



1. Summary information

School	The Bemrose School	
Academic Year	2020-2021	Total Catch up budget £84,918 Allocated to Primary Phase £28,306 Allocated to Secondary Phase £56,612
Total number of pupils	1236	335 Primary Phase 901 Secondary Phase

2. Guidance

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

3. Outcome of Covid	Intended Action and Success
<p>A. Pupils have gaps in learning as a result of lost learning time in school.</p>	<p>Release of Primary teachers from whole class teaching to support targeted interventions</p> <p>Extended school time in the Secondary Phase through the development of school additional Lesson 6 provision including self-study areas</p> <p>Recruit and deploy a catch-up tutor for one to one and small group tuition in core subjects Years 7, 8 and 9 as part of Lesson 6 provision</p> <p>Targeted use of one to one and small group tuition in core subjects to address underachievement in Years 8-11 through Saturday school provision</p> <p>Half term, Easter, and summer schools for Year 6, 10 and 11 pupils to provided extended school time in partnership with DANCOP</p>
<p>B. Not all pupils have had consistent opportunities to read aloud or be read to. School data indicates that this has led to underachievement in reading across the Primary Phase.</p>	<p>Provide more child-friendly decoding books within the Nursery continuous provision and outdoor reading shed, as well as having these resource available for interventions and guided reading.</p> <p>Introduce peer observations in the Primary Phase so colleagues can see effective practice for within class interventions</p>
<p>C. Not all pupils in the EYFS have had the opportunities to develop the fine motor control skills required to progress in their learning. School data indicates that this has led to underachievement in the relevant EYFS strand.</p>	<p>Purchase further fine motor equipment, that can be used within continuous provision, adult led activities and high quality intervention. Specifically within the 40 – 60 month bracket of physical development and targeting pencil control and increase in upper body strength.</p>

<p>D. Pupils without access to suitable devices and or home internet have been unable to access online learning. Although paper-based resources have been provided, this has impeded their ability to engage with home learning in a way that is timely and relevant.</p>	<p>Purchase of additional devices to support home learning and address the 'digital divide' across both phases</p>
<p>E. There is an opportunity to support a number of families within the Roma community to develop their digital literacy and allow them in turn to support their children with home learning.</p>	<p>Use of Local Authority NCAT provision to engage the Roma community in home learning</p> <p>Use of Local Authority NCAT provision to support digital literacy in the Roma community</p>
<p>F. There is increased demands on the school's online provision for home learning. There is a need to ensure this is accessible for all and meets the needs of all pupils.</p>	<p>Development of a new online learning package to support home learning in the Primary Phase</p> <p>Development of school website and learning platform to support home learning.</p>

4. Plan of expenditure				
Academic Year		2020-21		
i. Quality of teaching for all				
Action	Intended outcomes or Impact	Lead staff	Expenditure	Milestones and Review
Provide more child-friendly decoding books within the nursery continuous provision and outdoor reading shed, as well as having these resource available for interventions and guided reading.	Targeted development of decoding in reading and writing, showing positive impact upon children achieving 40-60 months bracket towards ELG by summer end PPM	EW	£106	<p>March 2021 – PPM evaluation via spring end data collection</p> <p>July 2021 – PPM evaluation via spring end data collection</p> <p>Ongoing - review at PPM meetings of the children's progress in reading.</p> <p><i>Due to staff leaving this action has been implemented in the 2021-22 plan</i></p>
Purchase further fine motor equipment, that can be used within continuous provision, adult led activities and high quality intervention. Specifically within the 40 – 60 month bracket of physical development and targeting pencil control and increase in upper body strength.	Targeted development of pupils' physical development, showing positive impact upon children achieving 40-60 months in Literacy and Maths strands by summer end PPM	EW/CZ	£750	<p>March 2021 – PPM evaluation via spring end data collection</p> <p>July 2021 – PPM evaluation via spring end data collection</p> <p>Ongoing - review at PPM meetings of the children's progress in fine motor skills</p> <p><i>Due to staff leaving this action has been implemented in the 2021-22 plan</i></p>
Introduce peer observations in the Primary Phase so colleagues can see effective practice for within class interventions	Standard of teaching and learning in classrooms improves. Teacher focus: Y5-6 maths, Y3-4 writing, Y2	JP	£2000	<p>Jan 2021 – Teacher observation plan shared with PLT</p> <p>March 2021 – Round 1-2 of observations completed</p>

