Riverside Academy Catch Up Financial Plan: Summer term 2021
Learning together to achieve excellence.

Key Priorities:

A three tired approach

Strand 1-Teaching and whole school

- Consistent high-quality learning provision to meet the needs of all pupils with a focus on strategies to support disadvantaged

Strand 2 Targeted support

- Consistent use of diagnostic assessments used to inform targeted provision

Strand 3- Wider Strategies

- The use of remote learning resources enables sustained and high quality access to online learning platforms
- Disadvantaged pupils are able to access learning remotely due to the digital poverty gap being addressed
- All staff are equipped to support children's emotional and well-being needs.
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Strand 1 = £2554

Strand 2 = £6180

Strand 3 = £4259

Total allocation = 211 pupils x £80 =- £16,880

	Key Issue Linked to Strand	Actions/Next Steps	Required Resources	Responsible Person	To be completed on/by	Costings
1	**Strand 1 – Teaching and Whole School Strategies** *(Supporting great teaching)* Variance in quality of teaching due to new staff members at beginning of career pathway.	Planned CPD for the academic year to support high quality teaching and learning with a focus. (E2) External CPD development to support teaching strategies for disadvantaged pupils that enables learning gaps to diminish (E2)	Weekly inset time allocated. SLT release to work with teaching teams	B. Payne Andy Holley/ all teachers	Half termly review of impact Autumn 1	**£2554**

2		Whole school focus on daily arithmetic, grammar and handwriting- adjust focus depending on learning gaps identified. (E3) CPD Ready to progress Maths statements to ensure children have essential knowledge to progress to next year group standard. Implement targeted diagnostic assessments resources with all staff (E1) Additional mentor support and time allocation for NQT (x2)s to observe classroom provision for vulnerable pupils (E1) NQT observed remote learning sessions NQT weekly virtual mentor meeting Internal CPD for progressive learning intentions, curriculum concepts and subject specific vocabulary to address learning gaps.	White Rose Maths resources Recah2 Maths Subject leader CPD Staff Inset NFER Assessments For two terms YR1-5 **£1294** Additional 1hr per week release time **£1260** Mentor release time 1-hour p/week Staff inset time L Davies Release time	A Holley L. Davies		
2	**Strand 2 – Targeted Support** *(Intervention programmes)* Targeted support	Provide additional staffing to deliver targeted phonic intervention sessions to children in Years 1 and 2 (EAL heavy cohort) (E4) March- provide additional staffing to provide additional targeted interventions to identified children in Y1 4X 1-hour p/week. Provide additional staffing to deliver English and Maths intervention sessions to children in Years 2 (E4)	Y1-1Additional 3 hr per day teaching time allocation for 10 weeks -**£1236** Yr2-Additional 3 hr per day teaching time allocation for 10 weeks -**£1236**	Julie Sinclair & ******* H. Bevis Andy Holley & ************ H.Bevis/G.Smith	Autumn term Spring and summer term	**£6180**

		Additional maths teaching daily for identified pupils in Year 5 March- provide additional staffing to provide additional targeted interventions to identified children in Y5 4X 1-hour p/week maths and 4X 1-hour p/week reading Following diagnostic assessment additional targeted support in reading, maths and writing will be put in place for identified children. Support will be teacher led small group input. (E1)	Year 5 **£3708**	Christian Parker H. Bevis		
3	**Strand 3 – Wider Strategies** *(Supporting parents and carers)* Variance between quality of education in the classroom and offer for home learning (homework)	Training to secure staff knowledge of how to use TEAMS for remote learning and pupils and parent engagement. (BA2) IT support in school during remote learning for key worker provision. TEAMs training for pupils and parents. Technical support between home and Reach IT. Engagement of remote learning with identified families. Launch J2E platform with the school community to support online learning both in and out of school. (E5)	IT teacher development /remote learning support per day x 5 days= **£463** 10 days £926 **£1449** per Year	Laura Davies/ Beccy Payne H. Bevis L. Davies	Half termly review of effectiveness and engagement	
3	**Strand 1 – Teaching and Whole School Strategies** *(Supporting great teaching)*	Deliver whole school staff trauma and attachment awareness CPD to enable staff to support vulnerable pupils. (PD3) Learning mentor and Intervention lead at attend attachment based mentoring training to enable this approach to be used in school. (PD3)	2 inset days X2 staff members	Beccy. Payne Andy Holley Sonya Dawson	Begins aut2 and ongoing throughout the year.	£4259

