



FCAT RAIS Catch Up Plan Section 1 Leadership

Actions	Who/ When	Cost	Success Criteria	RAG 1	RAG 2	RAG 3
To ensure the quick identification of pupil needs to support SEMH/SEND and where required referrals made to external agencies.	SLT / SP	N/A	<ul style="list-style-type: none"> Needs identified and next steps in place External agencies used where required 			
To have a strategic overview of the interventions planned and track the progress made to ensure impact and rapid gains.	SU / JW	HLTA (£14,549)	<ul style="list-style-type: none"> Intervention timetable and groups of children in place Clear tracking procedures in place 			
Develop time for all curriculum leaders to evaluate their subject in response to our recovery plan and make appropriate changes to meet the needs post COVID to support staff with the 5 key components of high-quality teaching and learning – explicit instruction, scaffolding, flexible grouping, cognitive and meta-cognitive strategies.	SU / All subject leads	Release Time	<ul style="list-style-type: none"> Curriculum leaders successfully evaluated subject and appropriate changes made Phase meetings planned for and attended to consider high quality T&L MIG group to develop key components and deliver staff training. 			

Effect of expenditure on educational attainment – Those children who may need additional support to settle back into school are quickly identified and supported through school and external agencies. This ensures children are ready to learn and able to cope within the classroom. This in turn ensures potential is met and the children have the opportunity to achieve to the best of their ability.

The appointment of a HLTA will ensure a programme of interventions is embed across school, progress is tracked and gaps in learning identified whilst plans are put in place to meet the needs of each individual child. This will ensure more rapid progress is made by all children which will positively impact on educational attainment.

FCAT RAIS Catch Up Plan Section 2 Curriculum

Actions	Who/ When	Cost	Success Criteria	RAG 1	RAG 2	RAG 3
To deliver planned interventions which underpin key skills and knowledge required to access the full curriculum and support individual children in making rapid gains in English and Maths.	TN/New TA3/ TAs across school	TA3 (£16,335)	<ul style="list-style-type: none"> TN established and running EY and KS1 provision New TA3 established and running KS2 provision Tracking system in place 			
To deliver programmes to support the development of	CT/EYFS team/AB	Release time	<ul style="list-style-type: none"> Continued work with the English Hub (AB) 			

children's oral language and early literacy skills.			<ul style="list-style-type: none"> Range of interventions planned and in place, being delivered 			
To adapt plans/topics to address gaps in skills and knowledge in all subjects.	Subject Leads/class teachers	Phase meeting time	<ul style="list-style-type: none"> All planning meets the needs of individuals/groups within the class Subject leaders reviewed their subject 			
To develop effective 'live' assessments and understand the needs of the pupils to ensure responsive teaching.	SU / LR	N/A	<ul style="list-style-type: none"> Marking and Feedback guidelines in place and shared with staff (CPD time) 			
To develop our outdoor learning space with an additional classroom linked to our Forest School Provision	SLT/AB	£7,000	<ul style="list-style-type: none"> Additional classroom space created Area being used and linked to Forest School. 			

Effect of expenditure on educational attainment – Additional funding will be used to ensure each phase bubble has access to a full time TA3 to work solely in that bubble to carry out all intervention programmes, including same day interventions. This will ensure that educational attainment will be benefitted by ensuring we close the gaps, build confidence and allow a strong platform for all children to work from, both this year and in the future.

Individual subject leaders have considered their own subjects and advised all staff on changes needed. This ensures building blocks aren't absent within the curriculum this academic year and which gaps need to be filled. In addition, we have a new outdoor learning classroom (Tipi) which allows us the opportunity to extend our learning environment. With greater space there are more opportunities for children to learn in a covid safe environment allowing the opportunity for creative teaching approaches to aid academic progress and maximize opportunities.

FCAT RAIS Catch Up Plan Section 3 Behaviour						
Actions	Who/ When	Cost	Success Criteria	RAG 1	RAG 2	RAG 3
To ensure identified children receive support through counselling/mentor support to successfully access and settle into class.	JW/Class Teachers	N/A	<ul style="list-style-type: none"> Register of identified children created and next steps identified Plans being implemented and tracked 			
To ensure attendance is in line with national expectations /PA improved and the attendance gap reduces for SEND/disadvantaged pupils.	AG/ML/SU	Service level agreement/ incentives etc already budgeted for	<ul style="list-style-type: none"> Attendance in line with national average and reduced PA. Work with PWO 1 day a week Half termly updates to parents on child's attendance Rewards and incentives, including the use of our school therapy dog, used. 			
To focus on the FCAT 6 core values to develop a child's sense of belonging and achievement.	SLT/All Staff	N/A	<ul style="list-style-type: none"> 6 values integrated into school life and referred to daily in discussions between staff and children 			

Vulnerable pupils identified to ensure needs are met and pupils are able to succeed.	JW / SP	N/A	<ul style="list-style-type: none"> Register of identified children created and next steps identified Plans being implemented and tracked 			
Home learning packages and resources created for both individual children self-isolating and in case of bubble/school closure	LR	£150	<ul style="list-style-type: none"> A mix of paper based and electronic resources established and shared with staff in preparation. Key passwords collated and ready to go / prior knowledge of home circumstances in relation to access to a device and wifi 			

Effect of expenditure on educational attainment – Some money will be spent ensuring all children are able to access remote learning should the need arise. Similarly, we will continue to work closely with our PWO to respond to issues around attendance and concerns over covid related absences. It is important for each child's educational attainment that support is offered quickly and effectively to ensure that we maximize the learning time available to each child.

FCAT RAIS Catch Up Plan Section 4 Personal Development						
Actions	Who/ When	Cost	Success Criteria	RAG 1	RAG 2	RAG 3
Work alongside Nurture UK to review practices and develop long term provision.	LR	£500 (already budgeted for)	<ul style="list-style-type: none"> Nurture program established through school Nurture Lead established and working with staff Impact monitored 			
To ensure the curriculum is coherently planned to support the development of personal skills and attributes.	Subject leads /class teachers	N/A	<ul style="list-style-type: none"> Key drivers well established and linked to T&L Curriculum re-evaluated and implemented Regular phase meeting established 			
Introduction, CPD and implementation of the new PSHE/RSE curriculum	JM	£100 (already budgeted for)	<ul style="list-style-type: none"> New curriculum shared with staff and implemented Clear assessment and evaluation in place 			
Use of sports coaches / play-workers to deliver the fundamental skills at lunchtime with a focus on health and wellbeing.	KB / ML	Linked sports funding and staffing. Paid for already.	<ul style="list-style-type: none"> Routines established and training given for playworkers Children active and engaged with good relationships built 			

Effect of expenditure on educational attainment – Within the area of personal development on this academic years RAIS plan funding had already been allocated and this shall continue as had been previously planned. Personal development, self-confidence and trust in others is fundamental to the academic achievements of each child and therefore personal development is key to educational success in the classroom.

Total: £38,034

Expected income £20,880 in catch up funding (+ £2,500 donated from Tysons)

Total: £23,380

- Additional costs (£14,654) to be taken out of reserves

Additional financial implications:

- Appointment of 2 new temporary cleaners in line with Covid-19 risk assessment (£4,466 each)
- Additional contingency budget of £4000 for Covid-19 to be taken out of reserves if required e.g. cleaning materials etc