



Covid-19 Recovery Fund Strategy

COVID-19 recovery premium spending: summary

SUMMARY INFORMATION

Total number of pupils:	414
Total catch-up premium budget:	£33,120

STRATEGY STATEMENT

The school will use the Recovery funding to address gaps arising from - or exacerbated by - the Government's response to COVID 19. The partial closure of schools has affected different children to differing degrees depending upon their personal circumstances. Through our detailed knowledge of our children and ongoing assessment procedures, we will identify those in greatest need and provide appropriate support to address any gaps.

We will be organising our support using the Education Endowment Foundation's approach of focusing on three key areas:

1. Teaching and whole-school strategies
2. Targeted support
3. Wider strategies

The effectiveness of any spending will be monitored through the use of our robust assessment systems in a manner which is appropriate to each individual strategy. Where possible, baseline data will be collected in order to accurately assess any impact. Where it is not possible, soft data will be collected to help inform future spending decisions.

Key groups will be at the forefront of our thinking when planning for the use of recovery funding. The knowledge that disadvantaged children have been disproportionately affected by the pandemic will guide, but not limit, our thinking.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
A	Some children did not engage fully with remote learning and therefore may have greater gaps in knowledge than others.
B	Reading may not have advanced at the expected speed during lockdown. This is particularly true of children at the early stages of acquiring phonics knowledge/reading skills and those developing their comprehension skills.
C	Adverse childhood experiences have caused barriers to academic success, health and overall well-being for some children.
D	Learning acquired through remote teaching may not be fully embedded due to the limitations of the medium.
E	Restrictions in interaction opportunities have affected the social and language development of some children.

Planned expenditure for current academic year

Teaching	<p>First and foremost, the school values the impact of Quality First Teaching and a proportion of the fund will be used to further develop our school practice in line with our Friars' Formula – the list of key ingredients that we believe ensures good and outstanding learning and teaching. Learning gaps will be identified through assessment – both formative and summative (e.g. NFER testing in Y3-5) and by way of in-depth conversation in Pupil Progress Meetings. Spending will be entirely prioritised according to the needs of pupils.</p> <p>The fund will support:</p> <ul style="list-style-type: none"> • Increased feedback • White Rose Maths • Curriculum knowledge organisers • National College and internal CPD • Increased reading and comprehension books and materials • CGP books for maths and English • Outdoor provision resources for Reception and Year 1 • Laptops to deliver focused intervention teaching • Increase in practical maths resources • 11+ teaching materials
Targeted Academic Support	<ul style="list-style-type: none"> • Targeted interventions during the school day • A new maths online resource for pupils to use • HLTA development

Wider Strategies

- Team building sessions led by our school's Outdoor Learning Instructor
- Pastoral support for children with SEMH needs
- Play therapy for children that may have adverse childhood experiences
- Online safety training – the children will have spent an increased amount of time online leading to some difficulties regarding social media and online content. The children will need help to process these things and to help put them in context. Training will be provided for pupils, parents and staff to ensure that everyone is aware of the dangers that the internet poses and to deal with troubling content and misinformation, which they may have experienced during lockdown and beyond.



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