

Riverside Primary Academy – COVID-19 Catch Up Premium Statement

1. Summary information					
School	Riverside Primary Academy				
Academic Year	2020 - 2021	Total COVID-19 catch up budget	£21,920 274 pupil (x80) = £21920.	Date for Midterm review:	Within SLT meetings (see minutes)
Total number of pupils	299 (Including Nursery)	Number of pupils eligible for COVID-19 catch up	274 without Nursery	Date for final review:	End of Summer Term 2021

GOV.UK Guidance States:

Information taken from GOV.UK COVID-19 Catch Up Premium The followings settings are **eligible**: primary, secondary and all through local authority-maintained schools, academies and free schools. School allocations will be calculated on a per pupil basis. Mainstream school will get £80 for each pupil in from reception to year 11 inclusive.

Using catch-up funding

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 curriculum expectations for the next academic year in [actions for schools during the coronavirus outbreak](#).

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

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.

To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice.

Accountability: school leaders and governors

School leaders must be able to show they are using the funding to resume teaching a normal curriculum as quickly as possible following partial or full school closure.

Governors and trustees should scrutinise schools' approaches to catch-up from September 2020, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

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The main barriers to educational achievement due to COVID-19

Academic attainment and progress catch up:

- All Stakeholders have been effected by school closures as a result of COVID19.
- Attainment and rate of progress is lower on entry to academic year 2020-21 due to school closures and due to missed school time and teaching.
- During lockdown and school closures, children will have experienced a huge variety of home school opportunities, from high levels of engagement to minimum engagement in tasks set by school.
- Although remote learning has taken place, it doesn't replicate the ongoing assessment and dialogue by the teacher to the individual child, or class.
- During lockdown, it was ensured that remote learning covered the whole curriculum, however without skilled teaching and support staff to consistently facilitate active learning, consolidation of skills and challenge for individuals will have been compromised.
- Constant change and uncertainty for staff, children and families relating to the changing COVID-19 landscape.
- Due to COVID-19 bubble closures in our school and in other settings which affect our community, there are frequent changes which impact the stability of the school structure for the children and staff. Wellbeing:
- Pupils were taken out of their usual routine during lockdown i.e. school closures. For many children, there was no contact or communication with peers and significant adults within school.
- The unfamiliarity of new systems, rules, and routines in place, in and around school, which will continue in line with guidance for the foreseeable future. This has an effect on their sense of security in school.
- The ever changing local and national tier system affects the opportunities available for pupils and their families. This provides instability in their community.
- Children must deal with a lot of extra home and community issues:
 - Anxiety (This is caused by the unknown element of the virus and this affects different individuals in a variety of different ways.) - Stress
 - Adult conversations and media, which they would not usually hear or be aware of
 - Family members becoming significantly unwell and the worry related to this
 - Isolation of usual friendship groups, peers and clubs
- All of the above could potentially lead to a change in behaviour within school and home.
- Parents choosing to isolate their children due to fear of the virus, meaning less attendance at school (Remote learning provided in these scenarios) • All of the above can have a negative impact on the behaviours displayed by children. This then has significant impact on their educational outcomes. Vulnerable families
- As a school we are aware that now we have more vulnerable families due to COVID-19 and the impact this has had on the following: - emotional health
 - wellbeing
 - financial problems due to decreased or no income
 - domestic violence between couples
 - abuse within the family home, or wider family.
- Due to families losing their jobs, or being furloughed, there may be a lack of money to provide food and basic necessities.

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How you will spend your COVID-19 catch up funding to overcome these barriers and the *reasons for the approach you've chosen*.

- An online Reading programme has been introduced and renewed due to the need within school for remote learning and coverage of home reading. Children are able to access this electronically even when working from home. It provides a challenge element for the children, with relation to their reading, as it focuses specifically on comprehension skills.
- A specific remote learning platform has been employed as the main source of remote teaching throughout COVID-19 lockdown and beyond. It was chosen due to its interactive nature with parents, children and teachers. It provides teachers with the ability to set appropriately differentiated work for all children. It allows children at home to access the same curriculum work as would be provided within school. It allows children the opportunity to communicate with their teacher directly for support.
- Our catch-up premium has allowed for smaller teaching groups in LKS2. This has increased teacher, pupil ratios for those children in Year 3 and Year 4. This allowed us to deploy greater TA support across other year groups throughout the school which ultimately impacts positively on pastoral care and wellbeing support, for all pupils.

To note: Emotional and wellbeing issues are addressed within school through different funding systems e.g. free school meal children receive isolation hampers to provide food at home. Using sports premium to provide a greater amount of play equipment to play and interact with their peers.

