



Covid-19 Catch-up Premium Action Plan 2020-21

Ofsted:

You are passionate about providing children with a good start to their education.
You and your deputy headteacher work tirelessly to model the expectations you desire to see in your school.
Adults demonstrate high levels of care for the pupils and relationships are highly positive around the school.
You have a clear vision for the school and have high expectations of behaviour.
You have supported your new teaching assistants well this year.
They have worked alongside you and your more experienced teaching assistants and have received relevant training.
Teaching assistants are now utilised well in all classrooms.
Teaching assistants provide pupils with guidance while allowing them to develop good levels of independence.
They have a good rapport with the pupils and pupils respond to this enthusiastically, working hard to complete the tasks they are set.

Impact

Staff feel confident in returning to workplace after Covid 19 closure
Children's needs and gaps in learning are accurately assessed on their return to school
School is able to utilise established interventions and EEF recommended systems to plug gaps in learning.
Funding is allocated to well-chosen interventions that meet the needs of Ryecroft children
Leaders provide time for accurate assessment of intervention outcomes to demonstrate impacts
Impact is demonstrated through outcomes, progress made and end of term/year attainment

Evaluation:

Evaluations of interventions by lead staff.
Verbal feedback
Pupil Interviews
Pupil Progress Meetings/ data

Intent	Lead Person	Implementation	To Monitor	Monitoring Strategy	Dates	Questions To Support Governor Monitoring	Resources/ Finance/ CPD
To provide additional teaching and learning opportunities to support phonic development in targeted children	KB	- Assess current phonetic ability using an early RWInc re-assessment. / FS2 Baseline assessment - Re-group children (within bubbles) to ensure teaching matches exact needs - Provide additional staffing for RWInc groups due to constraints around bubbles. - Organise additional One to one phonics in Y2 and Y1 for targeted children - PM Phonics intervention to support Y2 children sitting Autumn Phonics Screen Check. - Additional training from RWInc lead (Anna Ellwood) on catch up programmes within the scheme (Rescheduled for March 2021 due to bubble closure and Jan lockdown)	CS	Phonics Assessment Phonics MAGS	Autumn Term Onwards	How has the enforced closure affected children's phonic development? How are school monitoring the children's progress?	RWInc Training Day (£1000) Staffing Costs Extra RWInc Groups
To ensure children remain on track to meet end of year / in year progress expectation in reading.	KB	- Review of children's reading levels on return to school and assessment of TAF statements against current reading skills (Y1 and Y2) - Baseline assessment of FS2 children - Targeted additional reading for children identified as below expectation or vulnerable to not receiving support at home.	CS	Reading review TAF Assessments Reading Tracker Pupil Progress Meetings	Autumn Term Onwards	Have children's reading levels been maintained through enforced closure? Which aspects of reading demonstrate the greatest level of need.	Additional TA Reading Support (Cost = £2772 1h per week)
To support the development of writing skills and stamina for writing	KB	- Internal CPD on steps in writing development to ensure all staff are well equipped to support learners with gaps in their skills - Establish Nuffield Early Language Intervention in EYFS (Jan 2021) - Build up pace and expectations after enforced closure to quickly bring children into line with age related expectations. - Support for targeted Y2 children with additional teacher (Post Jan 21)	KEH	Moderation of writing Book Scrutiny Pupil Progress Meetings	Autumn Term Onwards	Are children's levels of writing attainment different to this time in previous years How has interventions supported targeted groups to up skills	Writing Intervention Group Teacher 2x PM (Cost = £8892 2 x PM per week) Nuffield Lead (Cost = £2772)
To ensure gaps in maths understanding (number and place value focus) are established and targeted	KB	- In class formative assessment of understanding of number, place value and calculation strategies. - Re-organise Y2 groupings based on outcomes. - Introduce PM Maths fluency sessions in Y1 and Y2 with focus on key end of year expectations. - Maths Interventions with skilled TA for targeted groups	CS	Moderation of writing Book Scrutiny Pupil Progress Meetings	Spring Term Onwards	How is the school assessing children's ability and gaps in learning through the year? How is progress monitored and demonstrated (Focus on fluency, number and place value)	Maths Intervention Group TA 2h x 4 per week (Cost = £4435 2h x 4 days per week)

Our Covid Catch Up Action Plan is aimed at both analysing and addressing gaps in learning which may have developed during extended school closure. This has been in place since September 2020 and forms part of our school development plan. This is a live document and is under constant review as the needs of children alter with further input through the year.