



COVID Catch Up Funding: Bruton Primary School 2020 – 2021 Review of Spending

Content	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. We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery. The government has provided some extra funds to support our pupils learning.
Aim	Bruton Primary School is committed to ensuring the recovery of the education for the children within our setting. Our teaching staff will support pupils in line with the guidance on curriculum expectations for the next academic year. To ensure that the school makes the best use of the funding the senior leadership team have consulted external documentation such as those published by the Education Endowment Fund or EEF e.g. 'COVID 19 Support Guide for Schools' and 'A Tiered Approach to 2020-21' and have applied the approaches contained within it in keeping with best practice.
Allocation	£80 per pupil Number of children on roll is 231 = £ 18480 The allocation is paid in three tranches. 1st payment - £4480.00 Summer term 2020 2nd payment - £6300.00 Autumn term 2020 3rd payment - £7700.00 Spring term 2021
Risk	1) An opportunity to continue to attend school with interruption and consistency due to further COVID outbreaks 2) Full attendance for individual children due to the worry of individual families 3) The gap between families which was present before COVID 19 has now increased. Vulnerable families are more vulnerable and the inequality of opportunity has increased 4) Although we have all experienced the pandemic, the journey that we have had through it will be very different 5) As yet, we do not know the full fallout for families e.g. the impact of local redundancy and job losses 6) Identifying too many areas to focus on and not being focused to the main areas that need addressing within our school 7) Implementing the new approaches in the midst of routines that are already embedded within the school 8) Change will not be sustainable due to the workforce within school becoming sick. School might have to re assign additional adults to allow school to remain open.

Description of intervention/provision	For all subject areas, there will be additional targeted teaching for any child whose learning has been affected by Covid-19 to ensure accelerated progress. Phonics: Additional phonics interventions specifically in Years 1 and 2 to ensure all children are at age related expectations. Reading: Additional interventions and classroom support to ensure children's decoding and comprehension skills are at age related expectations. Writing: Effective support for target teaching of handwriting skills and basic key word spellings. Maths: Additional interventions and classroom support to ensure children are secure in key mathematical concepts. SEN Support: Targeted support for SEN children through classroom support and interventions (in conjunction with external agencies where appropriate). In addition, teachers will have additional release time as necessary to adjust planning, provide remote learning where appropriate and ensure pre-requisite knowledge for foundation subjects is taught alongside new concepts. Increased investment in technology e.g. Apps, subscriptions will support children in their learning both in school and remotely. Review of 20/21: Pupils received tailored phonics boosters with good success. 85% of pupils in Yr1 passed their phonic screening test. These figures remain above the National Data figure. Attainment reflects the success of the additional resources placed into KS1 i.e., additional Teaching Assistants and support materials to ensure quality first teaching. Pupils have 'plugged gaps' from early years when their education was disrupted through Covid-19 lockdowns. School non-negotiables have remained in place throughout the year through the application of 'Early bird work' which focuses on core skills including arithmetic, spelling and SPaG. During periods of remote learning, additional apps were purchased for devices such as i-Pads to support remote learning in these key areas. The PFSA and SENDO worked closely with families throughout the year to ensure help and support was available. Barriers to learning were quickly dealt with and support applied accordingly. The support staff skillfully utilized remote learning tools, such as Google classrooms, to provide online interventions for programmes such as Speech and Language, Reading support and the introduction of Accelerated Reader for KS2 pupils.
Intended Outcomes	At Bruton Primary School, our aim is for all children to meet their end of year outcomes despite the interruption of Covid-19 to their education. No child shall be left behind in their education. <u>Review of 20/21:</u> Staff have high aspirations for pupils and have swiftly adapted the curriculum to meet the needs of individual pupils. Where necessary, interventions and boosters have been put into place to meet the needs of the pupils with great success. Staff were given time and support to plan an appropriate curriculum which met the needs of all pupils. Testing of pupils throughout the year ensured that gaps were promptly identified, and misconceptions and areas of needs were addressed. Vulnerable children and PPG were well supported throughout the year with additional support, intervention and food vouchers provided as appropriate. Progress and attainment will be monitored closely through assessments and outcomes in books.
How impact will be measured	Progress and attainment will be monitored closely through assessments and outcomes in books. <u>Review of 20/21:</u> The impact of intervention programmes and a tailored curriculum was evident in books and pupil attainment. Whilst in school, half termly tests were undertaken by pupils to ensure teaching was tailored according to need. Standards have remained high and rigorous throughout the year. Additional adult support has been deployed according to need for e.g. adult support for phonics, readers and spelling.