



1. Summary information

School	The Bemrose School	
Academic Year	2022-2023	Total Recovery/Catch up budget £188,229 <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>
Total number of pupils	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"> 1. Targeted use of one to one and small group tuition in core subjects to address underachievement in Years 8-11 through additional tutoring (MyTutor, Purple Ruler and Rolls Royce) - 2 2. Half term, Easter, and summer schools for Years 5 & 6 and KS3/4 pupils to provide extended school time - 3 3. Extended school time in the Secondary Phase through the development of school Lesson 6 provision - 3 4. Curriculum development in the Primary Phase to support high quality teaching and learning - 1 5. Development of a Forest School to support SEMH - 1 6. Cover for strategic planning and development – 1 7. Handwriting package – professional development on evidence-based approaches – 1 8. Planpanion – deepen understanding in maths – 1 9. Purchasing of resources to support knowledge retention and preparation for external assessments – 1 10. Materials purchased to support good attendance to Rolls Royce interventions - 2 11. Use of external agencies and resources to aid interventions in the Primary and Secondary phase (MyTutor, Purple Ruler) - 2 12. Geography field trips funded to deepen understanding of exam/coursework 1 13. Purchase of a laser cutter in order to support and develop the Design and Technology curriculum.1

	14. Use of WalkThru books to support professional development and the delivery of quality first teaching. underspend 2021/22
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 and Secondary Phases.	15. Reward of good home reading habits to encourage reading for pleasure in the Primary phase - 3 16. Development of the Primary library to promote reading for pleasure - 2 17. Tutor time books (DEaR) – underspend 2021/22 18. Bedrock – underspend 2021/22 19. Hackey Literacy programme - 1 20. Purchase of Yellow and Blue boxes to support SEND reading.
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.	21. Purchase equipment to support the development of fine motor skills, speaking and listening, communication and lang and PSED 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. - 1
D. Pupils without access to suitable devices and/or home internet have been unable to access online learning. In addition, there is an increasing need to provide other materials in order for pupils to engage with the full curriculum.	22. Purchase and maintain additional devices to support home learning and address the ‘digital divide’ across both phases - 1 23. Purchase of spare kit and uniform to allow students to access the full curriculum
E. There is an opportunity to support a number of families within the Roma community to engage with interventions within school and allow	24. Use Local Authority NCAT provision to ensure pupils and Roma families engage with school positively and are able to access technology to support learning both at home and in school. - 3

them in turn to support their children with home learning.	25. Use Local Authority NCAT provision to support attendance to Lesson 6 interventions (Operation Hydration) including taxi fares and refreshments. - 3
F. There is a continued demand 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.	26. Ongoing development of online learning platforms for KS1/2 children (Century and Purple Mash) to support home learning in the Primary Phase – 1 27. Purchasing of online platforms in the Secondary phase (MathsWatch, Carousel, White Rose) to support learning.
G. Pupils have had restricted access to activities which develop cultural capital	28. Identify opportunities for additional educational/cultural visits/opportunities in line with the delivery of The Bemrose learning journey - 3 29. Support additional residential visits in Years 2, 4, 6 and 8 to ensure pupils have access to high-quality social and personal development experiences - 3 30. Run Years 5/6, 6/7 and 11 summer schools in order to create wider enrichment opportunities and support transition - 3 31. Providing music tuition opportunities in order to provide an enriching curriculum for all - 3 32. University and outdoor challenges to inspire and challenge Year 9 and 10 pupils - 3
H. KS4 pupils have had gaps in the teaching of GCSE content, as result of which, some lack the knowledge and resilience to achieve in line with their potential.	34. Running of Science Live trips to support classroom learning and provide opportunities to deepen understanding of key science topics. 1 35. Provision of texts to reduce gaps in learning.1
I. Pupils have not had consistent opportunities to engage in a range of activities that promote a healthy lifestyle. Pupils' emotional development has been hindered due to impact of COVID	33. Broaden and extend the range of extracurricular/clubs offered in the Primary phase – 3 34. Develop a range of educationally and age-appropriate games to be used during the Primary phase breakfast club. – 3 35. NLP4Kids to support and promote SEMH – 2

