

Catch-Up Premium Plan

Riverside Primary School

Summary information

School	Riverside Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£11,880	Number of pupils	148 PP 248 (including nursery)

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil from FS2 to Year 6.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

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 on [curriculum expectations for the next academic year](#).

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

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) 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.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown	
EYFS	<ul style="list-style-type: none"> ➤ Below in all areas; particularly language and communication. ➤ Children are finding it difficult to focus their attention, listen and follow simple instructions. ➤ F2 – children are showing a lack of knowledge of number rhymes and songs. ➤ PD-Reduced fine motor control. ➤ PD- Tripod grip still not established for some pupils. ➤ PD- Pupils still cannot form identifiable letter, also some children have forgotten how to copy write their names. ➤ PD- scissor skills. ➤ PD- lack of perseverance/fitness for the whole P.E. session. ➤ PSED- social interaction has been negatively impacted. Children have forgotten how to play with one another. ➤ PSED- facial expressions and voice intonation are not understood due to mask wearing. ➤ Phonics- previously learnt sounds are not retained due to frequent daily flash attacks. ➤ Maths- reciting numbers, counting objects and number recognition understanding and skills have all regressed.
Maths	<ul style="list-style-type: none"> ➤ Pupils hampered by lack of concrete manipulatives, peer talk and teacher intervention at critical moments. ➤ Parents not following school methods when teaching children. ➤ Widening gap between high attaining and lower attaining pupils. ➤ Engagement in online maths work lower in girls than boys. ➤ Online work not as stretching to increase participation and raise pupils' self-esteem. ➤ Reluctance to tackle word problems. ➤ Fractions a particular area of difficulty. This will be tackled as a whole-school focus during the summer term. ➤ After a consolidation of key concepts during the autumn term, summative assessments for prior year-end showed 50% working below expected standard- a decrease of an average of 20% based on review of prior end-of-year data.
Writing	<ul style="list-style-type: none"> ➤ Regression in children's handwriting and presentation skills throughout both key stages. ➤ Children have displayed a significant regression in stamina for writing. ➤ Reduced fine motor control and pencil grip strength in Key Stage 1. ➤ Significant, widening gaps in SPAG.
Reading	<ul style="list-style-type: none"> ➤ Children who have entered Y1 are significantly below for reading and phonics. 20% on track in September end of Autumn 66% ➤ Year 2 children phonics screening test in December 2020 62% (down by 22% from previous year - 84%) ➤ All teachers have found a drop in children's comprehension skills and ability to engage with the text ➤ All teachers have seen a drop in children's vocabulary knowledge ➤ KS2 teacher have found children's fluency, speed and stamina in reading has decreased
Non-core	<ul style="list-style-type: none"> ➤ Decline in children's fitness levels and an increase in obesity. ➤ Decline in knowledge of specialist subjects- e.g. Spanish.
Social and Emotional	<ul style="list-style-type: none"> ➤ Good routines e.g. bedtime have lapsed and children are tired when in school. ➤ Increase in the number of children displaying symptoms of anxiety. ➤ An increase in poor behaviour choices. ➤ Poor on-line safety at home leading to friendship fallouts.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and related whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date																																																
High quality teaching for all	<div>1. Consistent quality first teaching of basicskills in the autumn term, attainment in maths and English</div> <div>2. Additional teaching groups:Key Stage 2 Maths /EnglishJW 0.3 Key Stage 1 Maths/ Phonics RL/AHT 0.3 (£17,241 Total) Partially paid through CCUP- £3506 Remainder paid through budget - £13,375 £1,700 UP2 0.1 £1,700 UP2 for 0.1</div> <div>EYFS: F2 – 3 members of staff High quality teaching for all</div> <div>3. Academic mentor conducting phonics and maths interventions. £7529</div> <div>4. Purchase Read to Write to provide high- quality teaching of writing through children’shigh-quality literature. £2475</div> <div>5. Purchase Steps to Reading to support high quality teaching of reading comprehensionskills and strategies explicitly. £670</div> <div>6. Ensure the children have access to the widercurriculum subjects</div>	<div>➤ Quality first teaching in all year KS2 year groups has resulted over the years in the gap in attainment in PP and none PP children being closed. Priority for face-to-face teaching during Lockdown to PP in particular high needs PP children and Y6 PP children. This ensured that our PP children made rapid progress and were secondary school ready.