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How you will measure the effect of COVID-19 catch up

- School data will be collated on our school assessment system. Attainment and progress for key subjects shall be analysed across the year and gaps in learning will be identified and necessary intervention put in place to address this.
- Clear Reading attainment and progress will be collated from tests and scores from our online reading programme, which will be used to support and improve the teaching and learning of comprehension skills throughout the year.
- Remote learning platform will be used to measure the amount and the quality of home learning. Teachers are to be proactive with any child who is not engaging with the home learning curriculum and from this, are able to offer more support to children and families.
- Analyse the vulnerable families and groups within our school community, whilst being aware of any new vulnerable families. Note any changes in existing data and provide appropriate emotional and wellbeing support from school and outside agencies if appropriate.
- Analyse the in-school behaviour records, particularly identifying changes in children's attitudes and behaviours. This shall then be addressed through emotional and wellbeing support.
- Online parental questionnaires will be used to gauge parent and carers thoughts and opinion around school provision.
- Pupil voice questionnaires used to gauge pupil's thoughts and opinions around school environment and provision. A specific focus on wellbeing and mental health.

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The date of the next review

End of Summer Term 2021 - SLT Final Review

Throughout Spring Term 2, rapid and robust investigations took place to identify those pupils in need of additional teaching to support catch up in core subjects. An interim assessment review took place at the end of summer term 1 to review the progress made by all pupils and to identify any further need for additional teaching support for pupils across the school. The interim assessment at the end of May 2021 has shown that pupils are significantly behind in core subjects. See DHT for assessment outcomes. End of Year assessment indicate that rapid progress will be needed for the majority of pupils in the coming academic year to get our pupils back on track.

Additional teaching has taken place and was allocated to key groups across the school focusing upon the basic skills within Mathematics and English. The quality teaching support pupils are receiving will ensure pupils are ready to access the curriculum in their new year groups in September 2021.

Key Stage Two accelerated reader assessment has been used to measure the rate of progress in reading and pupils have made good progress (see reading outcomes). Key Stage One have completed consistent and frequent assessment in Reading and phonics throughout the year to ensure teaching is pitched at the right level and pupils have made progress. There has been a key focus in Reading across the whole school since March 8th.

Review of pupil engagement in remote learning was thorough and ongoing throughout the lockdown periods. Communication around wellbeing (safe and well calls) and education was consistent with all families. All staff in school were involved in these communications. This encouraged engagement for all including the more reluctant families to participate in remote learning or to take up opportunities to attend school. Since 8th March we have only had one bubble closure where effective remote learning resumed for this class. Remote learning had also resumed for those pupils who needed to isolate.

Safe and well calls were successfully carried out to all our vulnerable families. On returning to school a few of our vulnerable pupils have found it difficult to comply with routines and expectations, there has been a significant increase of staff and SLT time spent on emotional and wellbeing support for these pupils. High levels of quality pastoral care has taken place across and summer terms.

Several sets of the behaviour analysis process have been put in place for pupils with social, emotional and mental health difficulties (presenting as behavioural issues / concerns). These have been followed up through analysis, discussion and implementation of new targets and plans. Out of a group of six pupils, five across the school have had positive emotional outcomes.

SMSC talk time has given opportunity for TAs to collect a sample of pupil voice around the topics, 'Returning to School' and 'Moving On'. The majority of pupils in our school are happy to be back at school with their friends.

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The curriculum was significantly adapted from 8th March to allow regular opportunities for wellbeing and mindfulness for all pupils from nursery to year 6. For a fixed period of time our curriculum prioritised core subjects, PSHE, sports, the arts, wellbeing and mental health. The homework policy was also adapted to allow children to spend more quality time with families. Attendance is good and children are happy to come to school. The adapted curriculum has supported the well being and school life balance for all our pupils.

Twelve of our families have access to the Local Authority Winter Fund – intended to support those who have been financially affected by the pandemic.

Assessment of core curriculum areas are expected to be as full and as accurate as possible by the end of the academic year. Progress has been made in all areas of our Covid-19 Catch Up strategy, however this is an ongoing concern which will continue to be addressed in the coming academic years.

Evaluation of COVID-19 spend

1. Academic attainment and progress catch up:

Spending on quality additional teaching has ensured that pupils have the right, targeted support to catch up with their peers.

Spending on teaching ensures that pupils are, in the main, ready to access the curriculum in their next year group (September 2021).

2. Wellbeing:

Ongoing pastoral care of pupils throughout the school and opportunities to catch up on outdoor physical activities such as PE and Forest Schools has impacted positively upon the wellbeing of our pupils (health, wellbeing, friendship groups, resilience, developing skills).

The change in curriculum priority has reduced the level of formality within the teaching day and reduced the anxiety and stress levels for most children.

Evidence from SMSC talk time indicates that the majority of pupils are happy and settled to be back in school with their friends and happy to be learning again.

3. Vulnerable families:

Within our school we have a high proportion of vulnerable families. Our staff are experienced at providing support for families and have continued to extend their support to those families who need it. Staff are generous with their time and generosity. In the past few terms there has been a noticeable increase in operation encompass reports from the police.