	<p>provision for EAL children, Y1 literacy focus</p> <p>Lesson observations, learning walks and book looks show good practice in classroom and teaching</p>			<p>July 2021 – Evaluation of impact to SLT</p> <p><i>This was not completed due to school closures in Spring 2021. This action and been developed further in the 2021-22 plan and is shown through curriculum leaders development time</i></p>
Extended school time in the Secondary Phase through the development of school Lesson 6 provision including self-study areas	Improved pupil progress as indicated by school data collections (three times a year)	KS3 CW KS4 CZS	£3200	<p>January 2021 – Appointment of staff to lead extended provision – self-study areas not possible due to year group ‘bubbles’ in place.</p> <p>February 2021 – Attendance tracked and monitored – Lesson 6 logistics amended to allow provision in year group ‘bubbles’. Registers completed.</p> <p>March/May 2021 – Impact evaluated via school data collections</p> <p><i>See graph of attendance versus predicted Y11 P8 (using 2019 comparator) – strong correlation evident.</i></p>
Half term, Easter, and summer schools for Year 6, 10 and 11 pupils to provided extended school time in partnership with DANCOP	Improved pupil progress as indicated by school data collections (three times a year)	Primary JP/JD KS4 CZS	<p>Matched funding from DANCOP</p> <p>£6600 Year 6 and Year 11 Summer school</p>	<p>October/February 2020 – KS4 half term school in place</p> <p>April – Year 6 and KS4 Easter schools in place</p> <p>August 2021 – Year 6 and Year 11 summer school s in place</p>

				Ongoing – Impact evaluated via school data collections
Development of a new online resource package to support home learning in the Primary Phase	<p>Home learning provision is effective during year group closure or individual children needing to self-isolate.</p> <p>Children who are self-isolating or off school with Covid related absences have access to cutting edge ICT resources to support their learning. These resources will support and enrich current curriculum</p>	JP/JD	£6000	<p>January 2021 -Strategic planning of identified resources to be used – Present to PLT.</p> <p>January 2021- Establish online resources in line with primary phase Covid policy.</p> <p><i>This action has been carried forward to the 2021-22 plan but split into KS1 and KS2 remote learning platforms</i></p>
Development of school website to support home learning	<p>Increased engagement with online provision outside of school time</p> <p>Home learning provision is effective during year group closure or individual children needing to self-isolate.</p>	CW/CZS	N/A	<p>December 20 – Key staff to meet and review current provision on the school website</p> <p>January 21 – Leads to liaise with admin support team to make identified changes to the school website</p> <p>February 21 – New website provision to be launched with pupils and families</p>
ii. Targeted support				

Action	Intended outcomes or Impact	Lead staff	Expenditure	Milestones and Review
Release of Primary teachers from whole class teaching to support targeted interventions	Increase in progress/ outcomes for children's speech and language skills (EYFS) and reading, writing and maths (Y1-6). Identified strands of learning targeted through small group sessions after school	JP/JD	£500 EYFS (20 hours) £10,324 Y1-6	March 2021 – PPM evaluation via spring end data collection July 2021 – PPM evaluation via spring end data collection Ongoing - review at PPM meetings of pupil progress <i>PPM data presented in Summer 2</i>
Recruit and deploy a catch-up tutor for one to one and small group tuition in core subjects in Years 7, 8 and 9 as part of Lesson 6 provision	Improved pupil progress in Maths, Science and English as indicated by school data collections (three times a year)	CW	£4116	Ongoing – Impact evaluated via school data collections <i>KB recruited for Science in absence of HLTA. Maths and English HLTA work plus Maths Academic Mentor have worked with targeted groups. Staff absence has meant that the English HLTA has had to support with long term cover.</i> <i>Evaluation of impact is ongoing. This is complex due to the complex nature of assessment data post-school closure.</i>
Targeted use of one to one and small group tuition in core subjects to address underachievement in Years 9-11 through Saturday provision	Improved pupil progress in Maths, Science and English as indicated by school data collections (three times a year)	KS3 – CW KS4 - CZS	£23,586	November 20 – Tutor company sourced and premises arrangements in place December 20 – Pupil lists collated and invites sent to parents January 21 – Saturday provision to begin

				<p>Ongoing – Impact evaluated via school data collections</p> <p><i>Impact evaluation taking place using DD2 2022 and attendance information.</i></p>
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iii. Other approaches Proposals

