup>th</sup> September)	PPMs used to identify children for these groups. Their progress will be analysed at PPMs.  RH to look at need in reading across school and plan for using staggered starts and ends for extra sessions as appropriate	RH	Half-termly	<u>March 2021</u> Fluency support groups ongoing
<b>Priority 2:</b>  <b>Support for SEND children is linked</b>	SENDSCO reviews IEP targets and updates to ensure the right support is in place.	SENDSCO works with the teachers to look at current targets and review them on a regular basis. Impact of support reviewed and evaluated half termly. SENDSCO observes support for children.	JW and class teachers	Half-termly	<u>March 2021</u> IEP targets to be reviewed by teacher and SENDSCO.  Ongoing

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to IEPs and reviewed on a regular basis.	Children who receive specialist support from professionals have clear targets.	There is good communication and partnership between the specialist service and the SENDCO and class teacher to ensure the children work on their targeted support in class.	JW and class teachers	Half-termly	<u>March 2021</u> Ongoing
<b>Priority 3:</b>  More children are identified and targeted to make rapid progress to achieved the higher levels.	Identified children are targeted for extra challenge across the curriculum. Teachers plan for identified groups of children to ensure that they are supported to the higher levels of understanding.	Planning shows that teachers have clearly identified children that are targeted for the higher levels.  Drop-ins show that these children are challenged, targeted for precise outcomes and make good progress.  Children when questioned report feeling challenged.	CCO	Half-termly	<u>March 2021</u>  Targets ensure challenge, children need to be identified for challenge using the targets.  Children for challenge groups to be established Summer 2021

Tier 3 - Wider strategies					
Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review Notes
<b>Priority 1:</b>  <b>Pastoral support provided for children on the return to school.</b>	<p>Children closely monitored on return to school and potentially vulnerable pupils targeted for emotional and pastoral support.</p> <p>The ELSA member of staff supports children according to need, children who require further support.</p>	<p>Overview of potentially vulnerable children kept. Discussed at regular Friday safeguarding meeting. Class teachers flag up any concerns and these will feed into the meeting.</p> <p>Questionnaire devised for children in autumn 1 and shared with staff. Staff vigilant to need in class and feed any concerns into the safeguarding meeting.</p>	CCO /LA/JMG	Half-termly	<p><u>March 2021</u> Elsa children identified and reviewed on a regular basis.</p> <p>Links with parents of these children made.</p> <p>Established and reviewed on a weekly basis.</p>
	<p>Mast sessions established and vulnerable children access these.</p>	<p>Liaison between class teacher, SENDCo and pastoral lead.</p> <p>MAST teacher liaises with class teacher and Principal about impact of support and next steps.</p>	CCO/JW/LA	Half-termly	<p><u>March 2021</u></p> <p>MAST sessions continue</p> <p>Established and reviewed on a weekly basis.</p>
	<p>Sessions at the beginning of term in class concentrate on wellbeing and any need that may have arisen during lockdown.</p>	<p>Children report feeling safe and happy in school on the questionnaire</p>	CCO and class teachers	Half-termly	
<b>Priority 2:</b>  <b>Ensure attendance is high and remains high</b>	<p>Risk assessment is in place and shared with all stakeholders on the website.</p>	<p>Clear risk assessment posted on website in the week before the return to school alongside a new premises tour.</p> <p>Parents are reassured and encouraged to speak to staff/the</p>	CCO	When guidance changes (at least half-termly)	Established and ongoing

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profile due to high parental confidence and effective liaison.		Principal with any concerns they may have.  Principal highly visible presence on the gates every morning.  Once school restarts clear communication with parents around Covid –procedures. Parents encouraged to ring 111 if they are concerned about symptoms and follow guidance.			
	Children who are absent contacted daily and supported with return to school as appropriate.	Parents receive clear communication about systems and processes in place. Government guidance is followed.	CCO /BF	Autumn 1 and ongoing	<u>March 2021</u>  Established and ongoing
	Liaison and use of trust attendance team to support families who do not return to school.	Parents receive clear communication about systems and processes in place. Government guidance is followed.	CCO /BF/N Ke	Autumn 1 and ongoing	<u>March 2021</u>  Established and ongoing

