



## Belthorn Academy Catch-up Premium Spending October 20 – July 21

<b>School name:</b>	Belthorn Academy Primary School						
<b>Academic year:</b>	2021						
<b>Total number of pupils on roll:</b>	184						
<b>Total catch-up budget:</b>	£14,720	<b>First installment:</b>	£3,620	<b>Second installment:</b>		<b>Third installment:</b>	
<b>Date of review:</b>	January 2021						

### Teaching and whole-school strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
<b>Block 1 Pupils identified as working below ARE in the baseline assessments in September will received targeted support</b>	<p>All pupils working below ARE will receive intervention. This could be small group, 1-1 or whole class.</p> <p>Before and After school interventions will take place.</p> <p>TA class cover at least 1 pm per week will</p>	<p>All pupils will have made accelerated progress by July 2021.</p> <p>Autumn Term data will show steps towards this.</p>	<p>£7,837 TA support.</p> <p>Teachers carrying out interventions in their own time – cost = £0</p>	<p>All class teachers will have at least 1 afternoon to focus on teacher lead interventions. Cover provided by TA's. Some class teacher have 2 afternoons where a greater need has been identified.</p>	<p><i>At the end of the Autumn term, data showed that all cohorts of children were making progress. Attendance was a significant factor where progress was slower than expected – either due to repeated isolations, or due to parents not sending their children to school because of anxieties linked to covid19. Remote learning was provided.</i></p>

	release CT to carry out interventions.  PM interventions by TA will also take place in year 2 and 6.			10 afternoons in total	
Key year groups of Year 2 and Year 6 will have full time TA support to enable additional interventions to take place	Key year groups are supported throughout the day and receive extra PM interventions.	Children are well prepared for the SATs at the end of 2021 academic year	£ 6,124	HS and CF Cover provided by TO and TM	<i>SATs will now be replaced by Teacher assessment. Focus will be on preparing children for the transition to the next key stage.</i>
Reception class S&L support	Children to have dedicated speech and language sessions in Reception	Children's speech and vocabulary will improve and this will be reflected in their use and understanding of vocabulary when speaking, writing and reading.	£2,612	KD – release time provided by TA	<i>Pupils receiving targeted support are making small step progress. Again attendance is a factor where progress is slower than expected.</i>
Total spend:			£ 16,573		

## Targeted Support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
TA/CT extra interventions focusing on Phase 2 and 3	At least 80% of pupils meet the ARE in phonics at the end of year 1. Interventions will take place before school, after school and during the mornings.	Focused small group interventions on a daily basis will enable children to make rapid progress.	£ 0	SW	Autumn term data shows very small step progress. Precision teaching to commence January 21.
TA/CT extra interventions focusing on Phase 3,4 and 5	The 4 pupils who did not meet the pass level for phonic screening to receive extra interventions and 1-1 reading time daily.	Precision teaching daily. Focused support daily	£0	HS/TO	Good progress has been made for these children showing the precision teaching is having an impact.  Pupil 1 – 0 – 21 Pupil 2- 0 – 21 Pupil 3 - 0 – 28 Pupil 4 – 0 - 10
Total spend:			£ 0		

## Wider strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
To target the wellbeing of all pupils as a result of school closures, periods of isolation and to address any anxieties caused by C19 by implementing the Jenby's programme	Pupils will be able to identify their emotions and be able to have a range of strategies in place to help deal with anxieties and worries.	Pupils ability to focus on work will improve. Anxieties will be managed.	<p>£ 2500 for training and resources.</p> <p>ME and KD carry out intervention before school and in lunch times.</p>	ME and KD	<p><i>ME – 1 hour a day for 6 weeks</i></p> <p><i>KD – 1 hour a week for 6 weeks</i></p> <p><i>The early impact of this programme is positive. Children can name feelings and identify some strategies. Closure of school meant that the final session for the first groups was not completed. It will be interesting to see if children can apply strategies when school re-opens more widely.</i></p>

			£		
			£		
Total spend:			£ 2,500		

## Summary report

What is the overall impact of spending?
<p>January 2021</p> <p>Targeted support, small group intervention and precision teaching carried out by teachers and TA's who know the children well and can apply intervention strategies to class work has a positive impact. Barriers to progress remains attendance. Where this is inconsistent, gaps</p>

do not close as we had hoped. The school closure in January 21 will impact these interventions. We will continue to work with groups using remote learning but this will depend on pupil engagement.

#### How will changes be communicated to parents and stakeholders?

Governing body will be aware of assessment data through termly meetings.

Parents will be aware of progress via Parent's evening meeting and reports.

#### Final comments

The gaps in learning caused by school closures are significant. The challenges of providing quality interventions are ones which our dedicated teaching staff are giving up time beyond the school day to ensure that they meet the needs of the children.

Our interventions are beginning to have impact, but we have yet to see how the second round of school closure will impact our children.

Final spend: **£ 19,073**