

Covid Catch-Up Plan



School name:	Ribbon Academy
Academic year:	2020-21
Total number of pupils on roll:	505
Total catch-up budget:	£40,400



Whole School Support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Catch-Up Teacher	Children identified as not expected to meet ARE are in-line with their peers.	Through forensic analysis of diagnostic assessments, children will have consolidated previous learning and catch-up on 'lost' learning in Reading, Writing and Maths.	£16,250	Kathryn Jones & Christian Park	Gaps in pupils' knowledge and skills identified and intervention delivered in Reading, Maths and GPS. Pre-teaching alongside new learning and regular opportunities to address any misunderstanding so that knowledge/skill gaps are reducing. Regular sessions on a weekly basis of short, sharp intervention maintained over a sustained period of time.
Early Reading Support & Training	Children from Reception to Year3 recapture their enjoyment of reading and receive specific feedback about their reading, thus leading to improved reading standards.	Children are reading at an age appropriate level.	£8796	Jo Lowes & Lisa Walton with Hannah Robson	Creating a positive and supportive environment with a key adult in school promotes high standards and positive relationships, which ensures pupils are motivated and fully engaged in reading and phonic activities. Frequent and regular 1:1 reading with a familiar adult has led to increased motivation and participation and pupils, particularly those in Upper Phase, can access online reading through Accelerated Reader and Reading Plus. Daily reading is timetabled from 8.45a.m. across the school, in addition to reading lessons, to increase opportunities in school.
Academic Mentor	Children identified as being not expected to meet age related expectations have made 'good progress' from their starting points/	Specific, bespoke intervention provided to individuals/small groups which results in children achieving their individual targets.	£3150	Kathryn Jones, Christian Park & Lauren Williams	LW built effective and mutually respectful relationships with individual and small groups of pupils promoting effective on-task behaviours and self-regulation strategies, allowing them to achieve learning outcomes.

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Individual Writing Resources	Children develop in confidence with their writing ability.	Children are more ambitious and experimental with their writing.	£350.35	Claire Patterson	Developed a writing toolkit completed when analysing the model text. Examples added across the unit of work and acts as a whole class plan used in shared and independent writing.
Early Reading Resources	Children have accessed a widerange of stage appropriate reading books.	Children in Reception have made 'good progress' with their individualreading, and phonic, attainment.	£1000	Lisa Walton	Balance of adult-led teaching activities to respond to pupils' needs. Pre-learning and reinforcement activities delivered on a daily basis to identified cohort of children to enable pupils to secure ELG+. Implementation of NELI programme to support language development to address pupils' language needs.
Total spend:			£29,546.35		



Targeted Support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
1:1 Tuition	Children identified as not expected to meet ARE are in-line with their peers.	Through forensic analysis of diagnostic assessments, children to consolidate previous learning and catch-up on 'lost' learning in Reading, Writing and Maths.	£0	Christian Park	Effective relationships established where individual pupils enjoyed high quality interaction with adult e.g. open dialogue with every opportunity for effective feedback. Fewer distractions and singularly focussed on the needs of the individual, the pace of learning was appropriate to the individual. Pupils became responsible for their own learning and build confidence in their ability.
Group Tuition	Children identified as not expected to meet ARE are in-line with their peers.	Through forensic analysis of diagnostic assessments, children to consolidate previous learning and catch-up on 'lost' learning in Reading, Writing and Maths.	£1800	Christian Park	Short, sharp bursts of direct teaching to enable pupils to consolidate learning from that day's lessons so that they were ready to move onto the following day's learning. This allowed pupils learning at different speeds to address misunderstanding at the point of learning, provided additional time for shared learning and problem solving.
Nessy & Lexia Licenses	Children learn to read independently and at their own pace, gradually building confidence.	Key children develop understanding of phonemic awareness, phonics, blending and segmentation, tricky words, reading fluency, spelling, vocabulary and comprehension.	£1000	Kathryn Jones	Minimum of 3 x 20 minutes access to programs on a weekly basis in school, providing individualised instruction and practice. Pupils accessed learning at home as well as in school. Direct teaching provided necessary input to move learners onto the next stage of their learning journey. Progress was monitored on a weekly basis to ensure progress.
Total spend:			£2,800		



Wider Support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Intervention iPads	Children become skilled at using Apple technology for their learning. School are also better prepared to provide children with devices for home learning.	Children develop their confidence and skills when using a range of different platforms, which is essential when preparing children for future periods of home learning. Specific interventions (tuition or through sessions with Catch-Up Lead/Academic Mentor) are engaging and improve pupil motivation.	£2478	Kathryn Jones & Christian Park	Purchased cancelled due to lack of availability. To be re-visited once supply difficulties are rectified.
SUMO4 Schools Training Programme	Children develop resilience and improve their responses to the events that happen in their lives (personal or academic).	Across the school, a shared vocabulary for wellbeing and resilience is used. SUMO will have made a hugely positive difference to all children and to the relationships across the Academy.	£1416.66	Ashleigh Sheridan & Christian Park	Early stages of introducing pupils to a new way of thinking, taking personal responsibility and using visual tools/props to resolve conflict. Essential to pupils' wellbeing is the way in which pupils are able to identify and label emotions, use a range of strategies and recognise their own and others' feelings. Pupils' initial response to the props and mantras was positive. Further develop this approach with roll-out to parents to develop shared approaches.
Total spend:			£3894.66		



Summary Report

What is the overall impact of spending?

Pupils feel supported and are motivated to learn. They enjoyed the challenge of learning online and acknowledge access to learning can be in school and at home. Pupils' attitudes and engagement with learning have stabilised with emphasis on taking responsibility, using pupil voice to inform practice. Key shift in practice is addressing misunderstandings at the point of delivery and being responsive to pupils' emotional and social needs.

How will changes be communicated to parents and stakeholders?

Parents have played a key role in supporting children with their learning at home and school continues to strengthen partnership working with parents and carers to support pupils' academic progress and promote social and emotional wellbeing. School continues to make effective use of social media and Class Dojo to ensure parents and carers are fully informed about developments in school, useful resources and links to advice and guidance. We actively seek parents and carers' views, as well as asking pupils for feedback on what is working well and what needs to change. We gained the Leading Parent Partnership Award in July 2021 which reflects our drive in working in partnership with parents and families.

Final comments

Ongoing assessment highlights gaps in pupil knowledge or skills set so that class-based staff are able to put strategies in place to overcome these. Our focus this year is to ensure class-based staff have the necessary training and resources to address these gaps. We continue to ensure pupils are supported with their emotional and mental wellbeing with continues support from Place2Be and staff training as part of the Durham Resilience Project. Opportunities for online learning remain a priority as blended learning is recognised as a successful approach to learning.

Final spend: £37,922