



## ESPRIT's Pupil Premium Strategy COVID-19 Update

Due to the changes to educational provision caused by the COVID-19 pandemic the detail in this Pupil Premium strategy has been subject to review since April 2020. Our use of the funding has been adapted to meet students' needs as they have arisen, whilst maintaining where possible the principles outlined in this document, and in others related to the Pupil Premium Plan 2019-20.

During the pandemic the following key steps have been taken to ensure that 'disadvantaged' pupils' barriers to learning will continue to be overcome wherever possible:

- **Step 1: Ensure that basic needs are met** through Food Hub parcels delivered each week, FSM food vouchers for all of lockdown including 6 weeks summer holiday, signposting to food banks, support services etc. Check-in phone calls/emails or door knocks have been made. Family support work completed via base phone. Support/advice/signposting and liaison with external agencies to provide additional support where required. Additional SENCO contact for those with SEN. Socially distanced home visits as appropriate.
- **Step 2: Ensure that children have equal opportunities to complete home learning.** Home learning set weekly (including learning with a focus on a broad and balanced curriculum) to provide a wider opportunity for involvement. Additional resources such as stationery packs/learning packs and maths packs from the Maths Hub were sent out to all Pupil Premium children. Class Dojo set up to ensure contact with class teachers to discuss any issues/concerns and to support wellbeing. Parental support with particular topics e.g. strategies in maths. Engagement with 'Laptop for disadvantaged pupils scheme' (where appropriate). Website to be updated weekly with home learning – as a celebration as well as a means of communication.
- **Step 3: Ensure that a recovery curriculum is in place** which addresses emotional needs and wellbeing whilst still having a tight focus on addressing any gaps in learning. New behaviour policy implemented which supports wellbeing and nurture. Resources in place to ensure a quality first curriculum and to facilitate interventions where appropriate. Resources also in place to address class/group/individual issues relating to the pandemic e.g. bereavement, loss, separation etc. RWI 1:1 sessions to take place to close the gaps in phonics and reading. Power Maths intervention daily to close gaps, support the teaching of key 'nuggets' and address any misconceptions.

Future versions of the strategy will reflect the changes that are currently being made. They will continue to follow guidance and advice from relevant bodies as it emerges, in consultation with other stakeholders.