</div> <table><tr><td colspan="4">Y 6 TA Reading:</td></tr><tr><td>All</td><td>76%</td><td>GDS</td><td>12%</td></tr><tr><td>PP</td><td>70%</td><td>GDS</td><td>10%</td></tr><tr><td colspan="4">Y6 TA Writing:</td></tr><tr><td>All</td><td>72%</td><td>GDS</td><td>8%</td></tr><tr><td>PP</td><td>65%</td><td>GDS</td><td>10%</td></tr><tr><td colspan="4">Y6 TA Maths:</td></tr><tr><td>All</td><td>72%</td><td>GDS</td><td>20%</td></tr><tr><td>PP</td><td>65%</td><td>GDS</td><td>10%</td></tr><tr><td colspan="4">Y6 TA RWM:</td></tr><tr><td>ALL</td><td>72%</td><td>GDS</td><td>0%</td></tr><tr><td>PP</td><td>65%</td><td>GDS</td><td>0%</td></tr></table> <div>➤ DHT’s teaching and coaching has ensured consistency of approach in mathematics which has, in addition to improving teacher’s subject knowledge, also improved teacher feedback and metacognitive practice using evidence based practice.. Impact (see PP1 page profiles)</div>	Y 6 TA Reading:				All	76%	GDS	12%	PP	70%	GDS	10%	Y6 TA Writing:				All	72%	GDS	8%	PP	65%	GDS	10%	Y6 TA Maths:				All	72%	GDS	20%	PP	65%	GDS	10%	Y6 TA RWM:				ALL	72%	GDS	0%	PP	65%	GDS	0%	<div>SLT</div> <div>GP/LJ</div> <div>KB</div> <div>KB</div> <div>SLT</div> <div>GP</div> <div>GP</div> <div>GP</div>	<div>Dec 20</div> <div>Dec20</div> <div>And termly</div> <div>Termly</div> <div>Spring ’21 onwards</div>
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	<p>8. Improve quality of questioning in maths through collaborative review of teacher practice using video footage.</p> <p>9. Purchase Mathletics licenses for all pupils to enable home learning. £1,198.80 for 222 licences.</p> <p>10. Embed Pivotal behaviour approach across the school. £1250</p>	<p>➤ Continuing with our RWI training package has supported our children's early reading over this challenging year. Assistant Head given full time responsibility as Reading Leader has ensured that rapid progress has been made to overcome loss of learning in reading. (See Reading Impact)</p> <p>➤ Years 2 to 6 accessed one to one tutoring from Academic Mentor which had a positive impact of their progress and attainment (See AM Impact)</p> <p>➤ More Able disadvantaged made good progress in maths, reading and writing (see Year 6 data)</p> <p>. * During the lockdown, PP children when learning at home used software licenses incl; Mathletics ,Times Table Rockstars, RWI on line, SPAG.com, Purple Mash, Rising Stars, Accelerated Reader, ActiveLearn, IDL Cloud, Phonics Play, Star Reading and Star Maths. All teachers have continued to access 'Read to Write' bespoke training. The delivery of this programme results in whole school consistency and has had a positive impact and result in raised standards in writing. Throughout lockdown, high quality CPD, including effective marking and feedback, RWI, Pivotal Behaviour and Attachment, Trauma.</p>		Autumn term
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<p><u>Effective diagnostic assessment... Teaching assessment and feedback:</u></p>	<ol style="list-style-type: none"> 1. Purchase of resources (standardised tests) alongside diagnostic assessment to identify gaps in learning, to support all pupils in closing gaps. RWI - £3,000, Star Maths 2. Inset Day focus on Pupil Progress meetings with previous teacher 3. Formal assessments to be delayed until Autumn 2 in order to support children's mental health 4. Teachers will continue to use school's feedback policy in conjunction targeted diagnostic assessments 5. SLT to carry out pupil interviews. 6. Intervention and support is given to address these gaps 7. Spring term assessments to assess taught concepts from return to school. Assessment for a purpose. 8. Use data from online programmes to identify gaps and level of understanding. 9. Use Ready to Progress document to pitch maths sessions and build knowledge. Scaffold learning. 10. Structure of maths sessions means that high quality feedback is given throughout the session. 11. Pre-ordered new Puma assessments that match White Rose planning sequence. 	<p>➤ Effective use of diagnostic tools supported teachers and AM in planning high quality teaching addressing the gaps in the learning and misconceptions. (See AM section below)</p> <p>➤ High quality CPD and coaching in feedback has improved the standard of teaching and learning as evidenced in triangulated monitoring approach</p>	<p>GP/TD</p> <p>SLT</p> <p>SLT</p> <p>GP/TD</p>	<p>Spring 2 '21</p> <p>Spring 2 '21</p> <p>Summer 21</p>
<p><u>Supporting remote learning... Ensuring equity of access for all:</u></p>	<ol style="list-style-type: none"> 1. Survey to see where IT support and provision is needed to ensure that all children have adequate online facilities. 2. 40 school devices loaned to support children. 3. Children who are unable to work at home are to be offered school provision. 4. Google Classroom set up for all children (Government grant to set up GC). Google meet sessions and guided reading sessions. Daily timetable and on-line team giving quality feedback. Retrieval strategies such as quizzes will help pupils retain key information. On line teaching team overseen by DH. 5. Work packs for some projects and some children. 6. Academic mentor 1-1 daily zoom phonic interventions. 7. Daily phonic sessions. 	<p>(See High Quality Teaching section above)</p> <p>Google Classroom was available for all and those who were unable to access it had work packs or a place offered in school. See above for details of online packages accessed.</p> <p>Ipads and chrome books were provided to support our children's learning.</p> <p>Staff's feedback and questioning has improved due to DH coaching online team.</p>		<p>Autumn '20</p> <p>Spring '21</p> <p>Autumn '20 onwards</p>