Action	Intended outcomes or Impact	Lead staff	Expenditure	Milestones and Review															
Use of Local Authority NCAT provision to engage the Roma community in home learning	<p>Increased attendance to provision outside of school time by Roma Slovak pupils</p> <p>Improved outcomes for Roma Slovak pupils as indicated by school data collections (three times a year)</p>	KS3 – CW KS4 - CZS	£3450	<p>December 20 – Home visits conducted by NCAT team to identified families</p> <p>January 21 – NCAT support for attendance at Saturday provision via ongoing contact with families</p> <p>Ongoing – Impact evaluated via school data collections</p> <p>Provision featured on BBC News.</p> <p>There were stable KS4 outcomes for the Roma Slovak pupils against a complex backdrop created by school closure:</p> <table><tr><td></td><td>P8 Roma using 2019 comparator</td><td>A8 Roma using 2019 comparator</td></tr><tr><td>2018</td><td>-0.89</td><td>6.33</td></tr><tr><td>2019</td><td>-0.56</td><td>10.21</td></tr><tr><td>2020*</td><td>-0.54</td><td>14.56</td></tr><tr><td>2021*</td><td>-0.54</td><td>14.11</td></tr></table>		P8 Roma using 2019 comparator	A8 Roma using 2019 comparator	2018	-0.89	6.33	2019	-0.56	10.21	2020*	-0.54	14.56	2021*	-0.54	14.11
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Purchase of additional devices to support home learning and address the 'digital divide' across both phases	<p>Ensure home learning provision is effective during year group closure or individual children needing to self-isolate.</p> <p>Improved pupil progress as indicated by school data collections (three times a year)</p>	<p>KS3 – CW</p> <p>KS4 - CZS</p>	<p>£5,080 Primary</p> <p>#</p> <p>£15,000 Secondary</p>	<p>Primary - January 21 – Devices purchased</p> <p><i>Teachers audited parental/pupil need for devices for home learning and all parents offered if needed We had sufficient devices available without the need to purchase more</i></p> <p>(£2,095.51 – purchased IT resources)</p> <p>January 21 – Devices purchased and pupils identified</p> <p>March 21 – All devices distributed – <i>This has proven to be a complex task. Some families do not want a device or are reluctant to collect. High mobility means constant reallocation of devices. There has been continuous focus on improving systems to minimise the administrative burden and ensure devices are promptly provided to pupils.</i></p> <p>April 21 – Review of pupil usage and follow-up as needed</p>
Use of Local Authority NCAT provision to support digital literacy in the Roma community	<p>Increased use of online home learning outside of school time by Roma Slovak pupils</p> <p>Improved outcomes for Roma Slovak pupils as indicated by school data collections (three times a year)</p>	<p>KS3 – CW</p> <p>KS4 - CZS</p>	£1150	<p>February 21 – Pupil Progress Leads and Heads of House to identify families who would benefit from support with digital literacy</p> <p>March 21 - Home visits conducted by NCAT team to identified families with ongoing support as required</p>

				<p>Ongoing – Impact evaluated via school data collections</p> <table> <tr> <th></th><th>End of school closure 1 15th June 2020</th><th>Start of school closure 2 18th January 2021</th><th>End of school closure 2 8th March 2021</th><th>% increase in engagement</th></tr> <tr> <td>New Y7</td><td>N</td><td>56</td><td>63</td><td>N</td></tr> <tr> <td>Y7/8</td><td>44</td><td>79</td><td>73</td><td>+29</td></tr> <tr> <td>Y8/9</td><td>51</td><td>69</td><td>70</td><td>+19</td></tr> <tr> <td>Y9/10</td><td>41</td><td>71</td><td>81</td><td>+40</td></tr> <tr> <td>Y10/11</td><td>65</td><td>70</td><td>83</td><td>+18</td></tr> <tr> <td>Y7-11</td><td>50</td><td>69</td><td>74</td><td>+24</td></tr> <tr> <td>PP</td><td>N</td><td>60</td><td>66</td><td>N</td></tr> <tr> <td>HPA</td><td>N</td><td>95</td><td>97</td><td>N</td></tr> <tr> <td>Gypsy Roma</td><td>N</td><td>37</td><td>46</td><td>N</td></tr> </table>		End of school closure 1 15 th June 2020	Start of school closure 2 18 th January 2021	End of school closure 2 8 th March 2021	% increase in engagement	New Y7	N	56	63	N	Y7/8	44	79	73	+29	Y8/9	51	69	70	+19	Y9/10	41	71	81	+40	Y10/11	65	70	83	+18	Y7-11	50	69	74	+24	PP	N	60	66	N	HPA	N	95	97	N	Gypsy Roma	N	37	46	N
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5. Additional detail

The school's tutoring partner for the National Tutoring Programme is Connex Education. They will be providing 15 tutors with QTS to support Saturday provision for English, Maths and Science in Years 9-11 commencing January 2021 and running for 15 weeks. This tutoring is provided with the 75% subsidy available as part of this government initiative.

The school has secured an Academic Mentor through Teach First. This member of staff will work primarily with the Maths department in a small group or one to one setting with identified pupils commencing January 2021.