		attending training £600		Half termly review of impact	
All staffing having access to CPD to secure understanding of how to support pupils and parents social and emotional needs	Learning mentor time redirected to resolution focussed meeting time with pupils and parents (PD3)				
		1x afternoon per week **£821**			
	2x times planning meetings with Lead EP and Virtual schools.		B.Payne/A.Holley		
	1 x review meeting with EP to review and adapt new behaviour policy in line with Trauma aware and attachment training.	Release time			
			B.Payne/A.Holley		
	New behaviour policy reviewed by SLT.	Release time			
	New behaviour policy reviewed by staff.		SLT		
	Emotional coaching provided by outside agency to support emotional wellbeing of identified pupils on return to school.	SLT time	SLT		
		Staff Inset			
		2x 1 hr p/w Y5 3x1 hr p/w Y6			

Funding: £ 80 per pupil- £16 880 **Total spend 2020-2021 £12993** **Carry forward to September 2021- £ 3887**	Half termly impact review will inform effectiveness of spend and direction of future spending. Not all funding has been allocated initially so that provision can be evaluated and adjusted accordingly.

Success Criteria	Impact evaluation July 2021
Strand 1 - Impact evaluation demonstrates that teaching enables high quality learning for disadvantaged pupils across the school. - Progress can be measured from baseline assessment to evidence where gaps in pupil knowledge have diminished **Strand 2**	• Pupil voice and work in books shows high levels of engagement and progress towards end of year targets for disadvantaged children. • 90% of pupils are making strong progress in reading and maths across the school • 85% of pupils are making strong progress in writing across the school

- Evidence informed targeted provision results in vulnerable pupils making progress through:
- Increase in phonic score
- Increase in weekly arithmetic scores
- Increased scores through standardised tests
- Pupil books demonstrate diminishing gaps in subject knowledge.

Strand 3
- Digital platforms support home learning to be bespoke and meet the needs of each class.
- Parental and pupil engagement in learning increases through the use of online learning.
- Increased staff's awareness and understanding of Attachment, Trauma, Emotion Coaching and Resilience
- pupils demonstrate positive relationships with each other
- pupils have a better understanding their social and emotional needs

- Individual class diagnostic test scores evidence progress from baselines in reading, maths and arithmetic.
- Year 4 multiplication: scoring 20+ marks from 27% baseline in autumn1 to 77% in summer2.

Year 1 phonics
Cohort baselined in December 2020.
- 6 out of 30 (20%) children passed the screening with a score above 32/40.
- Cohort summary June 2021 25/30 children achieved 32 /40 or above = 83%
- All 14 children identified for phonic catch-up provisions scores increased significantly from baselines.

Year 2 phonics:
48% in September 2020 scoring 32+
76% in December 2020 scoring 32+
80% in July 2021 scoring 32+

Year 5
Reading:
- 55% of catch-up group scored standard or above on baseline test paper PIRA)
- 82% of catch-up group scored standard or above at end of summer 2 on 2018 KS2 reading paper
- +27% value added
- 9% (1 child) of catch-up group didn't make progress on test paper between baseline and end of summer term however scored 83 as standardised score on 2018 KS2 reading paper

Maths:
- 50% of catch up group scored standard or above on baseline test paper(PUMA)
- 90% of catch up group scored standard or above at end of summer 2 on 2018 KS2 maths paper
- +40% value added

Year 6-
Reading: baseline September 2020 43% ARE- July 2021 73%
Writing: baseline September 2020 57% ARE – July 2021 70%

	Maths: baseline September 2020 47% ARE- July 2021 77%
	Effective remote learning provision embedded. 4 live lessons delivered daily to each class. Online learning platform established 90% of school community accessing remote learning provision. Parental questionnaire evidences highly positive engagement and feedback regarding remote provision. Pre and post measure for staff understanding of trauma informed understanding evidences increased knowledge of theory, approaches and staff confidence. Restorative practise has supported pupils.

	Evaluation and Next Steps
Autumn	• CPD TEAMs tra
Spring	• Identify possible outside educational training from professional for staff CPD. • Before and after school intervention groups for identified pupils. (Y5 focus). • Purchase J2E IT platform and provide staff inset through providers.
Summer	• Writing skills and application to be a key focus across the school September 2021 • Current Year 5 cohort identified pupils to receive targeted support for reading, writing and maths • Current Year 4 Writing identified pupils for writing focus • Current Year 1 continue with ½ term of additional phonic input to ensure depth of learning.