<p><u>Focusing on professional development...Supporting great staff:</u></p>	<ol style="list-style-type: none"> Google Classroom training provided for all teaching staff Individual staff training needs addressed through Performance Management Pivotal Behaviour INSET training for all staff Subscribed to high quality training through National College of Teaching CPD package £725.36 Access CPD for whole school needs identified in SIP including quality leadership training: Ro Thornton – Roadmap to Leadership for middle leaders SLT - NPQH – DHT, Pivotal Training Course, NPQRH Assistant Head, Assistant Head/SENCO – Postgraduate Certificate in Attachment, Trauma and Mental Health RM complete Excellent Maths Teacher course- 7 sessions. 	<p>Staff have improved their practice by accessing high quality CPD in a range of subjects such as RWI training, Pivotal Behaviour training, Maths and feedback and Questioning training. Evident in rapid progress being made after the dip during Lockdown.(See data)</p>	<p>Feb 21</p> <p>Spring 2 '21 onwards</p>
<p>Transition support welcoming new leaders :</p>	<ol style="list-style-type: none"> £700 All new staff to have thorough induction process NQT to be supported Assistant Head/EYFS Lead. NQT to have coaching sessions with RWI leader 	<p>NQT completed a successful year and has been given a full time post from Sept 21</p>	<p>Autumn '20 onwards.</p> <p>Sept 20 ongoing</p>

Total budgeted cost	£38,189.16
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ii. Targeted academic support

