



Ravensdale Junior School
Coronavirus (COVID-19): catch-up funding plan
Tutoring Programme

Catch-up plan

School name:	Ravensdale Junior School						
Academic year:	2021 - 2022						
Total number of pupils on roll:	360						
Total catch-up budget:		First installment:	£3720.94	Second installment:	£3720.94	Third installment:	£3758.13
Date of review:							

Teaching and whole-school strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
TAs to deliver social and emotional intervention.	<p>Children become more confident in the classroom to participate and engage in lessons.</p> <p>Children confident to use the Zones of Regulation and discuss their feelings.</p> <p>Children improve their RAVENS learning attitudes.</p> <p>Fewer issues with peers.</p> <p>Be able to sustain positive friendships.</p>	Improvements in the Leuven data (Well being and Improvement) on INSIGHT seen in the summer data.		Mrs Cannon	44 children were involved in the social and emotional groups.

<p>Employ tutors to deliver 1 – 1 writing conferences with a focus on identified pupil premium children.</p>	<p>Children make good improvements with their writing skills and produce work which is more in line with the expectations for their age.</p> <p>Children gain confidence to engage with writing activities.</p> <p>Children achieve the targets set by their teachers.</p>	<p>Assessment of writing at the end of summer term reflects positive impact of the tutoring with all children.</p> <p>Some children achieve a level higher by the end of summer term compared to what they were working at at the start of the academic year.</p> <p>Some children move from the developing (lower end) stage of the level to secure.</p>		<p>Mrs Hands</p>	<p>Pupil premium children on the cusp of achieving the expected level were the first priority.</p> <p>There was some disruption to the tutoring in year 4 in the spring term due to the tutor covering her jobshare teacher in her absence.</p>
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Total spend:	Tutoring	£5954.85	Recovery Grant £11,537.80
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Summary report

What is the overall impact of spending?
<p>84% of children in the social and emotional groups were reported to have gained in confidence with which has been evident in the classroom. The leuven wellbeing data shows excellent progress in the 'Involvement' percentages (Greater depth level improving from 34% in the autumn data to 74% in the summer data).</p>
<p><u>Writing Tutoring</u></p>
<p><u>Year 3</u></p>
<p>17 children participated in the tutoring programme. 40% targets were achieved. 41% were reported to have improved confidence</p>

and becoming more independent to write creatively, edit and improve work. 18% of the group improved their writing levels.

Year 4

10 pupil premium children participated in the programme. Tutoring did not occur for the whole of the Spring term as the teacher took over teaching a Year 4 class full time. The children in this group continued to be tutored in the summer term. 35% of targets set were achieved in the summer term.

Year 5

16 children participated in the programme (14 pupil premium and 2 SEND). All the children were set two targets each. 100% of the children made progress towards either achieving their targets or achieving them. Greater independence was seen across the group. With the exception of two children, the writing levels in Spring were the same as the previous autumn term. One child moved from WTS to EXS and one child made progress from EXS to GDS.

Year 6

11 children participated in the programme, 5 of which were pupil premium. All the children were set three targets. 3/11 children achieved all three targets by the end of term. 7/11 children were reported to be far more confident to engage with writing. One pupil made good progress and moved from WT in autumn to EX by the end of Spring. Three children who were on the cusp of EXS (not secure Ex) were secure by the end of the spring term. All children made progress in different aspects of writing.

How will changes be communicated to parents and stakeholders?

Impact reported to parents on the end of year reports. Report to governors.