



### 1. Summary information

<b>School</b>	The Bemrose School	
<b>Academic Year</b>	2021-2022	<b>Total Recovery/Catch up budget £188,229</b> <i>(includes 2020-21 carry forward)</i> Primary Phase £62,743. Allocated in 2021-22 £47,088 <i>(2022-23 carry forward £15,665)</i> Secondary Phase £125,486. Allocated in 2021-22 £62,086 <i>(2022-23 carry forward £63,400)</i>
<b>Total number of pupils</b>	1328	363 Primary Phase 965 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
A. Pupils have gaps in learning as a result of lost learning time in school.	<ol style="list-style-type: none"> <li>1. Release of subject leaders to support <b>curriculum development in the Primary phase</b> through additional non-contact time</li> <li>2. Targeted deployment of <b>Academic Mentors</b> in both the Primary and Secondary phases to address underachievement in core subjects</li> <li>3. Targeted use of one to one and small group tuition in core subjects to address underachievement in Years 8-11 through <b>additional tutoring (Connex, MyTutor, and Rolls Royce)</b></li> <li>4. <b>Half term, Easter, and summer schools</b> for Year 6 and KS3/4 pupils to provide extended school time</li> <li>5. Extended school time in the Secondary Phase through the development of school <b>Lesson 6</b> provision</li> </ol>
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.	<ol style="list-style-type: none"> <li>6. Reward of good home reading habits to encourage <b>reading for pleasure</b> in the Primary phase</li> <li>7. Run <b>parent workshops to encourage home reading</b> in the Primary phase</li> </ol>
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.	<ol style="list-style-type: none"> <li>8. Purchase equipment to <b>support the development of fine motor skills, speaking and listening, communication and lang and PSED</b> for use within continuous provision, adult led activities and high-quality intervention, specifically, within the 40 – 60-month bracket of physical development, targeting pencil control and increase in upper body strength.</li> </ol>
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	<ol style="list-style-type: none"> <li>9. <b>Purchase and maintain additional devices</b> to support home learning and address the 'digital divide' across both phases</li> </ol>

ability to engage with home learning in a way that is timely and relevant.	
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>10. Use Local Authority NCAT provision to <b>ensure pupils the Roma community have access to technology to support home learning</b></p> <p>11. Use Local Authority NCAT provision to <b>support digital literacy in the Roma community</b> (Operation Hydration)</p>
F. There are 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.	12. Develop and implement <b>online learning platforms for KS1/2 children</b> (Digital Literacy) to support home learning in the Primary Phase
G. Pupils have had restricted access to activities which develop cultural capital	<p>13. Introduce the <b>Cambridge University First Story Young Writers programme</b> to develop aspiration in high attaining pupils in Year 9</p> <p>14. Identify opportunities for additional educational/cultural visits/opportunities in line with the development of the <b>Bemrose learning journey</b></p> <p>15. Introduction of <b>VR technology</b> to foundation subjects (Topic lessons) in the Primary phase to provide enrichment and challenge</p> <p>16. Support additional <b>residential visits in Years 4 and 6</b> to ensure pupils have access to high-quality social and personal development experiences</p> <p>17. Run a new <b>Year 5/6 summer school</b> in order to create wider enrichment opportunities and support transition</p>
H. KS4 pupils have not had a full 'lead in' to their exam series, as result of which, some lack the knowledge and resilience to achieve in line with their potential	<p>18. Launch <b>revision card project in Year 10</b> to strengthen recall and retention in order to address gaps in learning</p> <p>19. Make strategic use of <b>'Walking talking mocks' in Year 11</b> to build confidence and knowledge of how to approach the examinations</p>

	<p>20. Provision of bespoke <b>revision bags for each Year 11 pupil</b> to remove material barriers to home learning</p> <p>21. Support additional <b>targeted interventions by Pupil Progress Leads</b> so they can be responsive to the needs of their year group as they emerge</p> <p>22. <b>Renewing of Exams Officer resources</b> to communicate value and care of pupils during the exam window</p>
I. Pupils have not had all had consistent opportunities to engage in physical and social activities that promote a healthy lifestyle	<p>23. Develop <b>Primary phase after school sports club</b> offer for KS1/2</p> <p>24. Broaden and extend the range of <b>extracurricular/clubs offered in the Primary phase</b></p> <p><b>25. Develop a range of educationally and age-appropriate games to be used during the Primary phase breakfast club.</b></p>

