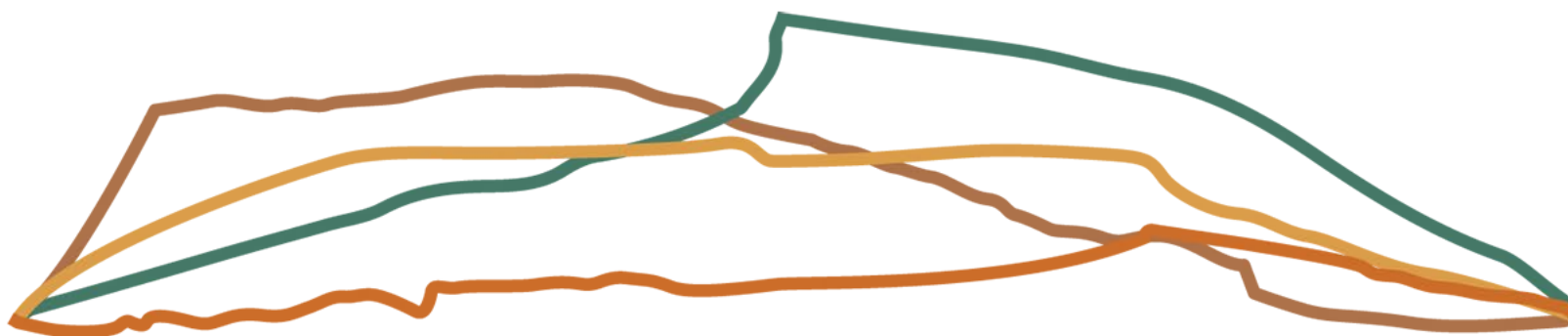


Ironstone Academy Trust

Riverdale Primary School

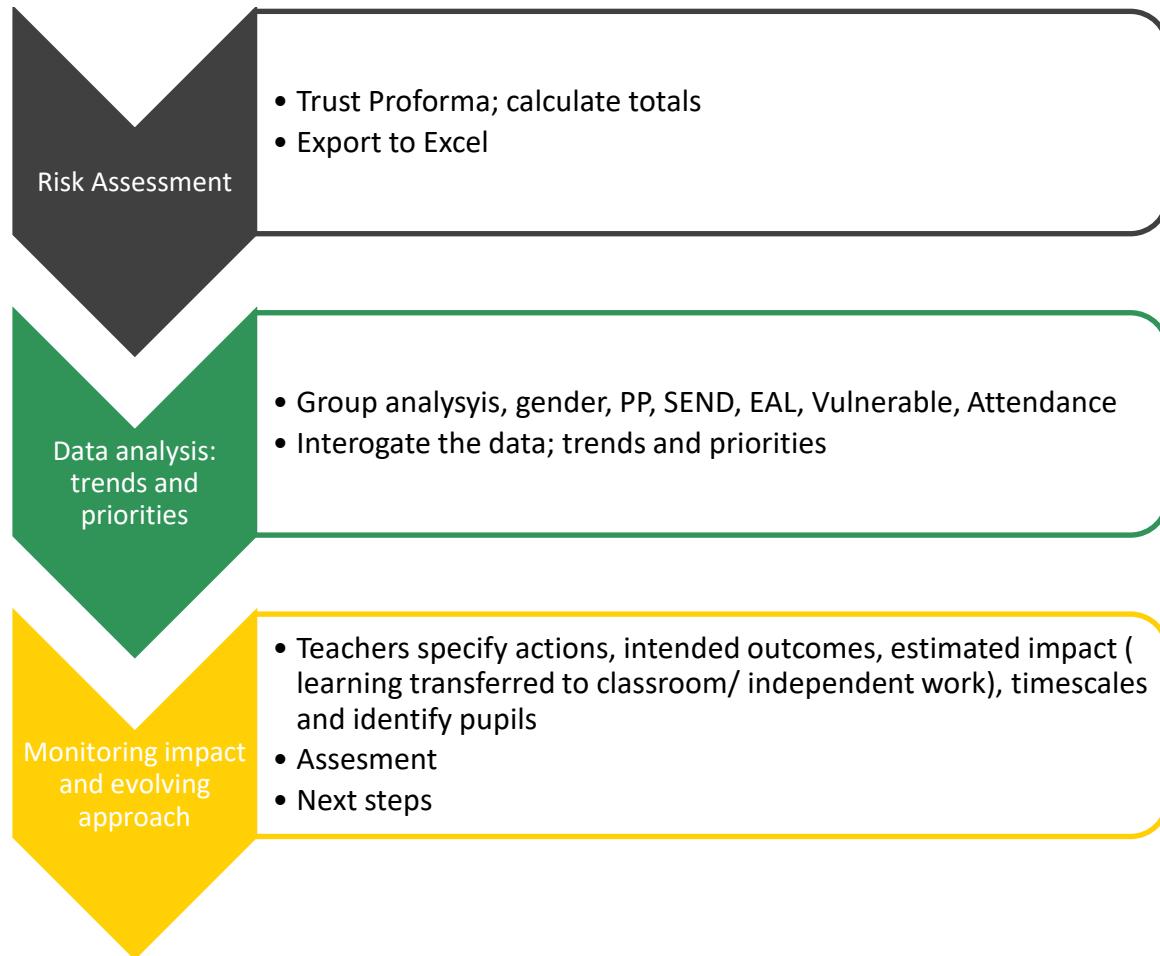
Catch-up Premium plan 2020/2021



IRONSTONE ACADEMY TRUST

| | |
|--|---|
| School name: | Riverdale Primary School |
| Academic year: | 2020/2021 |
| Total number of pupils on roll: | 193 |
| Total catch-up budget: | £14000 - Current Spend £7727.50 |
| Initial date: | October 2020/ review Dec 2021/ review Jan 21 / review March 21 |
| Compiled by: | Kirsty Reilly and SLT |
| Shared with Governors: | November 2020 |

Process



Whole school support

[To complete this section, outline which actions you wish to implement to support the whole school, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

| Action | Intended outcome | Estimated impact | Cost | Staff lead | Comments |
|---|---|--|------------------------------|------------|----------|
| Re organise Staff Meeting time for Teaching staff to prepare additional resources/ support packs to support home learning (Aut 1 and Spring 1) | Resources and lesson content is well matched to pupil need so that pupils missed learning is effectively responded to | Effective bank of resources planned into school's specific curriculum | £0.00 Staff Meeting time | K Reilly | |
| CPD session for effective use of TEAMS led by LA P Jackson and SeeSaw Pioneer (Aut 2 and Spring 1) | Staff are able to confidently plan, resource and respond to work effectively to meet the needs of differing abilities familiar and confident in how to use Teams effectively for remote learning sessions | Effective remote learning to meet differing needs for children to allow learning to continue whether in or out of school | £0.00 2x staff meetings time | A Lilley | |

