

SUMMARY INFORMATION			
School: Belmore Primary Academy			
Total number of pupils:	579	Academic Year	2020-21
Total catch-up premium budget:	£46,320		
Amount of catch-up premium received per pupil:	£80		
GUIDANCE			
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p>			
USE OF FUNDS		EEF Recommendations	
<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus</li> <li>(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.</li> </ul>		<p>The EEF advises the following:</p> <p><b>Teaching and whole school strategies</b></p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p><b>Targeted approaches</b></p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p><b>Wider strategies</b></p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ School holiday support</li> </ul>	

What are the main barriers to educational achievement faced by pupils at Belmore Primary Academy as a result of the pandemic?

We regularly identify and review the barriers to learning for our disadvantaged pupils as well as our wider school community. It is anticipated that the barriers to learning identified below will be experienced by more of our pupils than ever before, and exacerbated for many of our pupils, due to the impact of the COVID-19 pandemic.

<b>Maths</b>	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.
<b>Reading</b>	Children had access to texts to read throughout the lockdown period and digital resources were also utilized. However, all children will have missed the high standard of provision and instruction children would receive from teachers as part of their daily diet in school. For many, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide.
<b>Writing</b>	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. SPAG specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write
<b>Non-Core</b>	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors.
<b>Speech &amp; Language and communication, language and literacy</b>	The nature of lockdown has meant that social contact for children has been reduced and this has had a negative impact on their SL&C development. Vocabulary development for all children is a priority.
<b>Pastoral/ safeguarding Impact</b>	Whilst not all children will have had negative experiences throughout the course of the pandemic many have experienced the impact of socio and economic uncertainties. A number of children have also experienced unstable home environments during the pandemic and as a result of this we have seen a sharp increase in referrals to social care and a high case load of Safeguarding and pastoral concerns that don't necessarily meet local authority thresholds.

Priority One: Teaching Support high quality teaching and CPD to ensure the catch-up and progress of all children, especially the disadvantaged £12,000			
Desired Impact	Specific Action	Monitoring & Timescales	Impact Review
<p><b><u>Quality First Teaching</u></b> Quality First Teaching in the classrooms has a positive impact on pupil outcomes</p>	<p>Release time for leaders/lead teachers to support teachers in class with team teaching/modelling/coaching. CPD pathways and coaching programme Instructional Coaching program developed and in place to help develop great teaching throughout the school</p>	<p>Reviewed termly through triangulated approach to Learning walks/obs/moderations/pupil conferences</p>	
<p><b><u>Core curriculum Focus – Reading</u></b> Children read widely, often and know the love of a good book. Our whole school reading strategy ensures children access high quality texts across the curriculum. Teachers have up to date subject knowledge around effective strategies for teaching reading.</p>	<p>English lead to ensure the Belmore Canon is established and focused across all curriculum subjects. Children have ample access to high quality texts in class.</p>	<p>Reviewed termly through triangulated approach to Learning walks/obs/moderations/pupil conferences</p>	
<p><b><u>Core curriculum Focus – Writing</u></b> Children experience a high quality writing curriculum that is coherent and allows them to develop their skills over their time at BPA</p>	<p>Develop a whole school strategy to support the fundamental building blocks of writing ensuring parity for all students across the school and building in future consistency through the use of a single embedded approach to the teaching of writing. (J.Considine – TWS)</p>	<p>Reviewed termly through triangulated approach to Learning walks/obs/moderations/pupil conferences</p>	
<p><b><u>Curriculum Review – Sequencing and development</u></b> The foundation subjects will be planned with increasing detail and consideration so that prerequisite knowledge and skills will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA. Provide opportunities for subject leaders to learn, develop and enhance the whole curriculum offer at BPA to ensure that children are receiving a world class offer</p>	<p>Reviewed termly through triangulated approach to Learning walks/obs/moderations/pupil conferences</p>	
<p><b><u>Curriculum Review – Subject Knowledge</u></b> Teacher subject knowledge across the foundation subjects</p>	<p>Additional time for teachers to research and plan non-core subjects. Release time for subject leads. Staff meeting time will be allocated so that teachers can identify gaps in the curriculum that have been identified as a result of lockdown</p>	<p>Reviewed termly through triangulated approach to Learning walks/obs/moderations/pupil conferences</p>	
<p><b><u>Engaging teachers with Teaching and Learning - Current research and strategies</u></b> Teachers have a well-equipped and up to date toolkit of the latest educational</p>	<p>Identify a key individual (EDUCSAR) who will have the responsibility for engaging with and disseminating key educational research in bitesize chunks. They will summarize and share with all</p>	<p>Reviewed routinely through line management process</p>	

research about the things that have the biggest impact on Teaching & Learning and outcomes for children	teachers. Host research clinics and produce summary guides.		
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**Priority Two: Targeted Academic Support**  
 Provide high quality, targeted support and interventions in Literacy, Maths and Oracy  
 £22,000

