



Ravenfield **Primary Academy**

Covid-19 Catch Up Funding Action Plan

School overview

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

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

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
Priority 1: Reading to be the main focus for driving the recovery curriculum.	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.	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. R/W/Inc phonics books for parents purchased in EYFS 2 and Y1 as appropriate.	AP (cost R/W/Inc resources £1000)	Beginning of autumn half term 2.	Phonics screening in Y2 taking place currently. 2 children not at the standard and 2 are on the cusp) On course for 85%-92%. Reading is prioritised across school but focus is on the bottom 20% in pre-teach and catch-up activities. Ongoing look at classroom environment and provision. Look at home school books across school to ensure provision is right.
	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.	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.	KJ/RH		

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Priority	Chosen action / approach	How will you ensure it is implemented well?	Staff lead and cost	When will you review implementation?	Review Notes
	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)	End of autumn term 2	Reading book audit to be carried out to ensure: <ul style="list-style-type: none"> Books are well matched to children's levels Look at what children are reading at home as well as school.
Priority 2: 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. YARC papers completed for children achieving well under age related expectations. Phonics screening check ongoing in Y1, Y2 and Y3.	Teachers trained on how to use the test. Gap analysis and feedback to Principal by end of wk beginning 12 th October. PPMs take place wk beginning 19 th October and this will feed into an action plan for each class. Phonics screen analysed and groups changed within the class as needed.	DH/CCo (cost £400 NGRT)	Beginning of autumn 2	VP to look at gap analysis for maths and ensure daily arithmetic sessions where the children have to use different mathematical elements. Check gap analysis for YARC.

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	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	End of autumn 1	Gaps identified and targets set based on prior attainment to show good progress across school. Targets set for Year 6 children and additional booster type session planned for January 2021.
	'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	End of autumn 1	Ongoing
Priority 3: Ensure that remote learning is in place for children that are not in school.	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	Review end of autumn 1	Remote learning offer in place. To be evaluated before 4 th January 2021. Only used remote learning offer for individual children up until December 2020.

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
Priority 1: To support children in need of 'catch-up' through the use of appropriate interventions.	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)	End of autumn 1	Check focused groups in half-term 2
	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	End of autumn 1	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 th 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	End of autumn 1	Fluency support groups ongoing
Priority 2: Support for SEND children is linked	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	Autumn 2	IEP targets to be reviewed by teacher and SENDSCO. Ongoing

Tier 2 – Targeted academic support					
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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	Autumn 1 and ongoing	Ongoing
Priority 3: 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.	<p>Planning shows that teachers have clearly identified children that are targeted for the higher levels.</p> <p>Drop-ins show that these children are challenged, targeted for precise outcomes and make good progress.</p> <p>Children when questioned report feeling challenged.</p>	CCO	Autumn 2	<p>Targets ensure challenge, children need to be identified for challenge using the targets.</p> <p>Children for challenge groups to be established January 2021.</p>

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
Priority 1: Pastoral support provided for children on the return to school.	Children closely monitored on return to school and potentially vulnerable pupils targeted for emotional and pastoral support. The ELSA member of staff supports children according to need, children who require further support.	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. 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.	CCO /LA/J MG	Autumn 2	Elsa children identified and reviewed on a regular basis. Links with parents of these children made. Established and reviewed on a weekly basis.
	Mast sessions established and vulnerable children access these.	Liaison between class teacher, SENDCo and pastoral lead. MAST teacher liaises with class teacher and Principal about impact of support and next steps.	CC O/J W/L A	Autumn 1 and ongoing.	MAST sessions continue Established and reviewed on a weekly basis.
	Sessions at the beginning of term in class concentrate on wellbeing and any need that may have arisen during lockdown.	Children report feeling safe and happy in school on the questionnaire	CC O and class teachers	Autumn 1 and ongoing	
Priority 2: Ensure attendance is high and remains high profile due to high parental	Risk assessment is in place and shared with all stakeholders on the website.	Clear risk assessment posted on website in the week before the return to school alongside a new premises tour. Parents are reassured and encouraged to speak to staff/the Principal with any concerns they may have.	CCO	Autumn 1 and ongoing	Established and ongoing

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confidence and effective liaison.		Principal highly visible presence on the gates every morning. Once school restarts clear communication with parents around Covid –procedures. Parets 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	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	Established and ongoing

