

1. Summary information					
<b>School</b>	Riverley Primary School				
<b>Academic Year</b>	2020/21	<b>Total Catch Up Funding budget</b>	£32,640	<b>Total Number of pupils eligible</b>	408

Guidance	
<p>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 in years Reception through to 11. 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.</p>	
Use of Funds	EEF Recommendations
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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.</p>	<p>The EEF advises the following:</p> <p><i>Teaching and whole school strategies:</i></p> <ul style="list-style-type: none"> <li>• Supporting great teaching</li> <li>• Pupil assessment and feedback</li> </ul> <p><i>Transition support Targeted approaches:</i></p> <ul style="list-style-type: none"> <li>• One to one and small group tuition</li> <li>• Intervention programmes</li> </ul> <p><i>Extended school time Wider strategies:</i></p> <ul style="list-style-type: none"> <li>• Supporting families</li> <li>• Access to technology</li> </ul>

## Identified Impact of Lockdown

### Maths

Specific content has been missed, leading to gaps in learning and stalled sequencing of learning. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered, particularly in mental maths, times tables and some have forgotten once taught calculation strategies.

### Writing

Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who didn't write as much or as often have had to work additionally hard on writing stamina and improving their motivation.

### Reading

Children accessed reading during lockdown. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who didn't has increased.

### Wider Curriculum

There are now gaps in skills and knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite skills and knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on wider curriculum experiences e.g. trips, clubs and experiences.

2. Planned expenditure				
Academic year	2020/21			
i. Teaching and whole School Strategies				
Desired outcome	Chosen action / approach	Impact ( Once Reviewed)	Staff lead	When will you review implementation?
<p><b>Supporting Great Teaching:</b></p> <p>All subjects will be planned with increasing detail and consideration for how missed skills and pre-requisite knowledge will be taught alongside new learning so that gaps can be reduced.</p> <p>Manipulatives are accessed regularly in Maths across the whole school to support learning through the introduction of Hands on Maths</p>	<p>Additional time for Assistant Head responsible for Teaching and Learning, curriculum leaders and teachers to research and plan subjects ensuring that previous KPIs have been covered.</p> <p>Release time and additional cover will be required to facilitate this (£8,367)</p> <p>Purchase of Hands on Maths and manipulatives for Years 1 – 6 (£,1460)</p>		KF	Termly
<p><b>Assessment and Feedback:</b></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform teaching and learning.</p>	<p>Moderation of formal and informal assessments within school to ensure secure judgements. Leaders complete half-termly data drop with their teams and record on Target Tracker.</p> <p>More frequent Raising Achievement Meetings ensures support is targeted for individual pupils and accelerated progress is made. (£2,560)</p>		KB	2 x half-termly

## Catch Up Premium (COVID-19)

<p><b>Transition support</b></p> <p>Children who are joining school from different settings or who are beginning their schooling at Riverley have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>A recording of a virtual tour of Riverley shared with all new-starters to enable them to become familiar with our school (£900)</p> <p>Teachers conduct Zoom consultation with new in year admissions as well as Nursery and Reception new starters. (£1260)</p>		SR	Ongoing
<b>Total budgeted cost</b>				<b>£14,547</b>

ii) Targeted Approach				
Desired outcome	Chosen action / approach	Impact ( Once Reviewed)	Staff lead	When will you review implementation?
<p>Through, 1-to-1 and small group tuition Identified children in specific year groups will have reduced the gaps in their skills within the core areas of the curriculum.</p>	<p>EYFS specialist tutor employed to close gap for children in Nursery and Reception ( half of salary £450 x 39 = 17,550 ÷ 2 = £8,775)</p> <p>Targeted teaching from Assistant Heads focusing on filling gaps in learning. (£6,675)</p>		SR	Half-termly
<b>Total budgeted cost</b>				<b>£10,650</b>

## ii) Wider Strategies

## Catch Up Premium (COVID-19)

Desired outcome	Chosen action / approach	Impact ( Once Reviewed)	Staff lead	When will you review implementation?
<p><b>Supporting Families</b></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence</p>	<p>Learning will be uploaded onto Purple Mash weekly by class teachers.</p> <p>Specialist teachers will continue to record Music, Sport, Drama and Art activities which can be shared with all families. (£2,963)</p>		KS	Ongoing
			<b>Total budgeted cost</b>	<b>£2643</b>
			<b>Total budgeted cost</b>	<b>£32,640</b>