Desired Impact	Specific Action	Monitoring & Timescales	Impact Review
<p><b><u>1-to-1 and small group tuition</u></b></p> <p>Identified children will have made accelerated progress in Key areas of Reading, Writing and Maths. Specific to Reading, they will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p>Catch up coordinator/teacher appointment (work with Trust Achievement Lead) Identified children access interventions minimum 3x week</p>	<p>Reviewed routinely through line management process</p>	
<p><b><u>Extended school time (TERM TIME)</u></b></p> <p>Identified children demonstrate rapid progress and any gaps in learning are filled: Pupils with prior middle or low attainment or who were not on track before lockdown demonstrate rapid and sustained progress</p>	<p>BPA will identify children within year groups that require additional intervention. The cost of a teacher and TA per session and snacks for the children is made available.</p>	<p>Reviewed routinely through line management process and QAA schedule. Achievement lead to track.</p>	
<p><b><u>Extended school time (HOLIDAYS)</u></b></p> <p>Identified children demonstrate rapid progress and any gaps in learning are filled: Pupils with prior middle or low attainment or who were not on track before lockdown demonstrate rapid and sustained progress</p>	<p>BPA will identify children within year groups that require additional intervention. The cost of a teacher and TA per session and snacks for the children is made available.</p>	<p>Pastoral lead to review offer half termly</p>	
<p><b><u>CLL/SL&amp;C</u></b></p> <p>Speech, language and communication skills (EYFS) are developed to help children catch up on opportunities for developing these vital skills</p>	<p>NELI intervention organized          Children Identified          Cost of cover for teacher required</p>	<p>Reviewed routinely through line management process</p>	

<p><b><u>Numeracy/Arithmetic</u></b></p> <p>All children will demonstrate improved basic skills, recall of basic number facts, times tables and calculation strategies.</p>	<p>PiXL associate/maths lead to identify key areas for maths interventions and monitor impact</p>		
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**Priority Three – Wider strategies**  
 Support for children’s social and emotional wellbeing and mental health  
 £10,000

Desired Impact	Specific Action	Monitoring & Timescales	Impact Review
<p><b><u>Wellbeing Lead</u></b></p> <p>Children’s wellbeing and mental health is at the heart of curriculum design</p>	<p>Identify a wellbeing lead who can co-ordinate whole school wellbeing and mindfulness strategies and events overseeing a committee who operates across the school.</p>	<p>Reviewed routinely through line management process</p>	
<p><b><u>Pastoral &amp; Wellbeing</u></b></p> <p>High quality pastoral care supports children’s emotional wellbeing</p>	<p>Review Wellbeing across the curriculum</p>	<p>Ongoing</p>	
<p><b><u>Attendance and punctuality</u></b></p> <p>Children attend school in line or above the Nat Av and punctuality is good</p>	<p>Attendance and punctuality strategy in place.          Identify lead person.          Review comms to parents.          Launch day in September 2021          Welcome back festival for children.</p>	<p>Reviewed routinely through line management process</p>	
<p><b><u>Extended school time (HOLIDAYS)</u></b></p> <p>School Holiday programs offer experiences beyond the core subjects and beyond the normal curriculum events</p>	<p>BPA will identify children within year groups that will benefit from diverse experiences. The cost of a teacher and TA per session and snacks for the children is made available.</p>	<p>Pastoral lead to review offer half termly</p>	
<p><b><u>Parental Engagement</u></b></p> <p>Parents are reintegrated back into school life to celebrate and share in the learning and successes of their children.</p> <p>Vital services and information to parents is communicated early. New parents aware of school places despite closure of children’s centres</p>	<p>Curriculum enrichment calendar of events published early in September 2021 if Covid guidelines permit it.</p> <p>Admissions for EYFS strategy to feed into whole school marketing strategy</p> <p>Parents aware of local centres, early help etc</p>	<p>SLT to review for 2021-22</p>	