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date																																																																						
<p><u>High quality 1-to-1 and small group tuition...Academic tutoring programme</u></p> <p>1. To give additional support to children who have gaps in with their mathematical learning –address misconceptions and embed understanding</p>	<p>1. Academic Mentor 1-1 and small group work. Use diagnostic testing and tracking to address specific gaps in their learning as required which may be presenting as a barrier to progression</p>	<p>Academic Mentoring Maths Progress</p> <table> <tr> <th>Year Group</th><th>Number of Sessions</th><th>Scaled Score</th><th>Percentile Rank Change</th><th>Year Group Library Before/After</th></tr> <tr> <td>Y 2 Child A</td><td>25</td><td>+52</td><td>+5</td><td>Year 2 Year 2</td></tr> <tr> <td>Y2 Child B</td><td>22</td><td>+164</td><td>+53</td><td>Year 2 Year 4</td></tr> <tr> <td>Y2 Child C</td><td>23</td><td>+96</td><td>+13</td><td>Year 3 Year 4</td></tr> <tr> <td>Y2 Child D</td><td>23</td><td>+174</td><td>+49</td><td>Year 2 Year 3</td></tr> <tr> <td>Y2 Child E</td><td>21</td><td>+107</td><td>+38</td><td>Year 2 Year 3</td></tr> <tr> <td>Y3 Child A</td><td>22</td><td>+139</td><td>+31</td><td>Year 2 Year 4</td></tr> <tr> <td>Y3 Child B</td><td>6</td><td>+30</td><td>0</td><td>Year 2 Year 2</td></tr> <tr> <td>Y3 Child C</td><td>9</td><td>+102</td><td>+12</td><td>Year 2 Year 3</td></tr> <tr> <td>Y3 Child D</td><td>21</td><td>+265</td><td>+39</td><td>Year 2 Year 3</td></tr> <tr> <td>Y3 Child E</td><td>20</td><td>+247</td><td>+31</td><td>Year 2 Year 3</td></tr> <tr> <td>Y3 Child F</td><td>20</td><td>+144</td><td>+2</td><td>Year 2 Year 2</td></tr> <tr> <td>Y3 Child G</td><td>21</td><td>+221</td><td>+13</td><td>Year 2 Year 2</td></tr> <tr> <td>Child H</td><td>18</td><td>+243</td><td>+47</td><td>Year 2 Year 4</td></tr> </table>	Year Group	Number of Sessions	Scaled Score	Percentile Rank Change	Year Group Library Before/After	Y 2 Child A	25	+52	+5	Year 2 Year 2	Y2 Child B	22	+164	+53	Year 2 Year 4	Y2 Child C	23	+96	+13	Year 3 Year 4	Y2 Child D	23	+174	+49	Year 2 Year 3	Y2 Child E	21	+107	+38	Year 2 Year 3	Y3 Child A	22	+139	+31	Year 2 Year 4	Y3 Child B	6	+30	0	Year 2 Year 2	Y3 Child C	9	+102	+12	Year 2 Year 3	Y3 Child D	21	+265	+39	Year 2 Year 3	Y3 Child E	20	+247	+31	Year 2 Year 3	Y3 Child F	20	+144	+2	Year 2 Year 2	Y3 Child G	21	+221	+13	Year 2 Year 2	Child H	18	+243	+47	Year 2 Year 4	<p>GP and Teachfirst Mentor</p> <p>BL</p> <p>GP and Teach first Mentor</p> <p>BL</p>	
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2. To improve children's confidence when applying their phonic knowledge. Maintain the high standard in phonics attainment from previous year.

2. Employ 1 x Academic Mentor for 1-1 and small group phonic intervention. Government funded See above for costs.

Funky Phonics After

School Club weekly

Booster session for target group phonics

One-to-one Tutoring during Lockdown

Name	Groupings	Progress	Attendance
A	Pink- yellow	2 book band jumps	15/28
B	Pink- yellow	2 book band jumps	1/28
C	Pink- yellow	2 book band jumps	13/28
D	Green- yellow	4 book band jumps	25/28
E	Purple- blue	4 book band jumps	19/28
F	Red- yellow	5 book band jumps	20/28
G	1C- yellow	5 book band jumps	20/28
H	Red- blue	6 book band jumps	25/28

100% progress for each child.

50% (4/8) PP children made accelerated progress.

Name	Groupings	Progress
I	1C- red	1 book band jump A lot of absence due to Covid
J	1C- pink	4 book band jumps
K	1A- 1C	2 jumps

33% (1/3) PP made progress

33% (1/3) PP made expected progress

33% (1/3) PP made good progress

Daily Phonics sessions

- Two groups- Year 1 bubble and Year 2 bubble.
- No mixing due to Covid.
- Ten children total

1 Book Band Jump	3 Book Band Jumps	4 Book Band Jumps	5 Book Band Jumps	6 Book Band Jumps
10% (1/10)	10% (1/10)	50% (5/10)	20% (2/10)	10% (1/10)

