

# Catch up Funding - strategy / self-evaluation – Ridgeway Farm CE Academy

1. Summary information					
School	Ridgeway Farm CE Academy				
Academic Year	2020-2021	Total Catch up Funding Budget	£14,880	Date plan created	11.20
Total number of pupils	198	Date for next internal review of this strategy	01.21		

2. Current attainment						
TA	Reading ARE (D+A)		Writing ARE (D+A)		Maths ARE (D+A)	
Year R (29)	38%		34%		NUM 52%	SSM 63%
Year 1 30 pupils	67%		63%		77%	
Year 2 30 pupils	63%	75% (KS1 NA)	47%	69% (KS1 NA )	50%	76% (KS1 NA )
Year 3 30 pupils (incl LC Y2)	73%		63%		77%	
Year 4 27 pupils	67%		56%		74%	
Year 5 29 pupils	66%		59%		69%	
Year 6 (23) (incl SC)	65%	73% (KS2 Nat)	39%	73% (KS2 Nat)	52%	79% (KS2 National)
3. Barriers to future attainment						
Academic barriers (issues to be addressed in school, such as poor oral language skills)						
A.	During lockdown fluency has been maintained for the majority of children in Reading in KS2 but a lack of comprehension and inference activities is further restricting progress and attainment.					

<b>B.</b>	A proportion of sounds were missed through no phonics teaching and access to phonic understanding during lockdown. Parents found it difficult to teach the children themselves and instead chose to complete maths or topic related activities.
<b>C.</b>	In KS1 academic progress reflects a lack of engagement in reading for fluency and application of phonics skills.

<b>4. Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>	<b>Success criteria</b>
To improve reading experiences and outcomes across the school (including: class libraries, school library, interventions and use of core texts to support writing).	<p>Outcomes for Reading will be in line or better than national ARE (in fluency and comprehension).</p> <p>A variety of sources will verify that engagement in reading and reading experiences are rich across the school. (Pupil voice, parent voice, learning walks, books, data).</p>

5. Planned expenditure					
Academic year		2020-2021			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To purchase further high quality texts to build up class libraries in all classrooms	Children independently accessing a range of high quality texts	Children are not independently choosing high quality texts for reading	Learning walks will review the use of class libraries  Pupil voice to ensure children have been taught	SLT	Feb 2021

	appropriate to their age	School and class library audit – lack of high quality resources evident	how to access texts and are given the opportunities to read independently		
Resource the teaching of reading with high quality texts and training of staff	Teaching of reading in school will be good or better with high levels of pupil engagement and outcomes that are at least in line with national data.	<p>CPD has not previously been focussed on the teaching and assessing of reading.</p> <p>Learning walks have identified inconsistencies in the teaching of reading.</p> <p>Staff voice has requested training in this area.</p>	<p>Lesson reviews and learning walks will verify the teaching of reading to be good.</p> <p>Data analysis will identify that reading outcomes are improving.</p> <p>Audits of texts and planning to review choice of texts.</p> <p>Pupil voice in understanding of reading and authorial choices.</p>	LG	July 2021
To research and purchase effective interventions to support progress in reading. Train staff in the use of the interventions	<p>Those pupils who are not in line with their peers or the national expectations to be in line and 'catch-up'.</p> <p>Staff will be confident in identifying barriers and using appropriate interventions to support the teaching of reading.</p>	<p>Data shows that reading is behind in national expectations and ongoing AfL has identified that comprehension specifically is poor across all year groups.</p> <p>To improve our writing outcomes we need to ensure children have good</p>	<p>Effective staff CPD.</p> <p>Action research to identify appropriate resources and interventions to support the teaching of reading.</p> <p>Monitoring of data and progress made by pupils.</p>	SLT	July 2021

		models from reading and a greater vocabulary.  PP data identified that these children are working Towards.			
Staff CPD on the teaching and assessing of reading	Staff to be confident in the teaching and assessing of reading. Identifying clearly barriers to reading and addressing these through quality first teaching.	Data is below national expectations.  Learning walks, staff voice and pupil voice has identified this as an area for development.	Well-chosen CPD programme for staff.  Regular monitoring of reading teaching.  Data moderation and use of assessment.	SLT	Feb 2021
Use of Core Texts for the teaching of English to improve writing	Within English, high quality texts will be used to support the teaching of reading and writing, which will improve writing outcomes.	Data  Research verifies the use of high quality texts in reading and writing has a significant impact on pupil outcomes.	Staff CPD  Core texts chosen carefully to match needs of cohort.  A variety of sources will verify that engagement in reading and reading experiences are rich across the school. (Pupil voice, parent voice, learning walks, books, data).	SLT	April 2021
<b>Total budgeted cost</b>					<b>£12,000</b>

6. Review of expenditure				
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost