



SUMMARY INFORMATION

Academic Year	2020/21	Total number of pupils	406
Cost per pupil	£80	Total catch-up budget	£32,480
Catch-up funding leader	Andrew Midgley	LGB member responsible	Sarah Tulip
Catch-up funding Trust leaders	Amanda Bennett CEO Amanda Rawson CFO Ken Inwood - Trustee	Review Processes	Monthly on-going log. Half termly financial spend review – Termly impact reporting.

Context / foreword

For educators, coronavirus has created the test of a generation. When pupils start the new school year in September, most will be returning to the classroom for the first time in almost six months. In order to allow our children to ‘catch-up’ the learning they have missed, the government has provided funding at £80 per pupil for each school/academy. Following research and the EEF document “COVID-19 SUPPORT GUIDE FOR SCHOOLS”, this strategy sets out the academies plans to provide the necessary resources and approaches to allow our children to settle back into school and accelerate their learning in order to ‘narrow the gaps’.

<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>

Priorities identified through school’s analysis

Year 1 phonics and basic mathematics skills and Year 2 phonics

Phonics across lower KS1

Mathematics in years 5&6

Note:

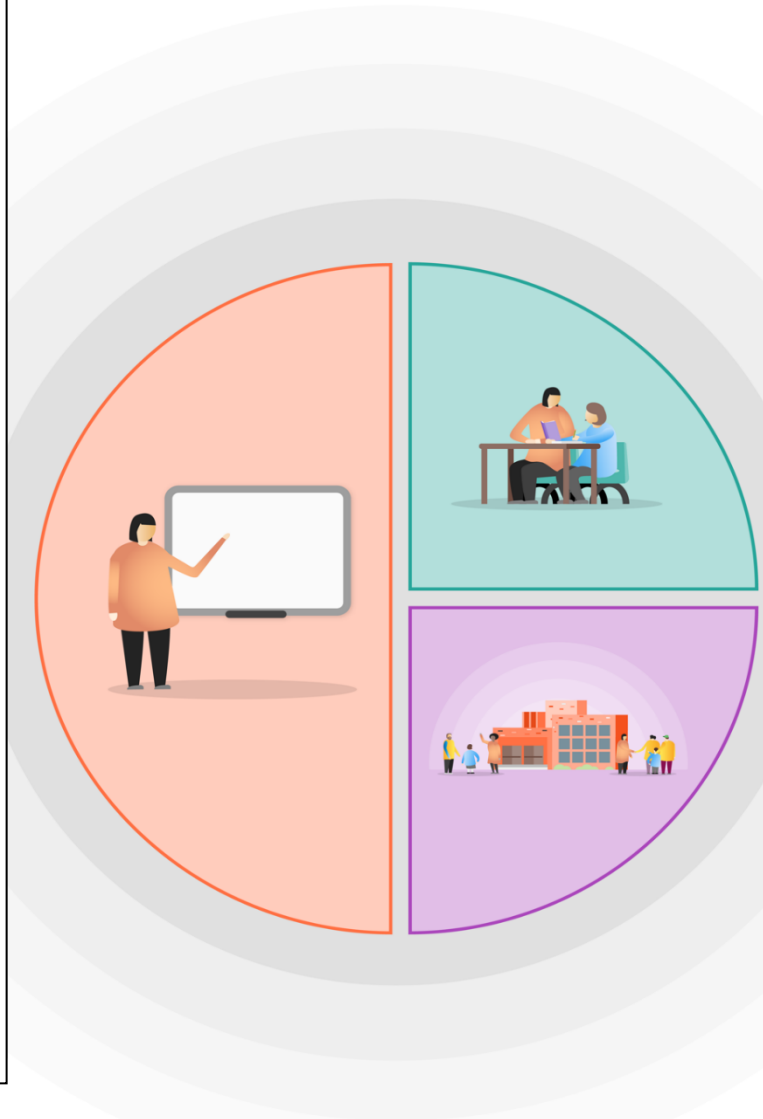
‘The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Schools’ allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020 - the second grant will use the 4 to 15 pupil headcounts from the October 2020 census. Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](https://www.gov.uk/guidance/curriculum-expectations-for-the-next-academic-year). Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.’ <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>



EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2020-21) – TIERED MODEL – Catch-up focussed model

1 - TEACHING

- Maintain high level of Quality First Teaching – coaching and mentoring for two new teachers
- A broad and engaging curriculum that focuses on vocabulary acquisition.
- Whole class phonics/reading approach underpinned by clearly defined formative assessment practices.
- Regular staff CPD on mental health and wellbeing.
- Teachers model use of key strategies for identifying emotions and employing self-regulation strategies.
- Seesaw used as a platform and feedback provided by teachers.
- Teaching focusing on key ideas and setting up the home learning with modelling, explanations and immediate feedback—sharing the metacognitive steps needed to complete a task.
- Provide suite of home learning options. Families select most appropriate for them: daily online learning tasks or printed packs that are either delivered home or collected from school.



