



## Covid -19 Grant Funding Strategy Statement 2020-2021

### Summary Information

School	Ravenswood
Academic Year	2020-2021
Total Fund	£20,640
Internal review dates	1.4.21 & 1.7.21

### Guidance

#### Use of Funds

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance in curriculum expectations for the next academic year.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstance.

To support schools to make the best use of funding, the Education Endowment Foundation (EEF) has published a support guide for schools with evidence based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.



This could include :

- Small group work
- One to one tuition
- Extra teaching capacity.

To support school implement their catch- up plans effectively, EEF has published the school planning guide: 2020-2021. This will provide further guidance on how schools should implement catch- up strategies and supporting case studies to highlight effective practice.

#### Accountability and Monitoring

As will all government funding, school leaders must be able to account for how this money is being used to achieve our central goals of getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding school to account for educational performance, governors should scrutinise approaches to catch–up from September, including their plans for use of catch-up funding. This should include consideration of whether schools are spending this funding in line with catch up priorities, and ensuring appropriate transparency for parents.

Planned Expenditure
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Intent	Questions to consider	Actions	Cost	EEF rating - impact in months	Impact
<b>Identified pupils:</b>					
One to one support And small group tuition	Who would benefit from these the most? Who is best to deliver these? Who is best to plan these? Which subjects are we most worried about?	DHT to identify those who have lost most learning over lockdown. LSA identified to run the sessions Teachers to prepare resources/ activities for the pupils to do.	DHT time to identify pupils at high level of need. (£43.55)  LSA to be trained to deliver sessions	+5 months (1:1 work)  +4months (small group)  Moderate impact	Pupils will have targeted support to ensure that they can relearn lost skills in English- reading and writing and maths.  Pupil progress for this cohort shows good progress and gap between pre and post



			Teachers time to plan/ prepare activities.  £6453.72 (LSA cost- 2 day)		lockdown attainment reduced.
1:1 spoken language support	Who would benefit from these the most? Who is best to deliver these? Who is best to plan these? What is the best programme to deliver?	Identify those who have lost communication skills during lockdown. Identify appropriate intervention. SALT Assistant/ LSAs identified to deliver sessions NELI Programme introduced- staff training and delivery.	12hours- WC and KS training 4-5hours- RR and CF training  Time to deliver sessions  £165.48 – KS training £206.04- WC training £618.12- wc to deliver (3hrsx12 wks) £496.44- KS to deliver (3hrsx12 wks) £154.04- CF training	+5months (oral language interventions)  Moderate impact	Pupil's language gap will decrease.  Pupil's communication will show good progress  Pupils will make progress towards end of KS outcomes.
Supporting pupils with severe social emotional and behavioural needs.	Who is identified as needing this higher level 1:1/ small group support?	2xLSAs identified to run drawing and talking sessions	Training provided for 2x LSAs- online courses (£202.74) Time off timetable to	+4 months  Moderate impact	Pupils will be emotionally able to cope with school and ready to learn.  Pupils will learn/ relearn social communication skills



	Who is best placed to support these pupils?	2x Teachers identified/ trained to run lego therapy sessions Training for these to deliver these sessions	support pupils in therapy sessions. – 1day per week- LSAs (£3226.86)  CF training for CW and SR- 45mins. (£75.12) 2x 45min lessons per week- teacher time (£2404.35)		
Tackling non-attendance	Who are we worried about? What has been tried already? What can we do to improve attendance?	Identify persistent absentees. Write letters to their parents to arrange time to discuss Meeting/ house call to discuss concerns and move forward	HT time £162.96 (3hrs)	+3months  Moderate impact	Pupils will attend school regularly.  School attendance data will be in line/ above national average for pupils with EHCPs.
<b>All pupils:</b>					
Supporting all pupil's social and emotional needs following pandemic anxiety	How will pupils return after several months at home? What support will they need to get back into school routines? Are staff mentally equipped to support pupils with anxieties? Do staff need support with own emotional	Recovery curriculum planned and in place to support pupils to return to school Recovery curriculum training for all staff Greif and loss training for all staff Mental Health support Ensure staff are aware of mental health issues or signs that pupils are	DHT- 1 day prep time and 1 day delivery (£522.60) All classroom staff- 1.5 day inset (£13162.68)  SAS	+4 months  Moderate impact	All pupils will be able to talk about their concerns with an emotionally available adult  Pupils will adapt back into school routines and ready to learn.  Staff will be confident to support pupils with mental health needs or know where to go for support if needed.



	needs/ anxieties to support pupils?	unwell and what support is available.			
High quality feedback for all	Is the feedback the pupils receive specific and effective enough to make rapid gains in learning? Do all adults give effective feedback to pupils?	DHT to review marking policy to ensure most effective for pupils. High quality training on feedback to the pupils for teachers and LSAs. Monitor the impact of verbal feedback in class.	DHT time to review (£261.30)  £487.36- teacher meeting £731.37- class team meeting	+8 months  High impact	Pupils will be more aware of what they did well and know their next steps to improve.  Pupil progress will be good across the school.
Support Remote Learning	What remote learning has been put in place? How will the schools support marking of work? Quality of teaching Have we ensured access to technology, especially those who are disadvantaged?	School to invest in Seesaw to support remote learning. Support packages to be put in place as required to ensure continued learning take place.	Seesaw- cost (£554.40) and training (£731.37)	+4 months  Moderate impact	Continued learning for pupils if self-isolating, shielding etc  Instant support for families via Seesaw.
Effective Baseline Assessments	What learning has been lost or misunderstood? What new knowledge and experiences have been gained? Staff to record new baseline for pupils using prior knowledge	Term 1 assessment for learning baseline to be completed. Baseline data returned to Deputy head to be analysed.	Teacher time- 1 day £1462.08  Data handler time- (£248.33)  DHT to analyse - ½ day – (£130.65)	+3 months (within class attainment grouping)	Early identification of pupils who have lost the most skills, we result in swift support being put in place and pupils starting to catch up on lost learning.



Professional Development for all class-based staff	High quality training for teacher in classroom Subject leaderships development. Excellent assessment to support identify areas that need catch up.	New curriculum roll out with support for all staff to be clear about end of KS outcomes. Clear communication of expectations and methods of support.	2 days inset	+2 months  Low impact	Curriculum fit for purpose for all pupils at the school.  All staff aware of new curriculum and able to deliver it effectively.  Pupils make good progress in all curriculum areas.
Communicating and supporting parents	How do we communicate with parents? Do parents know who to speak with in school?	All class teams ringing or emailing parents at least weekly. SLT / HoDs available to discuss any concerns or queries.	10mins per pupil per week- teacher time.	+3months Moderate impact	Parents will be informed of pupil's progress- academic, behaviour and emotional. Parents will communicate freely with staff to discuss any concerns.
High- quality Teaching for all	School strategies being used by all staff. Training for new staff to maximise impact Scaffolding skills for staff	Support for staff from Middle leaders. Training in school strategies Swift intervention where required. SLT support as required	DHT and HoD ½ morning  45mins teacher induction- RL, JL and SLT	+2 months  Low impact	Pupils routines and preferred learning styles will be shared ensuring best approaches are being used by all. All pupils can access learning and are using appropriate strategies.

Costs: £32,506.45

= over spend £11866.45