



BELMONT CASTLE ACADEMY SCHOOL

COVID catch-up strategy



COVID catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	721	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£57,680		

STRATEGY STATEMENT

Brief overview of the catch-up premium strategy

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.

We know that we have the professional knowledge and expertise at Belmont Castle Academy to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our recovery. The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each student in year's 7 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.

BELMONT CASTLE ACADEMY SCHOOL - SPRING 2021

IMPLEMENTING THE CATCH-UP STRATEGY AT BCA

As a school, we have always been proud of the quality of teaching at Belmont Castle Academy and this is something we will continue to implement and focus on; we believe that quality first teaching is the key to success in closing the gaps in the children's understanding. However, we do also recognise that for some children this is not enough and that some would benefit from additional provision. We have therefore used the mid-year Performance Management process (Spring 2021), to help identify which children would benefit most from this additional support. This has also helped to identify some of the key areas that need to be addressed as part of our catch-up strategy.

The school's catch up aims and priorities are:

- To raise the attainment of all pupils to close the gap created by COVID-19 school closures.
- To pay specific attention to identifying which pupil's progress has been affected most by the impact of COVID and support them in catching up
- To reduce the attainment gap between disadvantaged pupils and their peers
- To ensure our children are emotionally healthy and ready to learn, by responding to the additional pressures they may be feeling as a result of COVID-19, as well as emotional responses they may have experienced such as, anxiety, stress, trauma, bereavement and other losses.

The core approaches:

- The introduction of well-being mentors in each year group (2 in Reception) available two hours every week to support the on-going emotional and social needs of the children. These members of staff will be trained by the Pastoral Lead, Mrs Rawlings.
- To provide focused support in the form of tuition in small groups no larger than 1:5 and in some cases 1:1, throughout the school.
- The provision of resources to support closing the gap (investment in the following to support lowest ability and PP children: Reading Eggs and also Phonic Decodable Books.
- To review what has been taught during lockdown and since the introduction of remote learning, RAG rating our MTPs for depth of understanding rather than coverage of skills.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

	Some children have lower than expected starting leading to under development of reading, maths, phonic knowledge, social interaction
	Some vulnerable children do not make expected progress – PP (132) SEN (54) EAL (342)
	Low attendance for some children
	Pupils were already behind where they would normally be in their curriculum learning due to School closure 2020.
	Social, emotional and behavioural problems affecting wellbeing and progress

ADDITIONAL BARRIERS

External barriers:

	<p>Remote learning:</p> <p>Children are not receiving the same level of support as they would in school.</p> <p>Lack of resources to support learning.</p> <p>Unable to offer targeted interventions/support for specific children.</p> <p>Lack of devices/sharing devices with siblings (devices given out based on needs/situation of pupils).</p> <p>Parent support (lack of engagement/working)</p> <p>Lack of communication and support with peers.</p> <p>Home environment and/or lack of routine means children arrive less prepared for learning e.g. incomplete home learning, disrupted evening / morning routine, emotional difficulties</p> <p>High percentage of EAL with very little understanding of English.</p>
	<p>After receiving support at home during lockdown, some struggle to complete tasks independently.</p>
	<p>Low self-esteem leading to poorly developed learning behaviours and social understanding</p>
	<p>Access to a range of experiences, including social and educational out of school activities</p>
	<p>Widened gap for disadvantaged children</p>
	<p>Parents self-isolating, becoming unwell and bereavement in the family.</p>

Planned expenditure for current academic year

QUALITY TEACHING FOR ALL					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead And costings	When will you review this?
To ensure good attendance on the part of all groups of children.	To aim to have an attendance of 97% or higher	Combining professional knowledge with robust evidence about approaches that are known to be effective. Refer to: <ul style="list-style-type: none"> • DfE's catch-up premium guidance • EEF's COVID-19 support guide for schools 	Absence management – to identify pupils who are persistently absent	SLT/attendance officer Teaching team	Half termly and reported to governors.
To enable all pupils to be able to reconnect with the curriculum.	Blended learning between remote learning and in-school	Good attendance on the part of the children. High levels of engagement evident when you walk around the school. Very low levels of poor behaviour and well managed by the adults. Evidence in stick ability of learning on the part of the children when you talk to them.	Recovery curriculum: Making changes to the curriculum from March 8 th to ensure that it is PSHCE rich, to help support the needs of the children as we emerge out of lockdown. (focus PSHCE books for each topic to engage, develop allow children to connect with the curriculum) Teaching team to have RAG rated the MTPs based on children's level of understanding not coverage. MTPs reviewed and updated to reflect what needs to be taught in the remainder of the year – the priority skills. MTPs reviewed for the following year to determine which skills need to be carried forward (some units of work have been missed or swapped during Remote learning, to ensure certain skills can be taught remotely). Further extending the use of Pre and Post Assessments in Science, History and Geography. Progression grids to help teachers revisit skills and knowledge from previous years.	SLT/ELT Subject leads Staff meeting time £1500 for PSHCE resources	Prior to March 8 th End of June 2021

