



Live \* Love \* Learn

**Case Study for Child new to PP due to Covid-19 Pandemic**

Covid-19 has caused sudden, unforeseen hardship for many families. Child A was entitled to PP when mum’s business was unable to continue due to the pandemic. The pupil premium teacher was aware of the situation and supported mum in applying for the funding.

**Background**

Child A’s parents split up in 2018 in her first year of school. Dad works away in the week and looks after Child A every other weekend. These weekends are spent an hours drive from her main home (where she stays 86% of the year) in temporary accommodation. Dad has no contact currently with school. Mum is on her own apart from supportive parents within the local area. The divorce has been an incredibly stressful time for all and has caused financial difficulties. At the end of year 1 when child A was first made PP she was substantially behind in all areas.

**Interventions/Support put in place**

**Formal Testing Scores**

Academic Area	Year 2 formal test results baseline Sept	Baseline Assessment	Dec	March	Post Support Assessment	Summary
Reading	Below (at risk)	Date: September Standardised score 83 WT  Year 1 tricky words read 29/45  Book Band phase 5 band 1  Phonics baseline score 38?	Wt (just)	Wt (just)	Spring 2021 95 ss WT  Above average in SPAG  Phase 5 band 2	Child A is receiving 1 session of comprehension support each week to enable her to become accustomed to the test booklets as her understanding verbally is strong.
Maths	Wt (just below)	Autumn 2 Maths score 108 standardised score	At 100	At 102	102	Although child A has improved and is now working at the expected standard she has been put in Mrs K’s morning

						intervention group to ensure this progression continues. FK is also still working with parents to enable similar strategies to be used at home.
Writing	Below		Wt (just)	WT (below)		

Mrs Rutledge, her class teacher reports that child A has really blossomed during lockdown with her confidence in both reading and maths. She enjoys reading aloud in the class and sharing her creative ideas with her peers. She has gained in confidence with her mental arithmetic and written calculations. She enjoyed sharing little videos of her learning during lockdown with me every week which continued to show her progress and love of learning in fun and creative ways.

Home and school have developed a strong working relationship and throughout lockdown the pupil premium teacher and mum chatted regularly about strategies to support Child A's learning. Child A is a very active and energetic child and many tasks/targets were adapted with this in mind.

### **Parents Perspective**

“From a reading perspective I think she has come on leaps and bounds. She is now reading books that I couldn't have imagined she would be capable of at this point and her understanding is brilliant. Interventions during lockdown were great, especially the games and interactions with other children which really helped. The maths games were particularly useful because she's now viewing maths in a more positive way due to the games and the competition has helped her confidence hugely. The high expectations of what the teachers feel my child should be capable of has spurred me on to work hard with her throughout lockdown. Mrs Keast calls regularly alongside the intervention sessions to see how we are getting on and this support has been invaluable. She has given us clear explanations of what I can be doing at home to support her understanding in addition to the school activities and has helped me to adapt learning activities to make them fun and active so that she has been almost unaware that she is doing school work!”

### **What we have learnt**

Covid-19 has hit a great number of parents who wouldn't normally be looking for financial support and don't have any idea on how to claim/what is available to claim. We need to build up relationships with parents and empower the parents to 'work' with their children through active games at home as we have shown here what a huge difference parents can make with their children when it is fun and regular.