



Ravensdale Junior School

Coronavirus (COVID-19): catch-up funding plan

Catch-up plan

School name:	Ravensdale Junior School						
Academic year:	2020-21						
Total number of pupils on roll:	360						
Total catch-up budget:		First installment:	£9,330	Second installment:	£9,330	Third installment:	£9,330
Date of review:	January 2020, April 2021, July 2021.						

Teaching and whole-school strategies

Year 3,4 and 6 have been a focus, as their baseline data was lower than that for Year 5.

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
To put extra TA support into Year 6 from September 2020	Year 6 children will make accelerated progress. SEND children will have greater support and thus allow the class teacher to support other children.	60% of Year 6 children will match the level of their KS1 by Christmas. 75% of Year 6 children will match the level of their KS 1 data by Easter 90% of Year 6 children will match the level of their KS1 data in SATs.	£3,025 per term	Mr Mosinski	We arranged for an experienced Year 6 TA to work with us on supply for the year on a part time basis This has increased the capacity for the year group to offer 1-1 pre and post teaching support, writing conferences and support for SEND pupils which then enables the teacher to be able to offer greater additional support. We feel that in-house staff are best placed to offer support though knowing the children's abilities, backgrounds and characters, as well as the current curriculum and any gaps in knowledge.

					<p>Previously, we had a poor response from our focus children when after school booster groups were offered and we are aiming to avoid children missing significant amounts of the wider curriculum through being withdrawn.</p> <p>We put the extra support in place from the beginning of the Autumn term to re-establish good learning behaviours and begin to address gaps asap.</p> <p>24.11.20 Teachers report that this strategy is working well and that pupils are making accelerated progress.</p>
<p>To put extra TA support into Year 4 from September 2020</p>	<p>Year 4 children will make accelerated progress.</p> <p>SEND children will have greater support and thus allow the class teacher to support other children.</p>	<p>60% of Year 4 children will match the level of their KS1 by Christmas.</p> <p>75% of Year 4 children will match the level of their KS 1 data by Easter</p> <p>90% of Year 4 children will match the level of their KS1 data in SATs.</p>	<p>£3,025 per term</p>		<p>We arranged for extra TA support in Year 4 from the beginning of October. This has increased the capacity for the year group to offer 1-1 pre and post teaching support, writing conferences and support for SEND pupils which then frees the teacher to support others. We feel that in-house staff are best placed to offer support though knowing the children's abilities, backgrounds and characters, as well as the current curriculum and any gaps in knowledge.</p> <p>Previously, we had a poor response from our focus children when after school booster groups were offered and we are aiming to avoid children missing significant amounts of the wider curriculum through being withdrawn.</p>

					<p>We put the extra support in place from the beginning of the Autumn term to re-establish good learning behaviours and begin to address gaps asap.</p> <p>24.11.20 Teachers report that this strategy is working well and that pupils are making accelerated progress.</p>
<p>To put extra TA support into Year 3 from September 2020</p>	<p>Year 6 children will make accelerated progress.</p> <p>SEND children will have greater support and thus allow the class teacher to support other children.</p>	<p>60% of Year 6 children will match the level of their KS1 by Christmas.</p> <p>75% of Year 6 children will match the level of their KS 1 data by Easter</p> <p>90% of Year 6 children will match the level of their KS1 data in SATs.</p>	<p>£3.025 per term</p>		<p>We arranged for extra TA support in Year 3 from the beginning of October. This has increased the capacity for the year group to offer 1-1 pre and post teaching support, writing conferences and support for SEND pupils which then frees the teacher to support others. We feel that in-house staff are best placed to offer support though knowing the children's abilities, backgrounds and characters, as well as the current curriculum and any gaps in knowledge.</p> <p>Previously, we had a poor response from our focus children when after school booster groups were offered and we are aiming to avoid children missing significant amounts of the wider curriculum through being withdrawn. Therefore we are using this support, rather than individual tutoring.</p> <p>We put the extra support in place from the beginning of the Autumn term to re-establish good learning</p>

					<p>behaviours and begin to address gaps asap.</p> <p>24.11.20 Teachers report that this strategy is working well and that pupils are making accelerated progress. They have commented that they can now see little difference compared to last year's Year 3 cohort at this time.</p>
				Total spend:	£28,000

Summary report

What is the overall impact of spending?
How will changes be communicated to parents and stakeholders?
<p>There will be a termly update to governors regarding spending and impact compared to targets.</p>