26. Plan of expenditure				
Academic Year		2021-22		
i. Quality of teaching for all				
Action	Intended outcomes or Impact	Lead staff	Expenditure	Milestones and Review
12. Develop and implement the Century Learning platform for KS2 children (Digital Literacy) – 3 year licence	Pupil progress and outcomes improve through regular access to online learning resources at home for English, Maths and Science in KS2	JD/JP	£4,680	Lead and monitored by subject leads and class teacher. Monitored by PLT.  Investigate and purchase Century Learning Platform  Staff CPD for Century Learning  Monitor and evaluate use and impact
12. Purchase and implement an online KS1 learning platform - i.e. Doodle - 3 year licence	Pupil progress and outcomes improve through regular access to online learning resources at home for English, Maths and Science in KS1	JD/JP	£1,500	Lead and monitored by subject leads and class teacher. Monitored by PLT.  Investigate and purchase KS1 Learning Platform  Staff CPD for chosen platform  Monitor and evaluate use and impact
8. Purchase of physical development, fine motor skills, speaking and listening devices and communication and Lang & PSED equipment.	Enhance EYFS provision to address gaps in learning, highlighted through Aut Mid PPM cycle	EP	£1,800	EP to manage deployment and use of equipment.  EP to investigate and identify equipment required. Based on Aut End PPM  Review impact at Spring End PPM  Review impact at Summer End PPM

1. Release of subject leaders to support curriculum development in the Primary phase through additional non-contact time	To evaluate area action plans/create new plans, assess schemes of work and monitor/evaluate standards in their subjects	JP/JD	£2,800	<p>JP/JD to establish non-contact time and monitor usage</p> <p>Spring 2 - Plan timetable of non-contact time for all subject leads</p> <p>Summer 1 – All subject leads to have 1 day non-contact</p> <p>Summer 2 – Evaluate by JP/JD of work completed towards curriculum development. Incorporate findings into 2022-23 action plan</p>
4./18. <b>Half term, Easter, and summer schools</b> for Year 6 and KS3/4 pupils to provide extended school time	Improved pupil progress as indicated by school data collections (three times a year)	Primary JP/JD KS3 CW KS4 CZS	<p>Year 6 Easter Club £1000 Year 5/6 Summer Club £9000</p> <p>Secondary phase holiday schools £7500</p> <p>Secondary phase summer schools: Year 6/7 £9000 Year 9 £1500 Year 11 £1500</p>	<p>February 2022 – KS4 half term sessions in place</p> <p>April 2022 – Year 6, Year 9 and KS4 Easter schools in place</p> <p>August 2022 – Year 5-6, Year 6, Year 9 and Year 11 summer schools in place</p> <p>Ongoing – Impact evaluated via school data collections</p>
5. Extended school time in the Secondary Phase through the development of school <b>Lesson 6</b> provision	Improved pupil progress as indicated by school data collections (three times a year)	KS3 CW KS4 CZS	£3000	<p>Oct 2021 – Targeted pupil timetables created following school data collection</p> <p>Jan 2022 – Targeted pupil timetables created following school data collection</p>

				<p>March 2022 – Targeted pupil timetables created following school data collection</p> <p>May 2022 – Targeted pupil timetables created following school data collection</p> <p>Ongoing – Impact evaluated via school data collections</p>
18. Launch of revision card project in Year 10 to strengthen recall and retention in order to address gaps in learning	Improved pupil progress as indicated by school data collections (three times a year)	MK/MR	£200 resources	<p>Sept 2021 – Launch via whole school Inset</p> <p>Nov 2021 – Interim checkpoint of revision cards and relaunch with pupils</p> <p>March 2022 – Work with individual areas as required to ensure strategy meets the needs of each area</p>
19. Strategic use of 'Walking talking mocks' in Year 11 to build confidence and knowledge of how to approach the examinations	<p>Pupils will indicate they feel more confident about how to approach each exam</p> <p>Summer outcomes will indicate improved pupil progress from Feb practice exams to final examinations</p>	LDs/CZS	£100 to purchase headset microphones	<p>Jan 2022 – Pilot with Maths prior to practice exam window</p> <p>April 2022 – WTM in key areas timetabled</p> <p>May 2022 – Evaluation of impact via pupil voice and summer outcomes data</p>
20. Provision of bespoke revision bags for each Year 11 pupil to remove material barriers to revision	Pupils will all have access to appropriate revision materials creating equity of opportunity	AW	£1744 (£11.60 per pupil)	<p>Jan 2022 – AW to coordinate purchase of materials with core LDs</p> <p>Feb 2022 – Revision bag assembly arranged to give out resources</p>