| | | | | | |
|---|---|---|--|---------------------|--|
| <p>From engagement tracker identify potential vulnerable children from lack of engagement and log onto tracker for reopening.</p> <p>Use this information to plan targeted support within class for gaps identified.</p> <p>Carry out check up in core maths , reading/phonics and spelling 3 weeks after return and then 4 weeks later</p> | <p>Potential vulnerable children identified for support from lack of engagement in remote learning.</p> <p>Gaps identified in core areas of learning to be addressed.</p> <p>Support planned for children with identified gaps – in class / additional TA support/NTP tutoring</p> <p>Progress assessed from returning to school in first 6 weeks</p> | <p>Accurate identification of children with gaps and appropriate support identified to allow children to make progress and close gaps identified.</p> | <p>£0.00 Release time on rota during last week of partial opening (Feb 21)</p> | <p>Team Leaders</p> | |
| <p>2x CPD sessions on Talk4Writing approach (Summer Term 21)</p> | <p>Staff to have a good understanding of the principles of Talk4writing and research behind approach</p> | <p>Staff to use the different stages when teaching writing and children develop linguistic pathways which reduce cognitive load, engage pupils and standard of writing improves</p> | <p>£150.00 training and resource materials initially</p> <p>£0.00 2 x staff meetings</p> | <p>M Clements</p> | |

| | | | | | |
|---|--|--|---|--|--|
| Continued SIP focus into 2021/2022 year | | | 20/21 year Staff meeting focus 2021/22 year | | |
| Total spend: | | | £150.00 | | |

