

## Dunton Bassett Primary School 'Together We Achieve'

**Academic year: 2020-21    Number of pupils: 86    Total funding: £6300**

[Children have experienced unprecedented disruption to their education as a result of Covid-19. Schools will receive a sum of money, equivalent to £80 per pupil, for specific activities to support children to catch up for lost teaching time in the previous months and mitigate the effects of the disruption. To support schools to make the best use of this additional funding, the Education Endowment Foundation has published a Covid-19 support guide for schools. <https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1> Schools have the flexibility to spend their funding in the best way for their pupils and circumstances.](https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1)

**Identified impact of lockdown:** although the majority of children accessed reading during lockdown, it has impacted on the reading fluency of younger children and comprehension skills of older pupils. Essential practising of writing skills was not consistent during lockdown and there is a lack of fluency and stamina in writing in some cohorts. The recall of basic mathematical skills and facts has been impacted. Full units of work have been missed in foundation subjects meaning children are not able to access pre-requisite knowledge and less likely to make connections between concepts. Some children have suffered bereavement or other traumas such as parental separation, significant illness.

Catch Up Funding Planning & Evaluation		Action	Cost	Intended Impact
<b>Teaching &amp; whole school strategies</b>				
Supporting great teaching	Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development is likely to be valuable.	Additional time is set aside for subject leaders to research, evaluate and develop their subject plans, including subject specific vocabulary. Release time and additional cover will be required to facilitate this.	£500	All subjects are planned with consideration for how pre-requisite knowledge and vocabulary is taught alongside new learning so that knowledge and vocabulary gaps can be reduced.
Pupil assessment & feedback	Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.	SLT part of the 'Wellbeing For Education Return' programme. 'Trickle down' CPDL to support emotional and physical wellbeing. Use of HeadStart end of term tests from the previous year group. Focus on formative assessment within lessons.	No financial cost	Wellbeing needs identified and ELSA interventions and de-escalation techniques used appropriately. Provision map of interventions enabled.
	Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support.	Baseline assessments in reading (phonics), spelling and maths undertaken for all year groups.	No financial cost	Gaps in learning in core subjects identified and interventions to diminish gaps determined.
Transition support	Planning and providing transition support, such as running dedicated transition events—either online or face-to-face, as restrictions allow—is likely to be an effective way to ensure pupils start the new year ready to learn.	Virtual meeting between new starters and their parents / carers, the class teacher and leadership team.	No financial cost	Children joining Dunton Bassett from a range of settings or none have an opportunity to become familiar with key people they will come into contact with, impacting positively on a confident start to school.
<b>Targeted approaches</b>				

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One to one & small group tuition	To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.	Intervention Assistant (with QTS) appointed to plan, deliver and assess the impact of intervention groups across the school, including early Maths, reading comprehension and KS2 Maths.	£5300	Children benefit from targeted teaching, additional practice and focused feedback, leading to accelerated progress.
Intervention programmes	In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. Effective intervention follows assessment, which can be used to ensure that support is well targeted and to monitor pupil progress.	Our team of experienced and highly trained LSAs, in full liaison with the class teacher, will provide targeted interventions in reading, spelling, grammar, punctuation and mathematical concepts using evidence based programmes such as RWI Interventions and Taming Tricky Words. Pupils are identified following both formative and summative assessments to ensure identified needs are precise.	No financial cost	Targeted pupils in upper key stage 2 are enabled to make at least expected progress from their end of key stage 1 attainment. Children in KS1 will make good progress in reading from their starting points (baseline established).
<b>Wider strategies</b>				

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Supporting parents & carers	Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.	Monthly newsletters and numerous other electronic communications issued through Arbor. These outline expectations and information about learning - including remote learning protocols and expectations. Also emphasised physical and mental health and wellbeing. Parents and carers able to liaise with class teachers through the relevant Google Classroom and class email accounts. Parent meetings, including SEND reviews, conducted remotely.	No financial cost	All parents and carers receive pertinent and regular communications to enable their child to attend school and to fully engage with the curriculum.
	Providing additional books and educational resources to families.	Resources (learning packs) provided to all families to engage in remote learning.	£100	In the event of remote learning, all children have relevant educational materials to enable them to record their knowledge, skills and understanding.
Access to technology	In particular, lack of access to technology has been a barrier for many disadvantaged children. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school.	Explore Vodafone 'Data Offer' for 'disadvantaged' children. Ensure that existing mobile technology is fit for purpose and enabled to work from homes should the need to 'loan out' arise. IT Management time budgeted.	£400	Enables loaning of equipment to disadvantaged children if further remote learning is required to ensure equality of access.
	In addition, providing support and guidance on how to use technology effectively is essential.	All teachers to have regular IT sessions with the children to give them the skills they need to use Google Meets and Google Classroom. All parents / carers issued with their child's login details. Staff and parents issued with step by step guides. Staff INSET time - live video conferencing and using Google Classrooms sessions.	No financial cost	In school and in the event of remote learning, all children are able to access the relevant work (largely through Google Classrooms), with minimal adult support, enabling them to fully engage with the learning offer.