2 – TARGETED ACADEMIC SUPPORT

- Same-day in-class intervention.
- Teacher-led targeted group teaching for Year 1 pupils.
- Specific intervention programmes led by both Teachers and Teaching Assistants.
- Pastoral staff provide small group and 1:1 support to assist children in transition into school.
- Mentoring sessions for specific children focused on self-awareness, self-management, problem solving and social skills.

3 – WIDER STRATEGIES

- School staff used to cover rather than supply.
- Attendance team support
- Lessons on identifying emotions and self-regulation strategies.
- Communication with families (and staff) made easier by the strength of relationships already in place meaning that families trust the school's approaches and support the strategies in place for learning and well-being.
- Tiered contact: fortnightly, weekly or every three working days—phone calls and home visits.



IMPLEMENTATION PLAN FOR CATCH-UP

1. AREA IN NEED OF CATCH-UP	3.INTERVENTION DESCRIPTION	4.IMPLEMENTATION ACTIVITIES	5.IMPLEMENTATION OUTCOMES	2. FINAL OUTCOMES – including expected impact
<p>Focus: Year 1 curriculum offer re transition to Key Stage 1 (S&L/Phonics/ BFL/ Early SEND identification) Reasons: lack of transition in Summer 2020, high needs cohort with specific SEND issues, incomplete EYFS year</p>	<ul style="list-style-type: none"> • Common ‘tricky words are revisited for regular retrieval practice using flashcards etc in handwashing times etc • Relevant phases of L and S are revisited for the targeted children • Support for parents with strategies for home reading of decodable books • Targeted teaching intervention for pupils identified with gaps (diagnostic tests) 	<ul style="list-style-type: none"> • Year 1/2 TAs allocated to new phonics groups Timetable produced for daily input • Literacy lead to provide training esp around phases 4, 5 and 6 to the TAs • Audit of KS1 decodable books and purchase of further if required for target children • Audit of reading books to ensure pupils are reading and decoding at an appropriate level • Literacy lead to record seesaw video for parents exemplifying reading support strategies with supporting handout 	<ul style="list-style-type: none"> • Two weeks check and sharing of data from reading records; allocation of pupils to the phonics intervention • Feedback from TAs/observation of possible of one of the intervention groups • Teacher revisit the reading books after two weeks and complete further reading miscue. Is there any evidence of improved decoding? Adjust books and groups as necessary 	<p>All pupils are independently decoding and have sight recognition of common non decodable words at year 3 – TIMESCALE for achievement long term – July 2021</p>
<p>Focus: Year 1 curriculum offer re mathematics Reasons: lack of transition in Summer 2020, high needs cohort with specific SEND issues, incomplete EYFS year</p>	<ul style="list-style-type: none"> • Small group and same day interventions teacher and HLTA led • Sharing of work with home 	<ul style="list-style-type: none"> • Year 1 P/T teacher to work 1.5 days more and lead groups and catch-up for cohort • KS1 leader to audit need • KS1 mathematics strategies developed for Seesaw to share 	<ul style="list-style-type: none"> • Fortnightly check on progress • KS1 team liaising to ensure correct areas and children focussed on • Groups altered as appropriate. • Ensure range of strategies are taught, as per Power Maths scheme (fidelity) 	<p>Pupils accessing age appropriate pages in Power maths books. All pupils are provided with opportunity to challenge TIMESCALE for achievement long term – July 2021</p>
<p>Focus: Phonics and early reading in lower KS2 Reasons: curriculum deficit from academic year 2019-20 requiring catch-up, lag requires skill development in additional areas,</p>	<ul style="list-style-type: none"> • Common ‘tricky words are revisited for regular retrieval practice using flashcards etc in handwashing times etc • Staff hear all children reading using the levelled books they have been given; reading miscue records are to be used to identify 	<ul style="list-style-type: none"> • Year 3 LSAs allocated to new phonics groups for children who have fallen behind. Timetable produced for daily input • Literacy lead to provide L and S training esp around phases 4, 5 and 6 to the LSAs and new teachers. 	<ul style="list-style-type: none"> • Two weeks check and sharing of data from reading records; allocation of pupils to the phonics intervention - from Year 2 and diagnostic assessment. • Feedback from Tas/observation of possible of one of the intervention groups 	<p>All pupils are independently decoding and have sight recognition of common non decodable words at year 3 – TIMESCALE for achievement long term – July 2021</p>



