



Richmond Avenue Primary and Nursery School

Catch up Funding Action Plan **2020-2021**

Targets For 2020-2021

Barriers to Attainment:	
1. To ensure the use of Catch Up Funding is appropriately planned for to support the closing of gaps in pupil's learning. Due to Covid-19 outbreak, there are gaps in prior learning due to missed education in the last academic year.	
Desired Outcomes:	
To improve S&L skills in EYFS, ensuring basic literacy skills are developed to support future learning in all subjects	Pupils make progress and achieve ELGs in CLL / PSED
To identify, target and fill gaps in prior learning for all pupils	Pupils make accelerated progress from their baseline starting points Assessment evidence progress in core subject basic skills

LONG-TERM PLAN

Key Priorities:

- 1. To identify and fill the gaps in prior learning. Gaps are identified and targeted through Quality First Teaching and bespoke interventions (including COVID Catch Up) (A, B and D)**

The Sutton Trust's report (2011) states: "The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.

The NFER report on Supporting Attainment of disadvantaged pupils' states that schools who identify pupils underachieving and plan to target these pupils do well.

- 2. Pupils are engaged in learning and have developed a sense of pride in their education and are motivated to learn
Parents work collaboratively with the school (G)**

*EEF research evidence suggests parental and community involvement programs are often associated with reported improvements in school ethos or discipline
Harris and Goodall (DfE Research) concluded that parental engagement is a powerful lever for raising achievement in schools. Where parents and teachers work together to improve learning, the gains in achievement are significant.*

Academic year	2020-2021
Total number on Roll (excluding Nursery)	408
Predicted Catch up Funding (TBC)	£32,640

1. To ensure the use of Catch Up Funding is appropriately planned for to support the closing of gaps in pupil's learning.

Desired Outcomes (Intent)	Chosen action/ approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead	Impact
To ensure high quality QFT	<ol style="list-style-type: none"> 1. Monitoring 2. Staff CPD 3. Performance Management <p>£2,000</p>	AIP – inconsistencies in teaching and staff subject knowledge Staff Teaching overview – evidences wide range of teaching skills, not all at 'good' or better	Use of Curriculum Lead to oversee monitoring and feedback Lesson observations evidence actions / next steps from monitoring and staff training implemented into daily teaching practice	DP	
To improve S&L skills in EYFS	<ol style="list-style-type: none"> 1. Part of Dfe NELI project (awaiting confirmation) 2. Enhancing reception environment to become language rich – indoors and outdoors 3. EYFS staff CPD 4. Staff in EYFS to model and promote language development in work with pupils, teaching, modelling and 	AIP – EYFS development areas Baseline data for reception	Monitoring Observations Tapestry Pupil progress	EL	

	<p>parallel play</p> <p>5. Differentiated phonics delivery in smaller groups, daily to all EYFS pupils</p> <p>£1,000 – release cover for staff training</p>				
<p>To ensure individual pupils in KS1 meet end of year expectations in phonics</p>	<p>1. Data analysis of phonics baseline in Yr1/2</p> <p>2. 1:1 phonics sessions</p> <p>3. CPD for staff in phonics delivery by new EYFS lead</p> <p>£3,000</p>	<p>Phonics screenings -evidence both pupil attainment and gaps in learning</p>	<p>Regular phonics screening checks on targeted pupils</p> <p>Monitoring of phonics activities / implementation of plans</p>	EL	
<p>To provide additional support for pupils in Reading and Maths to ensure that pupils make progress from their starting point</p>	<p>1. Data review to target pupils</p> <p>2. Targeted interventions</p> <p>3. LSA CPD</p> <p>4. P/T covid catch up teacher</p> <p>£4,000 – additional LSA Hours</p> <p>£12,000 – P/T Covid catch up teacher</p>	<p>Data analysis of baseline</p> <p>Error Gap analysis of pupil assessments identifying areas of need</p>	<p>Support staff timetables</p> <p>Intervention paperwork</p> <p>In year data drops to evidence progress</p> <p>In year error-analysis of assessments to review gaps</p>	DM / KM	

<p>1:1 / small group Tuition</p>	<ol style="list-style-type: none"> 1. Catch up tutor to deliver additional support to targeted pupils 2. Local tutors / use of Explore Learning 3. Registered for tuition program through DfE 4. Targeted year groups each term <p>Approx. £10,000</p>	<p>Data analysis / review of pupils baseline and past progress</p> <p>Series of sessions with specific target to be delivered for each identified pupil</p>	<p>Regular assessment / progress reviews for targeted pupils</p> <p>Intervention paperwork</p> <p>In year data drops to evidence progress</p> <p>In year error-analysis of assessments to review gaps</p>	<p>DM</p>	
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