

## Brill C of E School – Covid Premium Spending and Impact

### Context

In the academic year 2020/21 the Government provided Coronavirus (COVID-19) catch-up premium funding to schools at the rate of £80 per pupil. Brill C of E School received a total premium of £14,960. A total of £15,573 was spent with the surplus being funded from the school's budget. Further information can be found here: <https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19>

The guidance sets out that '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. While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed learning. Schools should particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected.'

### How the funding was spent

Leaders at Brill School used detailed baseline assessments of pupils to make decisions on planning how to use the catch-up premium over the academic year 2020/21. This plan and our spending were reviewed by leaders and governors following the second period of school closure in Spring 2021 and again at the start of the 2021/22 academic year.

<u>2020/21 Spending Plan</u>	<u>Impact and next steps</u>
<p><b>Funding additional adult support for our target year groups</b>– Following baseline assessments of the whole school, two year groups were identified with greatest need across core subjects along with emotional/pastoral needs. Existing TAs increased their hours to support these identified children with catching up missed learning time. Cost £658</p> <p>Additionally, a new TA has been recruited from Sept 21 to ensure full cover across the school in line with new covid guidelines (in particular at social, non-structured times).</p>	<p>This facilitated catch up interventions across the target years groups. Additionally, it gave extra support for other year groups in the school because it freed up other adults. Short term regression data was improved by the close of academic year 2021 and identified children's outcomes were in line with previous years targets.</p> <p>Transition of pupils back into school was successful, in particular our more vulnerable pupils.</p> <p>Additional TA has seen a reduction of behaviour issues during non-structured times. Staff feel there is a much more consistent approach to support across the school.</p>
<p><b>HLTA Training for 3 members of staff</b>- We know that high quality teaching in the classroom makes the biggest impact on children's progress. With this being the main aim of our recovery curriculum, we decided to train 3 of our current TAs to HLTA status. This ensured consistency when cover was needed and to facilitate release time for management and recovery work. Cost £2177</p>	<p>Three staff members qualified successfully and were able to take up their new role with immediate effect.</p> <p>Enabled continuity of support and teaching across the school in circumstances of staff absences, delivery of recovery curriculum, strategic planning and management of increased needs across the school.</p> <p>Staff are now ambitious to undergo teacher</p>

<p>Current TAs in EYFS were paid additional hours to cover class teacher PPA. Our Reception class has missed a significant period of nursery provision and we wanted to support them to settle in securely to school and class routines. Having the consistency of the same staff members being in the classroom at all times provides a thoroughly nurturing environment. Cost £425</p>	<p>training, which in turn has upskilled 3 members of staff. Children are supported and taught by known adults, parents were communicated to about this clearly and very receptive to this idea, despite initial worries.</p> <p>EYFS consistency in adults ensure nurturing relationships were built and all children were secure and comfortable in their learning environment.</p>
<p><b>Providing Extra-curricular opportunities for identified pupils-</b> We facilitated the attendance of identified pupils at both extra-curricular and wrap around care, recognising the need for extra pastoral and social skills development following lockdown. This additional after school provision runs alongside our existing SEN interventions and in-school pastoral support. Cost £1469</p>	<p>A successful transition back in to school for identified pupils. Opportunities for all pupils to enjoy extra-curricular activity and social time with their friends. Support for working parents to have a smooth transition back to work. Enriching opportunities for those identified pupils to engage and stimulate language development and physical development. 5 of our pupil premium children accessed this.</p>
<p><b>Increased hours of pupil premium lead by 1 full day-</b> following the parent outreach evening which evaluated the impact of lockdown on our families, we recognised the need to increase pastoral support in school and family support externally. Termly PP meetings with specific parents were put in place and weekly touch base with parents who felt they needed it. Cost £6065</p>	<p>PP lead joined our half termly pupil progress meetings which enabled us to re-focus and design a timetable targeted at pupil premium pupils, plus additional identified vulnerable children.</p> <p>Gaps were closed academically due to students feeling happier, more comfortable and readier to learn.</p> <p>Pupil and parent voice suggested, happier, more resilient children. Reduction in child anxiety transitioning to and from school. Improvement in attendance figures for specific children.</p> <p>Parent relationships are hugely positive, they feel supported and that school are working with them and our annual parent survey suggest strength in this area.</p>
<p><b>Implementation of the Recovery Curriculum Role-</b> Recognised that this role needed leadership and coordination time for it to be successful and to ensure progress. Teacher was released a day a week and worked closely with SENCO, SLT, PP lead &amp; Governors to ensure target pupils were identified and needs were met. Confidence of teachers needed to be addressed and well thought out planning of lessons. Support from recovery curriculum leads was therefore put in place.</p>	<p>Successful mentoring programme ensured high quality teaching across the school. Literacy focus- new planning documents were introduced which meant consistency of teaching.</p> <p>A revised daily timetable to maximise teaching and learning time.</p> <p>Well being of staff was considered, CPD was offered, open door policy. Impact of this is staff voice say they feel positively supported. Regular learning walks and feedback to staff with initiatives introduced.</p>

<p>Cost £4779</p>	<p>Half termly pupil progress meeting, target children identified and were reviewed half termly with the inclusion of Senco and PP lead. This showed close tracking of pupil progress and outcomes.</p> <p>Our two identified target year groups data was as follows:</p> <p>In spring 2021 following lockdown reading was 80% at expected and by summer 2021 84% were expected.</p> <p>Writing: In spring 2021 following lockdown 68% were expected and in summer 2021 76% were at expected.</p> <p>Reading: 70% spring 2021 following lockdown and 83% summer 2021</p> <p>Writing: 48% expected in Spring 2021 following lockdown and by Summer 2021 79% were expected.</p>
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**Other Areas of Post Covid Recovery and Aims (funded by the school)**

**Whole school well-being work** - We know that children, families and staff members have faced uncertain and anxious times during the COVID period and we want to make sure all groups are equipped with - proactive and preventative strategies to support positive mental well-being (through our wellbeing Wednesday initiative, alongside regular reflection opportunities, the development of our sensory garden and other workshops.)

**Building back wider curriculum, extra-curricular and personal development opportunities** – to at or above preCOVID levels (funded through school budget, pupil premium to support disadvantaged pupils and costs/voluntary contributions). This wider provision includes but is not limited to: trips and visits, residential visit, use of workshops in school, use of local facilities for PE, after school clubs, music tuition, school wide groups such as school council, Eco council, mixed class and whole school activities.

Throughout the year as we reassess children’s progress and attainment, our priorities may change and we may adapt these plans. We are aware that supporting children’s well-being continues to be a key part of a successful return to school and we may also use a portion of our catch-up premium to support pupil well-being activities in order to overcome any barriers allowing them to learn well and make good progress. A summary of the impact of our additional activities funded by the catch-up premium will be reported to the Governors Teaching, Learning and Standards Committee who will monitor the provision and impact this year.