

**Ryecroft academy Coronavirus Catch Up Premium Grant**  
2020-21

SUMMARY INFORMATION			
<b>Total number of pupils:</b>	257	<b>Amount of catch-up premium received per pupil:</b>	£80
<b>Total catch-up premium budget:</b>	£20,000		

**STRATEGY STATEMENT**

Catch up priorities are reading including early reading and phonics, and also maths

**The overall aims of this catch-up premium strategy**

To reduce the attainment gap between disadvantaged pupils and their peers

To raise the attainment of all pupils to close the gap created by COVID-19 school closures

**Reading**

Strategies below in place to increase time spent reading, improving fluency. Comprehension development also addressed in these strategies

**Maths**

Strategies below provide one to one tuition and use forensic assessment to diagnose gaps and plan effective intervention

**Phonics**

Strategies to improve Quality First teaching of phonics and align reading books to phonic phases for correctly levelled phonics skills application

Training and delivery of the Nuffield Early Language Intervention (NELI) AND Literacy Launchpad

**Emotional Well-being**

Training and delivery of the Thrive Approach to social and emotional wellbeing



## BARRIERS TO FUTURE ATTAINMENT

Low levels of English including phonics and maths, poor home learning environment, attendance

**A** Low levels of English including phonics amongst pupils

**B** Social, emotional and mental health of pupils

**C** Poor attendance of key groups of pupils

## TARGETED SUPPORT

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?



<p><b><u>Reading through school</u></b></p> <ul style="list-style-type: none"> <li>• Delta reading strategy implementation</li> <li>• Home reading - 30 'top reads' book order– Y1-6</li> <li>• PM benchmark assessment for KS2</li> </ul>	<p>Pupils catch up and secure missed learning through</p> <ul style="list-style-type: none"> <li>• A consistent approach to the teaching of reading through the Delta strategy</li> <li>• Increased number of books in each class to develop reading for pleasure</li> <li>• Accurately assessing where pupils are and identify gaps in reading in order for pupils to read appropriately challenging books</li> </ul> <p>This will raise the attainment of pupils in reading</p>	<p>The SLT at Ryecroft Primary Academy have referred to:</p> <ul style="list-style-type: none"> <li>• DfE's catch-up premium guidance</li> <li>• EEF's COVID-19 support guide for schools</li> <li>• EEF guide to supporting school planning (2020-21) – tiered model</li> </ul>	<p>SLT monitoring of progress of children through moderation of Phonics assessments and Reading levels</p>	<p>SL</p>	<p>Half Termly</p>
<p><b><u>Reading in specific year groups</u></b></p> <ul style="list-style-type: none"> <li>• Introduce Reading Plus</li> <li>• One to one tutoring using DFE subsidised NTP tutors</li> </ul>	<p>Pupils catch up and secure missed learning through</p> <ul style="list-style-type: none"> <li>• Improving reading fluency to ensure pupils can read for meaning</li> <li>• 1:1 tutoring by Government approved providers</li> </ul>	<p>The SLT at Ryecroft Primary Academy have referred to:</p> <ul style="list-style-type: none"> <li>• DfE's catch-up premium guidance</li> <li>• EEF's COVID-19 support guide for schools</li> <li>• EEF guide to supporting school planning (2020-21) – tiered model</li> </ul>	<p>SLT monitoring of progress of children through moderation of Reading assessments and Reading levels in Reading Plus</p>	<p>SL</p>	<p>Half Termly</p>

<p><b><u>Maths</u></b></p> <ul style="list-style-type: none"> <li>• One to one tutoring using DFE subsidised NTP tutors</li> <li>• Ready to Progress DFE programme catch up – use for whole class teaching as well as intervention throughout school. IWB needed for delivery in intervention space.</li> <li>• A consultant to work with staff to develop the use of these documents creating intervention resources and training. so that R2P is used in Quality First Teaching and intervention is systematically delivered where gaps in learning are assessed.</li> </ul>	<p>Pupils catch up and secure missed learning through</p> <ul style="list-style-type: none"> <li>• 1:1 tutoring by Government approved providers</li> <li>• Targeted interventions that track back to identify the initial barrier for learning</li> <li>• Accurately assessing where pupils are and identify gaps in maths</li> <li>• Ready to Progress is used in Quality First Teaching and intervention that is systematically delivered in order for gaps in learning to be assessed and addressed.</li> </ul> <p>This will raise the attainment of pupils in maths</p>		<p>SLT monitoring of progress of children through moderation of Arithmetic scores</p>	<p>AW</p>	<p>Half Termly</p>
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<p><b><u>Phonics</u></b></p> <ul style="list-style-type: none"> <li>• Purchase of age appropriate, phonically regular books</li> <li>• Fidelity to Letter and sounds scheme through Letterland resources purchased</li> <li>• KS2 intervention for pupils who did not pass PSC in KS1 – additional staff hours</li> </ul>	<p>Pupils catch up and secure missed learning through</p> <ul style="list-style-type: none"> <li>• A consistent approach to the teaching of early reading and phonics across EY and KS1</li> <li>• Increased number of books in each class for pupils to take home and read at home to aid with reading fluency</li> <li>• Accurately assessing where pupils are and identify gaps in phonics in order for pupils to read appropriately challenging books</li> </ul> <p>This will raise the attainment of pupils in reading</p>		<p>SLT monitoring of progress of children through moderation of Phonic Baseline scores</p>	<p>AK</p>	<p>Half Termly</p>
<p><b><u>Social, emotional and mental health of pupils</u></b></p> <ul style="list-style-type: none"> <li>• Inclusion Team to complete Thrive profiling for classes</li> <li>• Forest School for identified pupils</li> </ul>	<p>Children social, emotional and mental health needs are addressed</p>		<p>Thrive practitioner and Inclusion Lead to be released from class to complete training and work with identified children. Thrive profiles will be moderated</p>	<p>AW</p>	<p>Half Termly</p>
<b>Total budgeted cost:</b>					<p>£20,000</p>



ADDITIONAL INFORMATION

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