	Summer outcomes will indicate improved pupil progress from Feb practice exams to final examinations			<p>March 2022 – Competition to be held to show revision bags in use</p> <p>Aug 2022 – Evaluation of impact via pupil voice and summer outcomes data</p>
<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcomes or Impact</b>	<b>Lead staff</b>	<b>Expenditure</b>	<b>Milestones and Review</b>
3. Targeted use of one to one and small group tuition in core subjects to address underachievement in Years 8-11 through additional tutoring (Connex, MyTutor, and Rolls Royce)	Improved pupil progress in Maths, Science and English as indicated by school data collections (three times a year)	KS3 – CW KS4 - CZS	<p>£20,000 Connex (NTP subsidy)</p> <p>£400 Rolls Royce</p> <p>£0 MyTutor (UCL pilot)</p>	<p>Oct 2021 – Targeted pupil timetables created following school data collection</p> <p>Jan 2022 – Targeted pupil timetables created following school data collection</p> <p>March 2022 – Targeted pupil timetables created following school data collection</p> <p>May 2022 – Targeted pupil timetables created following school data collection</p> <p>Ongoing – Impact evaluated via school data collections</p>
2. Targeted deployment of Academic Mentors to address underachievement in core subjects at KS3/4	Improved pupil progress in areas where an Academic Mentor has been secured as indicated by school data collections (three times a year)	KS3 – CW KS4 – CZS	£500	<p>Dates dependant on recruitment of Academic Mentors</p> <p>Identification of pupils to be reviewed after each whole school data collection with evaluation of impact in subsequent data collection</p>



13. Use of the Cambridge University First Story Young Writers programme to develop aspiration in high attaining pupils in Year 9	<p>Pupils will have had an inspirational experience that fosters aspiration</p> <p>Pupils will have developed writing skills that positively impact on their attainment across the curriculum</p>	TP CW	£5192	<p>Feb 2022 – Pupils identified. Assembly launch.</p> <p>March 2022 – Trip to Cambridge University</p> <p>Ongoing – writing sessions led by TP and Writer in Residence</p>
7. Run parent workshops to encourage home reading the Primary phase	Run parent workshops for encouraging home reading	JD/JP	£500	<p>CP to identify parents to be invited to workshops</p> <p>Summer 2 – deliver a series of 4 parent workshops</p> <p>Summer 2 – Evaluate impact of workshops through parent voice and feedback to PLT (SIP)</p>
21. Evaluate, implement, and monitor additional targeted interventions by PPLs so they can be responsive to the needs of their year group as emerge	PPL will have a secure grasp of the needs of their year groups and will have designed interventions to address these so that all pupils needs are met	CW/CZS	<p>£250 MathsWatch</p> <p>£600 Science homework</p> <p>£200 Lesson 6</p> <p>£300 Year 10 Scholars trip</p>	<p>Feb 22 – Agreed specific actions via PPL LM meetings</p> <p>June 22 – Evaluation via Data Drop 3 and pupil voice of the impact of interventions</p> <p>July – Effective interventions to feed into 2022-23 SIP planning cycle</p>

iii. Other approaches Proposals				
Action	Intended outcomes or Impact	Lead staff	Expenditure	Milestones and Review
10. Use Local Authority NCAT provision to ensure pupils in the Roma community have access to technology to support home learning (collection of devices)	<p>Families will access the support being provided to them via collection of devices</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>Jan 2022 – Pupils identified and devices allocated</p> <p>Feb 2022 – NCAT support in school for Saturday morning distribution of devices</p> <p>April 2022 – Evaluation of Satchel One engagement</p>
9. Maintenance costs 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>	KS3 – CW KS4 - CZS	£2000 Secondary	Ongoing maintenance costs for accidental damage and loss e.g. screen repair, power supply purchase.
11. Use of Local Authority NCAT provision to support digital literacy in the Roma community (Operation Hydration)	<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>	MK	£1150	<p>February 2022 – Identification of pupils who would benefit from digital literacy support</p> <p>March 2022 – NCAT training in school on Satchel One and MathsWatch</p> <p>April-May 2022 – targeted support by NCAT for pupils</p>