	36. Learning mentor (primary phase) – 2
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Plan of expenditure				
Academic Year		2022-23		
i. High quality teaching				
Action	Intended outcomes or Impact	Lead staff	Expenditure	Milestones and Review
G28 Year based educational visits and WOW activities (based on curriculum mapping)	To increase cultural capital and allow children to gain experiences to support foundation subjects. Enriched pupils' learning experience and improved outcomes in foundation subjects	JP/JD	£5,500	
B15 Rewards for reading	Pupils will read more regularly at home. Pupil progress and outcomes in reading will improve in end of KS1 SATS and in end of year data for all year groups, especially for disadvantaged pupils.	JP/JD	£500	
D22 Replacement IT Items for DFE devices	Provide access to technology to ensure pupils interact with online learning environments. Boost the impact of remote learning and monitor the progress pupils are making during remote learning.	JP/JD	£500	
A4 Foundation Subjects Curriculum Resources	Enhanced resources and technology focussed on supporting high quality teaching and learning resources in Science and Foundation subjects. Enriched pupils' learning experience and improved outcomes in foundation subjects	JP/JD	£5,000	
A9, A12, A13, D22, F28, H34, H35 Providing KS3/4 curriculum resources, experiences &	Enhanced resources and technology focussed on supporting high quality teaching and learning resources in Core subjects.	TW/CW	£32,488.31	

technology focussed on supporting high quality T&L in maths, science, humanities, ICT, Creatives and English. Professional development for PP staff provision & maintenance of home learning devices. Providing online platforms to enhance learning & retention of knowledge.	Ensuring the PP budget is addressing barriers specific to our demographic. Enriched pupils' learning experience and improved outcomes in named subjects. Ensuring all students are able to access the curriculum and so diminish gaps in attainment. Increased progress and diminishing the gap at KS3 and 4. All pupils have access to devices, which is reflected in the Bemrose survey. Monitoring of home learning shows increased engagement, particularly of key groups, i.e., DA.			
A5 Forest School Resources	SMSC development for all pupils, coming out of the Covid period. Forest School allows children to develop themselves through healthy engagement with risk, problem-solving and self-discovery, all within a natural environment in a hands-on and thoughtful manner.	JP/JD	£500	
A4 Maths & English Resource Package	Enhanced resources and technology focussed on supporting high quality teaching and learning resources in Core subjects. Enriched pupils' learning experience and improved outcomes in foundation subjects. Increased progress and outcomes in KS1 and KS2 SATS	JP/JD	£2,162.88	
D22 1Home Learning Devices (Primary)	All pupils will have access to devices so that they can complete home learning.	JP/JD	£12,000	

A4 CPD resources - Writing	Moderation books purchased for use in school. These texts will support consistent assessment of writing in school and will result in increased accuracy of assessment in writing.	JD/JP	£89.85	
A4 First Aid Training for KS1 and KS2 Pupils	First aid training will help children and young people learn lifesaving first aid skills. In addition, it helps them learn how to understand health issues, care for themselves, and make a contribution to their communities.	EP	£900	
A6 Release AHT (Primary & Secondary) to support strategic planning and development in the Primary phase through additional non-contact time	To evaluate whole school SIP's. Management and evaluation of Recovery Premium funding.	JP/JD	£1,200	
A7 Primary Handwriting Programme	Developing a whole school handwriting programme that adopts approaches used by teachers improve handwriting for use in the classroom by all school staff. The programme aims to support pupils to produce fast, accurate and legible writing.	JP/JD	£2,000	
C21 Purchase of physical development resources in EYFS to development of core strength	Enhance EYFS provision to address gaps in learning, highlighted through Aut Mid PPM cycle	JP/JD	£1,389.88	
A4 Curriculum Development - IT books	Enhanced resources and technology focussed on supporting high quality teaching and learning resources in Science	JP/JD	£290.88	

(coding for beginners) - Lauren Eyre	and Foundation subjects. Enriched pupils' learning experience and improved outcomes in IT.			
B16 Library Books	Pupils will read more regularly at home. Pupil progress and outcomes in reading will improve in end of KS1 SATS and in end of year data for all year groups, especially for disadvantaged pupils.	JP/JD	£2,000	
F27 Ongoing development of online learning platforms for KS1/2 children (Century and Purple Mash) to support home learning in the Primary Phase	Pupil progress and outcomes improve through regular access to online learning resources at home for English, Maths and Science in KS1 & KS2	JP/JD	£4,700	
A8 Planpanion – deepen understanding in maths	High quality maths resources to support the teaching of maths in KS1 and KS2	JP/JD	£703	

ii Targeted support

Action	Intended outcomes or Impact	Lead staff	Expenditure	Milestones and Review
B19 Secondary interventions to support language development, literacy & numeracy. A1 Targeted use of one to one and small group tuition in core subjects to address underachievement in Years 8-11 through additional tutoring (My	Enhance secondary provision for literacy intervention, delivered in English but to benefit all subject areas. RA data of targeted students improves & gap between RA and chronological age reduces. Improved performance of students in English & maths at KS4. Improved pupil progress in Maths, Science and English as indicated by school data collections (three times a year).	TW/CW	£21,045.49	

