



Covid -19 Grant Funding Strategy Statement 2021-2022

School	Ravenswood
Academic Year	2021-22
Total Fund	£24,000
Internal review dates	1.4.22 & 1.7.22

Planned expenditure for identified pupils:

These pupils have been identified as losing academic skills (based on teacher re-baseline) during lockdown period and will be a group in progress data to monitor this year.

Intent	Questions to consider	Actions	Cost	EEF rating -impact in months	Impact	Update April 2022	Update July 2022
One to one 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/ Teachers identified to run the sessions Teachers to prepare resources/ activities for	DHT time to identify pupils at high level of need. LSA to be trained to deliver sessions Teachers time to plan/ prepare activities. £17,344.80 (LSA cost- 3 days) £5,901.48 (Teacher	+5 months (1:1 work) +4 months (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	Pupils identified was updated based on the term 2 data and those who made no progress were provided with additional catch up support in terms 3 and 4. Priority with teacher led intervention	All pupils identified for 1:1 teacher intervention made good or outstanding progress as a cohort. All pupils made good or better progress in English-communication, reading and writing, 56% made good or



		the pupils to do.	additional hours for catch up)		progress and gap between pre and post lockdown attainment reduced.	provided for students who were due to sit exams in the summer term with a focus on passing their exams.	<p>better progress in maths, 44% made expected progress. All pupils made at least good progress in their focus areas.</p> <p>Exam results TBC</p> <p>LSA 1:1 interventions led to outstanding progress in Communication and reading (main focus) and good progress in Writing and maths.</p>
1:1 spoken language support	Who would benefit from these the most? Who is best to deliver these?	Identify those who have lost communication skills during lockdown.	Time to deliver sessions SALT TA additional day to support with these: £6,541.60	+5 months (oral language interventions)	Pupils' language gap will decrease. Pupils' communication	Pupils making good progress towards their individual SALT targets.	95% of SSA pupils met or exceeded their challenging targets in communication through a range



	Who is best to plan these? What is the best programme to deliver?	Identify appropriate intervention. SALT Assistant/LSAs identified to deliver sessions. Individual communication based work.	LSA allocated to provide additional support: £5,781.60	Moderate impact	will show good progress Pupils will make progress towards end of KS outcomes.		of SALT interventions.
Supporting pupils to catch up with their phonics skills	How will this be most effective? Are staff trained to deliver the most effective strategies?	All pupils who are working on phonics phase 6 and below will be allocated small group work for 20mins each day led by LSAs/ Teachers	20mins x4 days per week (£30,869.28)	+4months (small group)	Pupils will make progress in their phonics and more students will be able to pass the school phonics pass mark (phase 5/ the phonics screening test)	Phonics small group sessions take place at least 4 x each week since school reopening. Pupils phonics skills are more effectively tracked and recorded identifying those falling behind more effectively and swift interventions put	This supported pupils in KS1-4 with their reading skills. 90% of KS1-4 pupils met their challenging targets. All pupils stage 3 and above have taken phonics screening tests-outcomes TBC.



						in place within the small group work.	
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(Impact will be updated once April progress data has been collated.)

Things already in place from school budget but will support catch up support: (not from Covid Catch-up funding)

Intent	Questions to consider	Actions	Cost	EEF rating -impact in months	Impact	Update April 2022	Update July 22
Supporting pupils with severe social emotional and behavioural needs.	Who is identified as needing this higher level 1:1/ small group support? Who is best placed to support these pupils?	2xLSAs identified to run drawing and talking sessions 2x Teachers identified/ trained to run Lego therapy sessions Training for these to deliver these sessions	2x 45min lessons per week- led by AHT (£3,639.87) 2x Therapeutic work by Ast SENCo (£23,109.84)	+4 months Moderate impact	Pupils will be emotionally able to cope with school and ready to learn. Pupils will learn/ relearn social communication skills	Lego/ drawing and talking therapy took place in terms 2,3,4 March22- 100% of parents report the school support their child with their mental wellbeing health.	100% of pupils who have taken lego therapy sessions have made good or better progress in their communication skills.
Communicating and	How do we communicate with parents?	All class teams ringing or emailing	10mins per pupil per week- teacher time.	+3months Moderate impact	Parents will be informed of pupil's	Seesaw continues to be a success.	Parents' evening feedback



supporting parents	Do parents know who to speak with in school?	parents at least weekly. SLT / HoDs available to discuss any concerns or queries.			progress-academic, behaviour and emotional. Parents will communicate freely with staff to discuss any concerns.	100% of parents report they receive valuable information about their child's progress via seesaw.- March22	highlights that parents are happy with the communication between home and school- parents are happy with report information and enjoy seeing updates on seesaw.
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- HC, KE, KL, LD 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.	Continuing to support via HoDs/ SLT. All ECTs/NQT on track to pass 2x NQTs already passed induction year 100% of parents report that teaching is good.	2x ECT year 1, and 2x NQTs have passed their end of year 1 assessment/ NQT induction. 92% of pupils report that teaching is good at the school.
Tackling non-	Who are we worried about?	Identify persistent absentees.	HT time £162.96 (3hrs)	+3months	Pupils will attend school regularly.	Fortnightly meetings between HT and	93% of pupils report they feel safe in school.



attendance	What has been tried already? What can we do to improve attendance?	Write letters to their parents to arrange time to discuss Meeting/ house call to discuss concerns and move forward		Moderate impact	School attendance data will be in line/ above national average for pupils with EHCPs.	FSW to discuss attendance and any concerns leading to further actions. 100% of parents report their child is safe at school	All persistent absentees have a clear action plan to help them return to school.
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Costs:

	Amount allocated	Planned cost	Actual cost	Over/ under spend?
Sept- April	£12,000	£25,516.15	£15,947.60	+£3,947.60
April- July	£12,000	£35,722.61	£14,567.28	+£2,567.28
Total (academic year)	£24,000	£61,238.76	£30,514.88	+£6,514.88

Planned overspend to be taken from main school budget due to priority to help students catch up from the impact of Covid 19.

April 22- actual cost reduced due to school closure due to flood damage and reduced staffing capacity due to Covid 19.

During this time priority was given to Phonics small group work, 1:1 catch up for those due to sit exams.