				Ongoing – Impact evaluated via school data collections
22. Renewing of Exams Officer resources to communicate value and care of pupils during the exam window	<p>Pupils will have access to high quality resources for terminal examinations e.g. calculators</p> <p>Pupils will feel valued and cared for at a time of high anxiety</p>	AS	£3500	<p>March 2022 – Exams officer to collate proposal related to purchase of resources</p> <p>April 2022 – Proposal reviewed and purchasing</p> <p>May 2022 – Materials in use in summer examinations</p>
14. All KS1 children attend live theatre performance at Deda performing art theatre	KS1 children have experience of attending a live musical theatre performance	JD/JP	£796	<p>JP and JD to organise and lead.</p> <p>Book Christmas production for KS1</p> <p>Attend production in Dec 2021</p>
14. All KS2 children attend live theatre performance at Derby Theatre	KS2 children have experience of attending a live musical theatre performance	JD/JP	£950	<p>JP and JD to organise and lead.</p> <p>Book Christmas production for KS2</p> <p>Attend production in Dec 2021</p>
23. To establish additional sports clubs every day after school in Primary phase	Children have access to extra-curricular sports clubs (sports coach)	JD/JP	£4,200	<p>JP to work with coach to determine groups and sports.</p> <p>Identifying suitable provider for extracurricular sessions</p> <p>Establish clubs/activities (including parental communication &amp; registers)</p>

				Evaluate attendance figures and review with PLT
24. Establish a broader and extended range of extracurricular clubs resources	Children have access to extracurricular clubs	JD/JP	£3,000	<p>JP to work with coach to determine groups and sports.  Summer 2 – School Council Pupil voice on extra-curricular club variety.  Feedback to PLT</p> <p>Summer – 2 Establish extra curricular timetable and purchase resources</p> <p>Autumn End – Evaluate use of resources and clubs</p>
15. Introduction of VR technology to foundation subjects (Topic lessons)	Development of foundation subjects SOW and resources and thus children's experiences/WOW experiences.	JD/JP	£7,584	<p>JD to oversee introduction and implementation of VR.</p> <p>Investigate and purchase VR Learning Platform</p> <p>Staff CPD for VR Learning platform</p> <p>Monitor and evaluate use and impact in foundation subjects/delivery of lessons</p>
14. Year based educational visits (based on curriculum mapping)	To increase cultural capital and allow children to gain experiences to support foundation subjects	JD/JP	£5,000	<p>JP and JD to liaise with Primary staff on supporting trips (one trip per child this year)</p> <p>Spring 2 – All staff notified of funds to support extra curricular visits.</p> <p>Summer 1 – Year groups identify educational visit to support their curriculum</p>

				Pupil voice on the impact of the educational visits
25. Purchasing a range of educationally and age-appropriate games.	Enhance breakfast/lunch time sessions for KS1 & KS2 children	JD/JP	£1,000	<p>KS and TA staff to oversee the use of games.</p> <p>Staff identify range of educational and age-appropriate games/puzzles</p> <p>Purchase/catalogue and establish protocols for using games etc during breakfast club sessions</p> <p>Pupil voice on the impact of the breakfast club games</p>
6. Introduce rewards for reading	Encourage reading for pleasure	CS	£1,500	<p>CP to run and oversee</p> <p>Spring 2 – Establish reading reward system</p> <p>Autumn 1 – Implement Reading Hero's system across primary phase</p> <p>Review periodically reading figures and purchase books for regular readers</p>
16. Year 4 and 6 pupils to attend residential visits	To increase cultural capital and allow children to gain experiences through residential visits to Mount Cook and Pine Lake	JP/JD	£2,778	<p>JP/JD to ensure trips take place</p> <p>Spring – Organise residential visits for Yr4 &amp; 6.</p> <p>Summer 2 – Yr4 &amp; 6 attend residential visits.</p> <p>Pupil voice on the impact of residential visits.</p>

## **27. Additional detail**

The school's tutoring partner for the National Tutoring Programme is Connex Education. They provide 7 tutors with QTS to support Saturday provision for English, Maths and Science in Years 9-11. This commenced on January 2021 and has continued to present. This tutoring is provided with the subsidy available as part of this government initiative.

Additionally, small group tutoring has been secured for 10 pupils in English, Maths and Science via MyTutor through a UCL pilot project and via Rolls Royce for high attaining pupils in Maths.

The school secured an Academic Mentor through Teach First. This member of staff has worked primarily with the Maths department in a small group or one to one setting with identified pupils from January 2021 to Easter 2022. The school has struggled to recruit additional Academic Mentors via the NTP route and, as of March 2022, was advertising itself directly for positions in Primary Literacy, Secondary Maths, and Secondary Science.