



COVID-19 catch-up premium report

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	393	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£31,440		

STRATEGY STATEMENT

At Ravensthorpe, we aim to ensure that every child has the opportunity to 'Explore, Succeed and Soar.'

Our catch-up premium strategy is based around a tiered approach to planning, which focuses on:

- Supporting first quality teaching
- Providing targeted academic support
- Wider strategies to reduce non-academic barriers.

Our approach is based on the guidance issued by the Education Endowment Foundation and aims to raise the attainment of all pupils to close the gap created by the Covid-19 school closure, while continuing to reduce the attainment gap between disadvantaged pupils and their peers.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Poor spoken language skills on entry, with development of vocabulary a concern across the school.
B	Progress of children from KS1 to KS2, particularly children with SEND
C	Progress in Phonics, while improving, is lower than the national average.

ADDITIONAL BARRIERS

External barriers:

D	Limited engagement in some year groups with home-learning during Covid-19 school closure
E	Increase in mental health concerns identified amongst parents/carers during lockdown.
F	Resilience of children, particularly when working at home, to revisit learning and to learn from mistakes.

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Quality First Teaching, supported by evidence-informed CPD for teachers and support staff	<p>All staff are trained in Read Write Inc.</p> <p>Targeted staff (e.g RQTs and new to year group) attend updated training on Primary Advantage Maths</p> <p>Observations and Learning walks will show implementation of RWI and Primary Advantage Maths</p> <p>Reading data, including outcome of phonics screening will show accelerated progress with phonics results closing the gap to national</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, (EEF Teaching and Learning Toolkit)</p> <p>Removing Barriers to Literacy (Ofsted, 2011)</p> <p>Improving Mathematics in the Early Years and Key Stage 1 (EEF Guidance Report)</p> <p>Improving Mathematics in Key Stage 2 and 3 (EEF Guidance Report)</p>	<p>RWI leads will be supported with additional visits by the RWI consultant.</p> <p>Learning Walks and observations will be used to evidence implementation.</p>	<p>RWI – RB/RD</p> <p>PAM - CGS</p>	Half Termly
To raise attainment through the targeted and consistent use of PiXL assessments.	<p>Years 2-6 carry out diagnostic assessments in September 2020.</p> <p>Teachers use analysis of those assessments to identify gaps and inform planning for recovery</p>	'Planning effective assessment is integral to supporting great teaching' EEF guide to supporting school planning: a tiered approach to 2020-21, p10	<p>Through phase meetings.</p> <p>Termly Team around the Cohort Meetings.</p> <p>Termly review meetings with PiXL Associate, involving key staff including Raising Standards Leader, Raising Standards Teacher and Phase Leaders.</p>	VB	Termly

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Senior leader allocated responsibility for remote learning	Clear expectations given to staff on remote learning with focus on teaching quality Policies and practices reviewed after any bubble closures, including feedback from parents	'School leaders will therefore have to plan for a range of eventualities that will likely involve high-quality remote learning.' EEF guide (as before), p12 DfE Actions for Schools during the Coronavirus outbreak, updated 3.12.20	Regular meetings between SC/MF Parental questionnaires Pupil questionnaires	SC / MF	Half termly or after a 'bubble' closure.
Support access to remote learning through Tapestry and Google classroom used consistently for home learning and Google Classroom used in class to develop independence and facilitate access.	Google Classroom used across Key Stage 2 for homework. Google Classroom used within the classroom to ensure familiarity. Staff to regularly review use of Tapestry to ensure engagement of all families	'Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning.' EEF guide (as before), p12 EEF Rapid Evidence Assessment	Senior Leader with responsibility for Remote Learning to monitor usage and carry out learning walks. Pupil questionnaires Parent questionnaires	SC	Half termly or after a 'bubble' closure.
Total budgeted cost:					-

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To appoint a raising standards teacher for three months to provide targeted support in English and Maths in the Upper School	Year 6 data and mock SATs outcomes will show children making accelerated progress. Use of PiXL resources will be rolled out across the upper school and used to support teaching.	<p>'There is extensive evidence support the impact of high-quality one to one and small group tuition as a catch-up strategy'</p> <p>(Covid 19 Support Guide for Schools, EEF, p5)</p> <p>The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. (EEF Guide to supporting school planning: a tiered approach to 2020-21)</p>	<p>Raising Standards meetings with Year 6 cohort reviewing data and assessments.</p> <p>Learning Walks and work sampling will show evidence of teaching to gaps and to ensure children make accelerated progress.</p>	VB	Monthly
To deliver the Nuffield Early Language Intervention in Foundation Stage	Children will make accelerated progress in their oral language skills	<p>Children receiving the 30-week version (beginning in Nursery, and continuing in early Reception) made about four months of additional progress in language skills compared to children receiving standard provision. (EEF Project Review – Nuffield Early Language Intervention)</p> <p>'(NELI) through several robust EEF trials, has been shown to improve children's oral language and early literacy skills. (EEF Guide to supporting school planning, p15)</p>	<p>Training provided to staff lead and support staff.</p> <p>Baseline assessments and ongoing assessments during the intervention.</p> <p>Regular meetings between staff lead and those delivering the intervention.</p>	LH	Half Termly from February 2021

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To provide targeted support within Foundation Stage to accelerate progress and develop school readiness	Children in need of additional support identified by class teachers. Interventions delivered by an experienced early years specialist. Children will make accelerated progress in targeted areas.	The EEF guide to supporting school planning: a tiered approach (as before)	Programmes overseen by EYFS lead. Regular meetings between intervention teacher and EFS Lead/Class teacher to discuss progress. Formative and summative assessment used to assess progress. Termly review at Team around the Cohort meetings	LH	Fortnightly in EYFS Termly (through Team around the Cohort)
To deliver a targeted intervention (Workout Maths)	Targeted children will make accelerated progress in key areas of maths (place value and number). Levels of engagement, based on pre/post surveys will show increase	'In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered on to one or in small groups are likely to be necessary' (Covid 19 Support Guide for Schools, EEF, p5) Improving mathematics in Key Stage 2 and Key Stage 3 (EEF Guidance Report)	Sports Coach trained in the Workout Maths approach. Pre-assessments and post assessments used to assess progress. Regular feedback from Workout Maths lead at Just Do Sports	VB	Monthly assessments. Termly through Team around the Cohort
To provide targeted academic support for pupils with SEND in phonics	Targeted children will make accelerated progress in phonics. Nessy assessments will demonstrate increased understanding and progress. Pupil voice will show increased confidence in reading.	EEF Guide to supporting school planning (as before, p17-18) Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, (EEF Teaching and Learning Toolkit) Removing Barriers to Literacy (Ofsted, 2011)	In app monitoring will show consistent use of the programme. Reading assessments and Nessy assessments will demonstrate progress being made. Pupil voice questionnaires/interviews	RB/VB	In app assessments (ongoing) Termly through Team around the Cohort and SEN plan reviews.
Total budgeted cost:					12800.72

Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To increase engagement with remote and home learning in Year 5 through provision of technology	All year 5 children are able to log on and used targeted software, including Google Classroom. Increased engagement in home learning. Increased engagement in remote learning (in case of self-isolation and/or bubble closures).	'Ensuring access to technology is key, particularly for disadvantaged pupils.' (EEF Guide, as before, p12) EEF rapid evidence assessment	Senior leader with responsibility for Remote Learning to monitor engagement. Year 5 staff to attend training with Year 6 staff on ipads (supported by Academy Trust). Pupil/Parent questionnaires	SC	Half Termly
Total budgeted cost:					£18319.02