Targeted support

[To complete this section, outline which actions you wish to implement to support individuals or small groups, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

| Action | Intended outcome | Estimated impact | Cost | Staff lead | Comments on outcomes |
|--|--|--|----------|------------------------|----------------------|
| Additional Member of Staff to work within Nursery Setting up to Feb 2021 Target children who are struggling emotionally coming in to Nursery and engaging appropriately with others Support for those children regressed in self care/hygiene to allow other staff to focus on teaching and addressing gaps in curriculum / new learning. 5 children Self Care /Hygiene | Re-establish N2 children's behaviour for learning so they are able to fully engage in learning opportunities, manage their own personal hygiene and emotions within the nursery setting. | <p>Nursery children refusing to enter school will be confident to come into school .</p> <p>Children will become independent within the areas again and will be able to manage the social interactions and demands of others in an area .</p> <p>Children will be calm and will be able to fully access learning.</p> <p>Staff able to focus on learning and children make good progress from their starting points.</p> | £3000.00 | Mrs French / Mrs Wales | |

| | | | | | |
|---|---|--|-------------------------------------|---------|--|
| 6 anxiety /refusing 4 social behaviours | | | | | |
| Additional Thrive sessions for children identified in Recep and KS1 low emotional well being impacting on ability to access curriculum in school 8 children Reception 8 children Year 1 6 children Year 2 Autumn Term | Sessions support children's emotional well being to improve and allow them to access lessons fully and make good progress | Children identified are able to fully access lessons and close gaps in identified areas. | £2000.00 | C Wales | |
| CPD I can Early Talk Boost to support language acquisition and use for those children identified as being below | Member of staff has a clear understanding on how to support identified children to close gaps in language use and acquisition. | Children's gaps in language use and acquisition close to allow them to fully access curriculum and make progress alongside peers | £250.00 release for course | C wales | |

| | | | | | |
|---|--|--|--|-----------|--|
| age expectations on return to school 7 children identified | | | | | |
| NTP Tutoring targeted teaching of gaps in Maths 6 groups of 3 children identified Yr3,4 and 5 Summer 1 2021 | Children's gaps in understanding of key concepts identified from remote learning for their year are closed, based on NCEM guidance for Summer Term | Children will be ready to progress to next stage of learning along with their peers when they move into their next year group. | £146.25 for 15 hours of tutoring 1-3 ratio 877.50 | C McManus | |
| Summer 2 review KS1 children to identify focus children and which areas of Maths/English for NTP tutoring | Children's gaps in understanding of key concepts identified from remote learning for their year are closed, based on NCEM guidance for Summer Term | Children will be ready to progress to next stage of learning along with their peers when they move into their next year group. | To be confirmed once number of groups identified | | |
| Total spend: | | | £6127.50 | | |

Wider support

[To complete this section, outline which actions you wish to implement wider support, for example to parents, or accessing improved technologies, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

| Action | Intended outcome | Estimated impact | Cost | Staff lead | Comments |
|--|---|---|-----------------|------------|----------|
| Purchase of Seesaw Licence across the school for use in school and for remote learning | Smooth transition between in school and remote learning with a familiar application for staff pupils and parents | Effective remote learning to meet differing needs for children to allow learning to continue whether in or out of school | £850.00 | A Lilley | |
| Purchase of Pobble Full Access | Allow for quality remote writing learning opportunities for children across school to ensure further drop in standards is not seen from initial lockdown. | Remote learning writing will be of a higher standard and quality then in first lockdown and ensure children continue to progress with new skills in their writing | £600.00 | M Clements | |
| | | | £1450.00 | | |
| Total spend: | | | £1450.00 | | |

Summary strategic report: Summer 2021

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|---|---|
| What is the overall impact of spending? | |
| | |
| How will changes be communicated to parents and stakeholders? | |
| | |
| Final comments; strategic direction for 2021/ 2022 | |
| | |
| Final spend: | £ |