100% made progress 10% made expected progress

50% made good progress 30% made rapid progress

<u>Teaching Assistants and targeted support...</u> <u>Intervention programme</u>				
<p>1. Improve children's oral language and early literacy skills so that the gap is closed Staff CPD and resources and training to support the delivering of early language intervention for children in EYFS</p> <p>2. Children with speech and language will be age appropriate</p> <p>3. To enhance the outcomes for children in CLLD</p> <p>4. Support for KS1 children with low-level mental health needs.</p> <p>5. Support for girls who struggle with confidence in class, self-belief issues, friendship problems and speaking up in front of boys</p>	<p>1. To begin training and implement Nuffield Early Language Intervention (NELI) No cost DfES funded</p> <p>2. TA to reinforce the work by Talk about Town Speech and Language therapy £8000 from PPfund and main budget.</p> <p>3. WellComm screening for F2 children - Baseline WellComm assessment. Weekly sessions with iCan therapist. Children reassessed at the end of the cycle.</p> <p>4. Invest in Jumping Beans Mental Health programme to help children realise the importance of physical activity and the effect it has on mental health £370</p> <p>5. Invest in Mini Mermaids programme £475-up to 12 girls- 9 week programme</p>	<p>➤ The NELI programme delayed until summer 21 will continue in autumn 2021</p> <p>➤ WellComm screening allowed us to immediately baseline children in terms of their speech and language development and as a result, put specific actions and interventions in place for those identified as in need of them.</p> <p>➤ WellComm was used effectively to identify PP children who would benefit from specific S&L targeted support and these children were supported through the S&L therapist and/or the NELI programme</p> <p>➤ S&L Therapist (Talk About Town private speech and language therapy) worked with 15 PP children over the year. This had a positive impact on their progress with speech and language, with four children being discharged through meeting age appropriate language skills.</p> <p><u>Jumping Beans and Mini Mermaids</u></p> <p>Edukit survey, Pupil Interviews and behavior logs showed the impact of these projects. Children were able to talk about</p> <p>➤ feelings and emotions</p> <p>➤ relationships and friends</p> <p>➤ Why they are a Superhero!</p> <p>➤ The importance of movement</p> <p>➤ What is good nutrition</p> <p>➤ How yoga, relaxation and meditation can help improve how we feel</p> <p>➤ 100% of Y2 said they felt prepared to move into KS2 from a baseline of</p> <p>➤ Y5 Girls found their POSITIVE voice that helps them be resilient and tells us that we are good enough, and they are able to decipher the truths and lies that we are faced with every day.</p> <p>Edukit survey: 99% of KS2 children strongly agree that they feel safe, happy and well supported at Riverside. This is in comparison to 91% regionally and 93% nationally.</p>	<p>1.LDJ</p> <p>2.LDJ</p> <p>3. LDJ</p> <p>4. LDJ/RC/OMC N</p> <p>5.FB</p> <p>6.LDJ</p> <p>Full of Beans Company/ FB/RM</p>	

Planning for pupils with SEND...
Intervention programme

➤ Orrets Meadow Outreach support for children with reading and spelling difficulties.
£3,150



Orrets Outreach Specialists Year 3 Group Literacy Intervention

Name	Child A		Child B		Child C	
Assessment date	May 21	July 21	May 21	July 21	May 21	Sept 21
C.A.	7:11	8:01	7:11	8:01	7:11	8:01
Reading						
Phonic skills - reading	42/97	84/123	61/97	98/123	54/97	90/123
New Curriculum words - reading	5/41	20/41	1/41	18/41	3/41	16/41
Spelling						
Phonic skills -Spell	41/57	57/71	44/57	59/71	35/57	45/71
New curriculum words - spelling	5/41	14/41	5/41	10/41	3/41	9/41

Targets	Strategies	Evaluation		
		Child A	Child B	Child C
1. To recite and sequence the alphabet.	<ul style="list-style-type: none"> Weekly lesson with OMS teacher Multi-sensory learning. Precision teaching. Regular revision and over-learning. Praise and reward for effort and attainment. Tightly structured cumulative phonic programme. Regular review of progress. 	1.Further work required.	1.Further work required.	1.Further work required.
2. To read all 18 NC words from phases 2-3.		2. Achieved.	2. Achieved.	2. Achieved.
3. To spell all NC words from phase 2.		3. Achieved.	3. Achieved.	3. Achieved.
4. To read words with the digraphs sh, ch and th.		4. Achieved.	4. Achieved.	4. Achieved.
5. To recall all 26 letters by name and sound.		5. Achieved.	5. Achieved.	5. Achieved.

