

BUCHS Covid Catch up Premium 2020-2021

| Financial Year | Allocation | Details |
|----------------|------------|--|
| 2020 - 21 | £68720 | Purchase of laptops 7 dongles Microphones for Staff Headsets New classroom computers Assistant Student Support Officer Staff CPD Purchase of CPOMS Outdoor furniture |

Due to Covid 19 and restrictions caused by lockdown and social distancing the full programme of support and intervention could not be offered through this academic year.

The school did not publish student performance measures from 2019, the last uninterrupted public exam series. Performance measures for 2020 – 2021 were based on TAGs results. The school's data according to SISRA (a web based service which offers a service of in-school data analysis) demonstrated the school's results compared favourably against all other schools using this data service.

SISRA data showed in the academic year 2020-21, using internal data (TAGs) to calculate results, there remained a gap between PP students and non PP students.

PP Progress 8 = 0.557

Non PP Progress 8 = 0.723

The following strategies and provision had positive outcomes:

- Whole staff CPD on high quality teaching. The data above suggests this positively affected the progress of PP students. Staff were informed and discussed strategies to support from lowest level performance upwards.
- Close monitoring of Pastoral concerns. During lockdown, all PP students received a weekly well-being follow-up by their Form Tutor. 15 home visits were undertaken by the safeguarding/pastoral teams to ensure students and their families were coping.
- Creation and appointment of new pastoral support post to assist with rise in safeguarding incidents, and purchase of new CPOMS school system. This Assistant Student Support Officer was able to offer well-being/drop-in sessions for one-to-one and small groups. Also for students struggling with lockdown procedures.
- A full timetable of live on-line lessons during lockdown. Teachers completed spreadsheets detailed daily lesson attendance with class teachers and pastoral leaders closely monitoring PP students. Where concerns were raised, contact with home was immediate. Specific teacher technology was purchased to assist with highly specific effective remote learning systems and staff CPD was delivered.

- All PP students (along with children of Key Workers) were invited to attend school for supervised learning, as well as any student who was disadvantaged by home circumstances such as a lack of a quiet working space, lack of adult supervision or a lack of routine that prevented a student following a the normal remote timetable of lessons. Numbers attending school grew as the lockdown continued which confirmed that students benefitted from this support both academically and in terms of their mental health. Students appeared to enjoy the routine of a regular school day. New classroom computers were purchased to assist this initiative.
- Vulnerable students had the opportunity to work in school, supported by Learning Support Assistants (LSAs). LSAs supported students in their organisation of work during the remote offer and were included in remote lessons in support of vulnerable learners, including those with EHCPs.
- Vulnerable learners, including those with an EHCP, were offered individual Teams areas so that they had opportunity to interact with their teachers independently of the class. This enabled high quality provision for our students and enhanced communication with the subject teacher.
- Vulnerable learners, including those with Special Educational Needs and Disabilities (SEND) were contacted weekly by Learning Support staff during the school closures, so that any barriers to learning could be discussed and quickly addressed.
- Free school meal vouchers were organised and distributed to all PP student families via email/post for term times and holidays.
- Regular food hampers of short life foods from the dining/vending machines offered to all pp students.
- During the lockdown, laptops were purchased so that all individual students had access to a working computer. We also acquired dongles for families who did not have internet connectivity or reliable internet access. Students continue (2021-22) to benefit from this provision.
- Outdoor school areas were enhanced with purchase of benches and tables to support students in year bubbles during non-teaching times.