Academy Name: Raynville Academy

<p>development of renewed reading resources to re-engage learners</p>	<p><i>any patterns in areas of challenge for the pupil</i></p> <ul style="list-style-type: none"> <i>Relevant phases of L and S are revisited for the targeted children</i> <p><i>Support for parents with strategies for home reading of decodable books</i></p>	<ul style="list-style-type: none"> <i>Audit of year 3 decodable books and purchase of further if required for target children</i> <i>Literacy lead to record seesaw video for parents exemplifying reading support strategies with supporting handout</i> <i>Year 2 to identify pupils from previous years' intervention/pupils who had passed test but not secure.</i> 	<p><i>Teacher revisit the reading books after two weeks and complete further reading miscue. Is there any evidence of improved decoding? Adjust groups as necessary</i></p>	
<p>Focus: Year 5/6 curriculum offer (maths and English) Reasons: Rapid and sustained catch-up needed following prolonged absence.</p>	<p>Deploy tutor for 1-1 or small focussed groups to year 5/6 class</p>	<p>Teach to the gaps of knowledge prior to SATs and end of year</p>	<p>Feedback from tutor to class teacher Teacher to re-visit groups fortnightly and change as appropriate depending on progress or subject area being taught</p>	<p>Pupils working at expected level following interventions – July 2021</p>

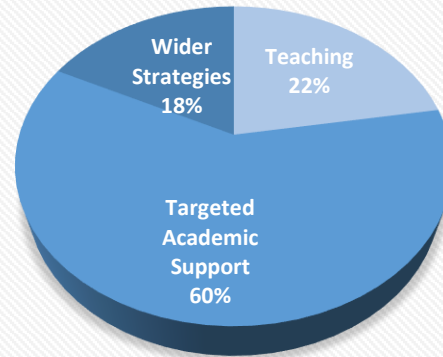


COVID-19 Catch-up Funding Strategy

Academy Name: Raynville Academy

Grant Funding Overview

EEF Tiered Support Areas	Specific Spend Areas	Forecasted Spend	Tranche 1 position Autumn Term	Tranche 2 position Spring Term	Tranche 3 position Summer Term	Final Spend
1. Teaching						
CPD in support of quality first Teaching	x		£680	£680	£680	£2,040
CPD/ system leader support for specific intervention training	x		£240	£240		£480
Subject specific assessment release time for teachers to provide effective feedback to pupils	x		£650	£650	£650	£1,950
2. Targeted Academic Support						
Staffing to provide small group tuition groups in KS1	x		£4,000	£4,000	£4,000	£12,000
Staffing to provide small group tuition groups in LKS2			£3,000	£3,000	£3,000	£9,000
Staffing to provide 1:1 coaching for year 5/6	x			£1,250	£1,250	£2,500
3. Wider Strategies						
Bespoke expertise in the use of technology						
Production of parental guidance materials						
Resources	x		£2,000	£1,600	£810	£4,200
Total			£10,570	£11,420	£10,390	£32,480



■ Teaching ■ Targeted Academic Support ■ Wider Strategies



COVID-19 Catch-up Funding Strategy

Academy Name: Raynville Academy

ONGOING ACTIVITY LOG 20/21 Catch-up Grant Funding – Report for the Trust leaders and LGB reporting					
Date	What has been started/completed from the implementation activities?	What impact measures can you report to date from the implementation outcomes?	Do you need to change/adapt anything in your plan? (develop, change, maintain)	Are there any budget implications for this?	LGB comments
September	Altered our usual start to the year and included opportunity for transition to new teacher and year group as this has been missed in Summer term. Baseline assessments and identification shared with all staff and LGB	Children settled back into school swiftly and confidence had improved (15% of children confident to be in school post lockdown compared to 82% post re-engagement) Staff aware of how to identify gaps and need	Now have basic understanding of areas of need for the plan	N/A	LGB happy with provisional planned areas of need and confident in Schools ability to support our children
October	Baseline assessment and identification completed for all children – shared findings with MAT core team Catch-up plan written to meet the needs of our children and address identified areas for catch-up	Key areas of need identified (see plan above) Plan written (see plan above) and draft plan shared with staff.	Plan sent to MAT core team for quality checking and guidance	N/A – amend plan as per guidance	
November	Plan approved Plan shared with all stakeholders KS1 support in place	Data for phonics to be added here			
December					
January					
February					



March					
April					
May					
June					
July					