	<ul style="list-style-type: none"> • <i>SEE above in targeted interventions</i> • KS1 SEMH small group support • KS2 SEMH and Cognition and Learningsmall group led by Assistant Head/Assistant Head 0.5 - £33,934 • 1:1 support as necessary • Gilbrook Outreach support for EHCPchildren with SEMH • Additional Forest school sessions 	<p>Eight children in KS1 received SEMH support through small group work, based on nurture group principles. One of those children was identified as requiring further support and a successful application was made to the local authority for him to join the LA funded onsite inclusion base. This pupil is now thriving socially and emotionally in this setting. Other pupils' needs were assessed using the Boxall profile and will be reviewed in the autumn term.</p> <p>The nine pupils in the KS2 SEMH base had their needs identified through intensive support throughout the academic year. One pupil has now received an EHCP and has moved to specialist provision. Three children with EHCPs for SEMH have now been successfully reintegrated back into their mainstream class, with additional support in place, including weekly sessions from Gilbrook Outreach for one pupil.</p> <p>A further two pupils received 1:1 CAMHS intervention in school and are now managing to access their mainstream classes again.</p> <p>All pupils in the SEMH base classes reported feeling happier and calmer when working outside. There was a significant improvement in emotional regulation witnessed by staff when the children worked outside. Pupil questionnaire results echoed this.</p>		
Total budgeted cost				£46,909

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p><u>Supporting parents/carers with pupils of different ages... effective communication with the wider community:</u></p> <p>1. Parents feel confident that school has all the possible safety measures in place for their children and attendance is good.</p> <p>2. The attendance lead will address absence directly while sensitively exploring parents and pupils' concerns that may be inhibiting school attendance.</p> <p>3. During lockdown, parents feel supported with remote learning and for the parents/carers of vulnerable and key worker children they are confident in the safety measures followed in school.</p> <p>4. During periods of self-isolation and home learning, parents feel supported and able to facilitate their child's learning.</p>	<p>➤ Designated Pastoral Lead is given allocated time to ensure that communication and support for parents is available including pastoral care support.</p> <p>0.5 TA3 - £13668</p> <p>➤ Risk assessments.</p> <p>➤ Pastoral Lead - Reducing Parental Conflict Steer Group.</p> <p>➤ Welfare doorstep visits</p> <p>➤ Delivery of work packs when necessary</p> <p>➤ Delivery of food parcels</p> <p>➤ Shopping vouchers provided for families in need</p> <p>➤ Fuel and gas bills support</p> <p>➤ Regular meetings with office manager, site manager, SLT and govs to review risk assessments</p> <p>➤ Whole school zoom weekly assemblies keeping us all connected and extended welcome to our friends in the local carehome.</p> <p>➤ During Children's Mental Health week family project work on The Pig of Happiness care packages delivered to all households</p>	<p>➤ Welfare phone calls for all parents from Pastoral Lead/Attendance Lead as well as regular additional information provided for parents via letters, email, texts, and website kept our families connected during Covid.</p> <p>➤ A robust referral system enabled us to identify and help families in crisis and support them during this challenging year with budgeting, mental health issues, parental conflict and other safeguarding concerns. The Pastoral Lead has completed EHAT forms and effective TAF has meant that families feel valued and supported by having an avenue to talk about their worries in a safe and supportive environment and children's confidence and self-esteem has grown because of the work done in school.</p> <p>This support has been the first step for some of our most vulnerable families in sharing deep-rooted problems, enabling other agencies to become involved. The strategies implemented by school have had a significant impact upon the achievement and wider development of disadvantaged pupil across the school.</p> <p>➤ We rag rated our vulnerable PP children and offered face-to-face teaching for them during Lockdown. For the children unable to attend the pastoral team did welfare calls and visits.</p> <p>➤ Detailed Risk Assessments on the website and Covid Rules of Conduct shared with school community helped reduce spread of infection (first bubble closed in May.)</p> <p>➤ Attendance of two PP children with persistent absenteeism dramatically improved due to effective support from the Attendance Lead.</p> <p>➤ During Children's Mental Health week, Happiness Care Packages were delivered to all families and a week was devoted to well-being activities that siblings could join in with.</p> <p>➤ Edukit and Pupil/Parent Questionnaires evidence good mental health support and children's happiness and safety in school</p>	<p>DB/JE</p> <p>TD/SLT/ Governors</p>	

