

COVID-19 Catch-Up Funding
2020/21



RIVERSIDE BRIDGE SCHOOL

'EXCELLENCE FOR ALL'

Statement of use of catch-up funding post pandemic SEN schools 2020-2021

1. Summary Information					
School	Riverside Bridge School			Type of SEN	ASC / PMLD / SLD
Academic Year	2020/2021	Total Amount	£32,400.00	Date of Reviews	October 2020
Total number of pupils on roll	148				

2. Gaps identified; barriers to learning; trends identified; specific to SEN learning needs	
Where we have stated 'ALL' or generalised the groups, we have identified the needs of individuals through parental contact with staff over the lockdown period. Interventions may be targeted or small groups, dependent on identified needs. These will be reassessed in December, April and July.	
In-school barriers	
i.	All: many pupils have sensory imbalances or raised anxieties resulting in challenging behaviour due to absence from routines at school.
ii.	All: Up to 70% of school population did not attend school for terms 3 and 4; and 50% of school population did not attend school for terms 5 and 6 leading to regression in some skills and minimal progress in knowledge attainment.
External barriers	
iii.	Increased parental stresses, leading to increased anxieties.

3. Outcomes expected, with success criteria		
A.	Pupils make good progress, as defined by teachers, in their EHCP outcomes. Teachers monitor the progress; pupil and parent response to progress; leadership team to monitor and target support as needed; gather parent/pupil views on EHCP progress and reviews.	EHCP outcomes achieved 80% on average for each pupil.
B.	To attend school full time as soon as possible. Monitor and analyse attendance data; DHT to discuss support with attendance officer fortnightly.	At least 90% for term 1.
C.	To participate and cooperate in lessons throughout the day, making good learning progress. Monitored and analysed through high leadership team presence; teacher discussions; Evidence of learning data via Earwig	Comparative incidents to same time last year; noticeable reduction in incidents as term progresses. Earwig data shows steady progress in all areas (80%+).

4. Planned Expenditure

Academic Year 2020/2021

The headings below enable schools to demonstrate how they are using the catch up funds to reduce the gaps in pupil learning, emotional and social well-being, and communication skills due to the 2020 pandemic.

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To attend school full time as soon as possible.	<p>Regular contact with parents/carers where a child is absent</p> <p>Contact with parents/carers from the attendance officer</p> <p>Where non-attendance, or reduced attendance is identified, Early help support is put in place to support parents/carers</p>	<p>Increased attendance will lead to increased opportunities for learning; improved friendships; build self-esteem; and develop sense of identity in their community</p>	<p>Monitor attendance from day 1, and react quickly to implementing support, taking into account individual needs and anxieties</p> <p>DHT to lead on attendance issues</p>	LEAM	Dec/April/ July
Pupils make good progress, as defined by teachers, in their EHCP outcomes	<p>Teachers to implement the zones of Regulation into teaching in all subjects</p> <p>Personalised targets adapted to be able to meet in a range of environments</p> <p>Earwig progress assessment framework uses generalised achievements which will enable parents/carers to provide evidence of any achievements outside of school to gain the generalised target</p>	<p>To develop sense of community to reduce anxieties around self-esteem</p> <p>To manage own behaviours with increasing confidence and independence</p> <p>To transfer the skills learned within a school environment to the community</p>	Monitoring of impacts termly	AHT's	Dec/ April/ July
To participate and cooperate in lessons throughout the day, making good learning progress	<p>All pupils focus on restoring sensory imbalances</p> <p>Outdoor games to encourage teamwork (additional outdoor resources to be purchased)</p> <p>Use of the edible garden to demonstrate that 'not everything taught is learned in the classroom' (purchase of sensory plants)</p>	<p>Incidents of challenging behaviour are reduced through the reduction of anxieties</p> <p>Team work and Friendship building</p> <p>Longer term growing projects</p>	<p>Behaviour Lead to assess data provided via Sleuth on incidents of challenging behaviour termly</p> <p>Monitoring of impacts termly</p>	BL / AHT's	Dec/ April/ July