

## Cotwall End Primary School COVID Recovery premium spending: summary

| SUMMARY INFORMATION            |        |  |      |
|--------------------------------|--------|--|------|
| Total number of pupils:        | 51     | Amount of catch-up premium received per pupil: | £145 |
| Total catch-up premium budget: | £7,395 |  |      |

### STRATEGY STATEMENT

*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. Quoted from the DFE Website*

Our Covid-19 recovery fund priorities are to build on the interventions process began in September 2020 from the baseline exercise, to bolster the interventions process in 2021-22 and ensure the gaps identified in 2020-21 are closed as immediately as possible.

## Barriers to learning

We used the following methods to identify barriers to learning:

- › 2020 baseline test and future pupil progress data from meetings since
- › Staff, pupil and parent consultation
- › Attendance records
- › Guidance from experts – the EEF have issued guidance on identifying and closing barriers to current and future attainment.

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers

|   |  |
|---|--|
| A | The lack of education through the previous two lockdowns, in addition to time lost last year due to whole class isolation and other effects of Covid-19. |
| B | Significant gaps in knowledge caused by the whole disruption of 2020-21 and the knock-on effects to this academic year                                   |
| C | Curriculum enrichment was missed due to the Covid-19 restrictions enforced since March 2020, leading to the curriculum lacking impact.                   |

### ADDITIONAL BARRIERS

#### External barriers

|   |   |
|---|---|
| D | Lack of access to formal learning infrastructure was an issue |
| E | Lack of access to suitable learning environment               |
| F | Attendance – support to ensure this remains at high levels    |

## Planned expenditure for current academic year

| Quality of teaching for all   |   |  |  |                     |                                    |
|---|---|--|--|---------------------|------------------------------------|
| Action  | Intended outcome and success criteria   | What's the evidence and rationale for this choice?   | How will you make sure it's implemented well?  | Staff lead          | When will you review this?         |
| Extra resources to support the transfer of phonics programmes in school                                     | Increased ability to deliver high-quality phonics lessons   | Education Endowment Foundation COVID-19 support guide identifies supporting great teaching as a support strategy, which can be addressed within the classroom and assisted via this method | Increased access to resources within the classroom will be reflected in higher quality lessons   | Headteacher         | Termly via pupil progress meetings |
| Extra IT equipment available in classrooms to bolster IT suite provision, to enable technological expansion | This will lead to quicker targeting and increased ability to close the gap in attainment of children in class | Education Endowment Foundation COVID-19 support guide identifies access to technology as a barrier to learning, which can be addressed within the classroom via this method                | Teaching assistants will be using on-line platforms in order to deliver and target immediately the children that need most help                          | Individual teachers | Termly via pupil progress meetings |
| Utilisation of new Interventions room – providing extra teaching space in school                            | This will mean further groups can be identified and targeted for interventions                                | Education Endowment Foundation COVID-19 support guide identifies supporting great teaching as a support strategy, which can be assisted via this method                                    | Headteacher's leadership team shall deliver early interventions in year 5 ready for grade 6, and room will be used in afternoons for additional learning | SLT                 | Termly via pupil progress meetings |
| Total budgeted cost:  |   |  |  |                     | £4,500                             |

| Targeted support  |  |  |  |   |  |
|---|--|--|--|---|--|
| Action  | Intended outcome and success criteria  | What's the evidence and rationale for this choice?   | How will you make sure it's implemented well?  | Staff lead  | When will you review this?   |
| Targeted programme of whole – school interventions based on feedback from pupil progress meetings 2020-21 | Gaps in attainment identified will be closed and identifiable progress made by children. Literacy and Numeracy gaps to be targeted immediately | Education Endowment Foundation COVID-19 support guide identifies extensive evidence supporting the impact of high-quality intervention programmes            | Utilising teaching assistant and SLT time to add to the interventions timetable  | Headteacher –                                       | This is being reviewed along with the overall data and pupil progress arrangements |
| Early Years and Key Stage1 1-to-1 support of identified children for early support                        | Closure of gaps in development identified as a result of the lockdown in summer 2020   | Education Endowment Foundation COVID-19 support guide identifies extensive evidence supporting the impact of high-quality one to one and small group tuition | Existing proven staff, who already know the children well, have been allocated extra hours in order to spend one-to-one time with children with most need, tying in with SEN funding and ensuring joined-up thinking | Headteacher –<br><br>Teaching Assistants to deliver | This is reviewed on an ongoing basis   |
|   |  |  |  |   |  |
| Total budgeted cost:  |  |  |  |   | £21,000  |

| Wider Strategies  |  |  |  |                      |                            |
|---|--|--|--|----------------------|----------------------------|
| Action  | Intended outcome and success criteria                              | What's the evidence and rationale for this choice?   | How will you make sure it's implemented well?  | Staff lead           | When will you review this? |
| Explore opportunities to enhance the curriculum experience through visiting speakers and external trips | Enhanced experience of pupils and positive impact of mental health | Parents and carers, along with pupils, identified they had missed out on the enhanced experiences along with the teaching and learning | Teachers will come up with ideas and risk assessments carried out to ensure Covid protocols are followed | SLT                  | Termly as per guidance     |
|   |  |  |  | Total budgeted cost: | £8,500                     |

#### ADDITIONAL INFORMATION

- The baseline assessment carried out in September 2020 and the subsequent pupil progress reviews will inform the interventions planning for this year
- School pupils are being identified to establish whether pastoral and other associated support is the best course of action for children.
- Pupil Progress meetings are continuing to being extended to cover the gaps identified from lockdown and how these are being closed, in addition to support from the "usual" pupil premium and other priorities