<p>5. Keep our school community connected and create opportunity for family activities with siblings. Families with multiple siblings feel supported</p>	<p>➤ Additional IT provision and work packs school provision offered where necessary</p>	<p>➤ Intergenerational Cultural Project with our local Care Home – children learnt songs from different eras to send via zoom in our assemblies to our friends at Leighton Court</p> <p>➤ All year groups benefited from contributing to The 12 Days of Christmas for our older neighbours including learning carols in Makaton, Eric and Ernie telling jokes, painting pictures for their home and producing a wonderful Christmas WW11 vignette- some were performed outside the residents’ home others sent virtually. Following the project being filmed by BBC, donations of £5000 benefited our PP families over the Christmas period.</p> <p>➤ Children’s wonderful work in the community was showcased in to our award winning 1-minute film ‘Hope Springs Eternal’ celebrating the return to school life. Judges’ comments including Frank Cottrell Boyce...</p> <p><i>‘What a cinematic journey this was. In just one minute, they dropped me in a gloomy depth and then took me to a place of joy and positivity. The acting performances in this piece undoubtedly deserve an Oscar. I particularly loved the clip of “teach rex” and the Van Gogh tribute. What a good job the students have done at bringing hope to their community! Well done!’</i></p>		
<p><u>Ensuring access to technology...</u> <u>Enabling all learners equal access to the provision:</u></p>	<p>1. School RAG rated children following audit completed for whole school to assess which pupils have access to Wi-Fi, laptop and tablet.</p> <p>2. Government laptops / chrome books distributed.</p> <p>3. Accessed laptops from communityscheme</p>	<p>➤ Forty chrome books provided from the DFE and sixteen iPads.</p> <p>➤ Eight laptops were donated to our school as part of a local community- led initiative.</p> <p>➤ Work packs available for the children who are finding online working difficult or places offered in school.</p> <p>In total, fifty work packs were provided for pupils who could not access online learning. Predominantly this was for our younger pupils who were not able to use a device effectively.</p>	<p>DHT/ TD</p>	<p>Oct 22nd</p> <p>’20</p> <p>Dec 20</p> <p>Jan 21</p>

<p><u>Supporting pupils' social, emotional and behavioural needs...</u> <u>Whole school recovery curriculum/SEL curriculum:</u></p> <p>1. Children's well-being, self-esteem and resilience will have improved so they are able to tackle difficult problems/conflict in an effective way.</p> <p>2. Equip staff with the necessary skills to build emotional awareness, self-esteem, anger management, social and friendship skills, social and communication difficulties and bereavement</p> <p>3. Children's emotional wellbeing will improve</p> <p>4. Children will learn to self-calming strategies</p>	<p>1. Purchase of 'myHappymind' whole school well-being programme. Children from F1-Y6 will have weekly sessions developing knowledge of the brain, how to build gratitude, self-esteem and resilience. £2,380</p> <p>2. Elsa training £6500 for 3TAs</p> <p>3. Power Pack and Power Pup sessions- weekly Power Pack sessions for the children who have suffered bereavement/ trauma etc. D Bowness to monitor each pupil's wellbeing through weekly mentoring sessions £300 resources SEND TA 0.1 HT0.1</p> <p>4. Use of Heart Math to support children with anger/emotional regulation problems</p>	<p>➤ 'MyHappymind' sessions delivered throughout the school and during lockdown were accessed online and reinforced during assembly by our Happiness Leader/SENDSCO.</p> <p>➤ Edukit and Pupil/Parent Questionnaires evidence good mental health support and children's happiness and safety in school</p> <p>➤ Elsa training not available until Autumn '21</p> <p>➤ Attachment, Trauma and Mental Health audit May 21 highlighted strong practice,(See report)</p> <p><i>'Riverside Primary School is exemplary in its approach to supporting pupils and families. There is a clear culture and ethos of respect amongst the whole school community All share the passion and commitment to working in a trauma informed way to support pupils and families and optimise outcomes.'</i> Aisling Culshaw –University of Chester</p> <p>➤ Following an article featured on BBC about our provision for children, families and the community during the pandemic ,donations of over £5000 provided this much needed help for our families in crisis</p>	<p>FB</p> <p>Ed Psych/ FB</p> <p>HT/ DB</p> <p>FB</p> <p>DB</p>	<p>May 21</p> <p>July 21</p> <p>Termly</p> <p>Reports generated by the programme can monitor progress in the children's ability to self-calm</p> <p>Weekly updates withSLT</p>
Total budgeted cost				£22,848

Total cost overall	£107,946.16
Cost paid through Covid Catch-Up	£11,880
Cost paid through charitable donations	£9,467
Cost paid through school budget	£86,599.16