<p>All pupils to rapidly recover Reading skills (including phonics) to meet ARE</p>	<p>Phonics: Bridge the gap and develop secure phonic knowledge.</p> <p>Reading: Develop fluent, expressive readers who have an in-depth understanding of what they are reading.</p> <p>Develop reading for pleasure</p>	<p>Lack of reading identified as key area due to lockdown.</p> <p>A child's ability to read is an important skill to ensure their success in school.</p> <p>Regular reading has proven to develop a pupil's ability to access a better curriculum as well as improving their communication and language skills.</p>	<p>Pupils to have access to a wide choice of books pitched at their reading/phonics level. (School library to re-open in a COVID secure way by the end of Summer 1 to provide children with a wider variety of books).</p> <p>Daily and weekly readers to improve reading stamina.</p> <p>Identified children to have additional support – through initial teacher assessment – differentiated work used to support filling in the gaps. Coordinators to ensure teachers/support staff have sufficient knowledge. Assessing children through Benchmarking and Phonic Screening to identify gaps and ensure all children are reading the correct leveled book (colour band/phonics level)</p> <p>Teaching of daily phonics from Nursery – Year 3. Revisiting prior sounds taught during lockdown. Interventions for the lowest 10% of children in years R and 1.</p> <p>Reading Eggs provided for lowest 10% of children to access during remote learning in addition to the PP children</p> <p>Phonic decodable book investment to ensure EYFS through to Year 2 have sufficient books which match their phonic decodable knowledge (£2000)</p> <p>NEW strategy of decodable books for Year 1 and 2. Teacher's trained on how to assess children's phonic knowledge to ensure they are given the correct level book.</p> <p>Virtual Library created and will be going live during National Read a Story Month in May. This will provide children with a wide range of authors and books to support developing a love for reading and reconnecting with stories. Cost? – author launching?</p>	<p>Reading Lead Phonic Lead</p>	
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<p>All pupils rapidly recover maths skills so they meet ARE</p>		<p>Key skills and content missed due to remote learning leading to gaps</p>	<p>Pre and post assessment to identify gaps.</p> <p>Use of MTP to identify skills missed or those that require further imbedding</p> <p>Use of NFER to identify pupil's attainment and gaps</p> <p>Providing children with weekly homework to complete via teams.</p> <p>Providing children with passwords to access more learning at home with Times Table Rock Stars and Purple mash.</p> <p>providing staff with resources to support children.</p> <p>Providing staff with planning ideas and support to teach SMART.</p> <p>Including a do now, talk task and plenary in all lessons.</p> <p>Including a range of fluency, reasoning and problem-solving questions in lessons</p> <p>Using the working wall and vocabulary posters to ensure the children can articulate their learning efficiently.</p> <p>The use of metacognition questions to support the children thinking about their thinking.</p> <p>Staff feedback is acted upon from the children</p> <p>Early morning work using a range of subjects including maths.</p> <p>Giving the children a range of CPA resources to support them.</p> <p>Provide children with the opportunity for cross-curricular links to maths.</p>	<p>Maths Lead</p>	
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<p>All pupils rapidly recover English skills so they meet ARE</p>	<p>Increased independence in writing</p> <p>Development of early writing</p>	<p>Lack of essential practise of writing skills during remote learning.</p> <p>GPS: specific knowledge has suffered, leading to lack of fluency in writing.</p> <p>Cohesion and flow when writing at length has suffered due to child engagement at home.</p>	<p>Specific targeted GPS teaching, this needs to be heavily scaffolded at the level the children can access and taken right back if needed (AfL needed)</p> <p>Daily handwriting (KS1/KS2) and developing fine motor skills (EYFS/KS1) due to lack of physical writing during the lockdown.</p> <p>Introduction of new writing structure to be more child lead to engage and motivate them to write. This new approach will help with cohesion and flow as it helps the children to structure their work based on their learning.</p> <p>English Lead to ensure teachers and support staff have sufficient knowledge and to put support in place where needed.</p> <p>Staff training based on new approach to teaching English. Further support available from English lead.</p> <p>1:1 tuition opportunities for learners who need additional support through the catch-up funding.</p>	<p>English Lead</p>	
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Total budgeted cost: £3500

TARGETED SUPPORT

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead And costings	When will you review this?
<p>After school tuition 1-1 / small group support</p>	<p>Catch up programme to close the gap as a result of remote learning.</p>	<p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy (EEF)</p>	<p>To ensure that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p> <p>When and how -</p> <p>Small group (up to 1:5 though could be as low as 1:1) tuition delivered by qualified teachers and also HLTAs. Children identified through mid-year PM process and placed in priority groups which is dependent upon their breadth of need. Launched from 26th April, one hour sessions either on a Tuesday or Thursday from 3.20pm to 4.20pm.</p> <p>Principal and Vice-Principal will monitor what is being covered and the impact of the tuition.</p>	<p>Principal and Vice Principal</p> <p>(20 staff – Av £26 PH) Summer term (10 weeks) £5,200</p>	<p>Half termly</p>

