



Riversdale Primary School

COVID Catch-up Funding Report

RATIONALE

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Riversdale Primary School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the Education Endowment Foundation (EEF) and used timely assessments of both children's academic and personal development needs to inform our decisions. The table below outlines out intentional spend with a rationale accompanying each decision.

EEF Recommended Strategy	EEF Rationale	Specific Implementation at Riversdale	Cost	Extended Impact
One to One Tuition	'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'	Daily 1:1 reading with targeted children using Reading Recovery strategies (additional books purchased – see parent section).	20 hours per week - £12,000	By increasing targeted children's time spent reading 1:1 to an adult, we expect to close gaps in reading progress.
Small Group Catch Up	'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'	Additional support for development of fine & gross motor skills. Staff (Inc. teachers, TAs and LSAs) developing, resourcing and delivering small group tuition sessions to revisit prior learning as per the needs of children on a concept by concept basis.	Time	By prioritising the development of fine and gross motor skills in identified children, we expect to close any gaps in this area of development that may have occurred during the lockdown period.
Intervention Programmes	'In order to support pupils who have fallen the behind furthest, structured interventions, which	Lesson planning takes into consideration the need for filling gaps and addressing	Time	By breaking learning into smaller steps and addressing relevant prior learning we

	<p>may also be delivered one to one or in small groups, are likely to be necessary’.</p>	<p>misconceptions that may have developed through home learning. Teachers ensure:</p> <ul style="list-style-type: none"> • Content from previous years is addressed/ revisited before moving on to year group specific content; • Increased use of scaffolding and peers/ teacher modelling; • Use of small steps in mathematics to ensure pupils are ready to move on to more complex concepts; • Pupils work in small groups supported by adults so that specific needs can be met. <p>Where necessary, staff (Inc. teachers, TAs and LSAs) developing, resourcing and delivering small group tuition sessions to revisit prior learning as per the needs of children on a concept by concept basis.</p>		<p>expect to close the gaps across subject areas and that no child is left behind.</p> <p>By providing maths and reading catch-up interventions for identified children, we expect to close the gaps in maths and reading.</p>
<p>Access to Technology</p>	<p>‘Pupil’s access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.’</p>	<p>The purchase and implementation of online learning platforms to support pupils in developing a range of necessary skills with a tailored approach.</p> <ul style="list-style-type: none"> • Spelling Shed • Times Table Rock Stars • Mathletics 	<p>Google Classroom – Free</p> <p>Spelling Shed - £332.00</p> <p>TTRS - £131.40</p> <p>Mathletics - £1890.00</p> <p>Reading Eggs - £1992.60</p> <p>SATs Companion - £459.00</p>	<p>By ensuring that children have access to quality maths and spelling practise at home, supplementing the learning they are doing in school, with challenges and tasks set by the teacher at their level, we are expecting the impact to be accelerated progress in maths</p>

		<ul style="list-style-type: none"> • Reading Eggs • SATs Companion (Y6) <p>Increased use of the virtual learning environment 'Google Classroom' allowing staff to set tasks relating to a range of subject areas, including core areas.</p> <p>The loaning of equipment (laptops) for those without access should this be necessary.</p>		<p>and spelling.</p> <p>By providing work on Google Classroom for pupils that are required to isolate, we expect to reduce the amount of learning missed.</p> <p>By providing pupils without any access to technology with a laptop, should this be needed due to an enforced school closure, we expect to reduce the gap between pupils.</p>
Supporting Parents/Carers	<p>'Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.'</p>	<p>The purchase of additional sets of reading books to enable school to have a ready supply of books that can be used in school and also enough for parents to take home on a more regular basis, incorporating book 'quarantine' rules.</p> <p>The purchase of phonics and 'pre-reading' sound blending books to use across the school where needed – enabling teachers to send single word/sound focused books home for parents to practise with their children.</p> <p>The purchase of various work books, including handwriting, for parents to enable additional catch-up learning to take place at home for those children with</p>	<p>Additional Workbooks - £2,000</p> <p>Additional Reading Books - £500</p>	<p>By ensuring that all children are able to access a wide range of phonetically matched reading books at both home and school simultaneously, and by providing parents with the resources to continue to practise phonic awareness at home, we expect the impact to be accelerated improvement in the children's reading and phonics ability.</p> <p>By ensuring that all children are able to access handwriting activities thereby providing parents with resources for continuation of fine motor skills, we expect to close the gaps in this area of development as well as increase presentation skills which were impacted during the first lock down.</p>

		the largest gaps.		
Providing Pupils with Social and Emotional Support	'Effective social and emotional learning can increase positive pupil behaviour, mental health and well-being, and academic performance.'	<p>Providing identified children with therapeutic services (e.g. play therapy) to combat social and emotional distress developed over lockdown. Support is also available for staff and parents/carers where needed.</p> <p>Providing additional support in the ASD Base for children that have lost physical/emotional and academic skills over lockdown.</p>	<p>Therapist Cost - £3,000</p> <p>Additional Staff for Base - £9,000</p>	By providing pupils with tailored social and emotional support, we expect to positively impact mental health, ensuring pupils feel happier and safer. We expect this will positively impact academic achievement.

EXPENDITURE BREAKDOWN

Please note, where costs exceed the funding provided, the school will utilise the school budget to ensure that the needs of the school community are met.

Expenditure	Cost
Cost of additional adults	£15,000.00
Core Skills Apps	£4,805.00
Home and School Learning Workbooks	£2,000.00
Additional Reading Books	£5,00.00
Emotional Support/Therapeutic Services	£2,000.00
Total	£24,305