Tutor, Purple ruler, and Rolls Royce) A10 Provide refreshments to encourage students to attend intervention sessions. Ensure students are equipped for external examinations.	Provides an incentive for students to attend RR sessions, which are aimed at diminishing gaps between PP and Non-PP.			
I40 NLP4Kids	Counselling and therapies will be employed to address pupils' mental health, social and emotional needs. NLP is a series of techniques and processes that can be used for the purposes of therapy. Sessions of NLP tend to be structured and proactive and are therefore different to talking and listening based therapies such as counselling or psychotherapy.	JD/JP	£3,000	
I41 Learning Mentor (0.5) + Jan-Aug 0.5	Improved behaviour; improved social skills and improved mental and emotional health with targeted pupils. Our Learning Mentor manages a growing caseload of pupils requiring support for mental health, behavioural, social, and emotional needs. Our Learning Mentor also supports parents in managing children's needs.	JD/JP	£1725.00	
A4 Active Hands Resources	Interventions to support literacy (fine motor development significantly impacts outcomes in writing).	JD/JP	£150.00	
A11 Primary Interventions: Intervention Teaching	Improved pupil progress and outcomes in Reading, Writing and Maths evidenced by Point in Time data collections (four times a year).	JD/JP	£5,000	

iii. Wider strategies				
Action	Intended outcomes or Impact	Lead staff	Expenditure	Milestones and Review
<p>A3, D24, E24, E25, G28, G30, G31, G32, G33. Provide attendance intervention Supporting attendance by ensuring there are no material barriers within the curriculum.</p> <p>Providing opportunities for enhanced curriculum experiences</p> <p>Using music tuition to support students' emotional and behavioural needs</p> <p>Extending the school day, to reduce gaps in knowledge</p> <p>Extending school time to support identified groups in the transition process, via summer school.</p> <p>Utilising NCAT to encourage key communities to engage with intervention.</p> <p>Use of NCAT to support digital literacy in the Roma community (Operation Hydration)</p>	<p>Attendance of key groups is at National levels</p> <p>All children are able to access the curriculum, therefore attendance and attainment improves.</p> <p>Developing students' cultural capital.</p> <p>Identified students behaviour improves; evidenced by fewer behaviour sanctions.</p> <p>Attainment data of key groups in line with national levels.</p> <p>PV of identified groups</p> <p>Attainment data of key groups in line with national levels.</p> <p>Increased use of online home learning outside of school time by Roma Slovak pupils, leads to improved outcomes as indicated by school data collections (three times a year)</p>	TW/CW/RB	£43,824.26	

G28 All KS2 children attend live theatre performance at Derby Theatre	KS2 children have experience of attending a live musical theatre performance. Develop children's cultural capital.	JP/JD	£1,299.50	
G28 All KS1 children attend live theatre	KS1 children have experience of attending a live musical theatre	JP/JD	£1,000	
G29 Yr 6 Residential visits (subsidised non-PP)	To increase cultural capital and allow children to gain experiences through residential visits to Mount Cook.	JP/JD	£2,400	
G29 Yr 4 Residential visits (subsidised non-PP)	To increase cultural capital and allow children to gain experiences through residential visits to Pine Lake.	JP/JD	£1,085.00	
G29 Yr 2 Residential visits (subsidised non-PP)	To increase cultural capital and allow children to gain experiences through residential visits to TBS	JP/JD	£500	
A4 Zones of Regulation Programme Resources	Supporting pupil's social, emotional, and behavioural needs through Lego Therapy Intervention. Pupils able to access curriculum time	JP/JD	£350.00	
I39 Purchasing a range of educationally and age-appropriate games.	Enhance breakfast/lunch time sessions for KS1 & KS2 children	JP/JD	£189.50	
I38 Establish a broader and extended range of extracurricular club resources	Children have access to a greater range of extracurricular clubs	JP/JD	£1,500	

A2 Easter, and summer schools for Year 5 -6	Improved pupil progress as indicated by school data collections (three times a year)	JP/JD	Easter school £1,000 Summer school £6,000	
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37. Additional detail