<p>Support Staff specific training needs</p> <p>(SEND provision)</p>	<p>Training provided by a range of professionals as well as in house expertise to support SEND children.</p>	<p>To have support staff that are able to spot needs arising.</p> <p>To have resilient staff able to deal with the social and emotional impact of the pandemic.</p> <p>To have up to date, evidence-based training for a range of special needs and conditions.</p>	<p>To build on and embed previous training on <i>Loss and Transition</i> – focusing on the impact of Covid on staff and our children - We looked strategies and ways of talking and supporting each other.</p> <p>We will continue to focus on training that best equips our support staff to the challenges our children face to their social, emotional, and mental health. As a school we recognise that they often best placed to identify the needs and issues facing our children.</p> <p>We will be running training for all support staff on 20th and 25th May called ‘Starving the anxiety Gremlin’. This will be run in partnership with Mental Health and Wellbeing Service for Thurrock.</p> <p>To continue to liaise with the EP service, Treetops Outreach and range of other professionals for training relevant to the special needs of our children.</p>	<p>SENCo (SM)</p>	<p>Half termly</p>
Total budgeted cost:					<p>£5200</p>
WELL-BEING SUPPORT					
<p>Action</p>	<p>Intended outcome and success criteria</p>	<p>What’s the evidence and rationale for this choice?</p>	<p>How will you make sure it’s implemented well?</p>	<p>Staff lead With costings</p>	<p>When will you review this?</p>
<p>Well- being support for children and staff</p>	<p>Emotional well-being support (wherever possible inside class)</p>	<p>To be able to effectively ascertain the impact of children’s social and emotional needs over the longer term.</p>	<p>To implement the <i>Thrive Approach</i> to help us identify the individual needs of our child, supporting their healthy social and emotional development over time.</p> <p>This will help to.....</p> <ul style="list-style-type: none"> • develop resilience in our children • close the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance • helps staff to feel more equipped to manage behaviour and able to support more vulnerable children 	<p>PSHCE lead/Pastoral Team</p> <p>£2500</p>	<p>Introduced from September 2021 and reviewed half termly.</p>

The introduction of Well-being mentors	All pupils to have access to a well-being mentor withing their year group.	To have systems in place to support the on-going social and emotional needs of our children.	The introduction of well-being mentors from April 19 th in each year group who are running targeted interventions. These will cover areas such as: anxiety, bereavement / loss, friendship issues, resilience and building self-esteem. The mentors will also be the point of contact for those children who need their confidence and self-esteem building.	Pastoral Lead (AR)	Half termly
The re-introduction of Wizards workshop	To provide additional support for PP children and also others identified by the teaching team who have been most impacted by Covid.	Children who previously attended Wizards Club have been identified as being more focused in their learning and more engaged generally.	Wizards operates between 3.20pm to 4.20pm and led BCA staff who know the children. The core programme used in Wizards Club reflects what we use in the school generally ensuring continuity of provision - <ul style="list-style-type: none"> ✓ Reading Eggs ✓ Reading Express (for the older children) ✓ X tables Rock Stars ✓ Maths Seeds 	PP acting lead (SR) 5 staff x 5 nights a week for 10 weeks (£4000 approx)	Half termly
Education Mental Health Practitioner (EMHP) workshops and interventions	To provide parents/children with effective strategies to manage anxieties/worries	To ensure children feel safe and are in the right mind-frame to engage at school and provide parents with strategies to support themselves and their children in the facilitation of a safe and immersive learning environment.	Identified children and parents will be involved in specialized workshops/interventions to support with anxieties and worries they have. The EMHP's will provide strategies and techniques for parents to coach themselves and their children on how to deal with situations of unease and help build up a resilience and a feeling of safety and trust in all aspects of school life. In the long-term, these skills will be transferable to wider aspects of life, both in and outside of the school setting.	Pastoral Lead (AR) Wellbeing Lead (AF)	Half termly
Total budgeted cost:					£6500

OTHER APPROACHES					
Metacognition to support our Curriculum Intent and Implementation	In house training	To ensure that our curriculum has embraced the concept of 'deepening learning'.	Train teachers to implement metacognitive strategies in the classes to maximise the opportunities for children to retain key knowledge for the long term. Monitoring and evaluating the use of effective metacognition strategies thorough Pupil Voice and lesson observations.	SLT	Termly

<p>Communicating with and also supporting parents.</p>	<p>Virtual Parents 'Evening sessions to discuss how have the children settled in.</p> <p>Parent workshop offered by the Mental Health Team.</p>	<p>To inform parents of any concerns and continue communicating with parents, as parents have been worried that children are falling behind.</p>	<p>To continue to communicate to parents how well children have settled in, which will alleviate their worries.</p> <p>Effective communication with parents is important so that children feel that they have the same level of support, both at school and at home.</p> <p>The Parents' workshops aim to help parents/children to cope with some of the difficulties they might be experiencing.</p>	<p>Mental health Team</p> <p>Teachers</p>	
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ADDITIONAL INFORMATION

Additional sources of information used to support the sections above.

- Internal assessment and reporting
- Discussions with parents as part of the termly consultation sessions
- Results of staff and pupil consultation
- Analysis of attendance records
- Wizards Workshop