



BHM Catch-Up Premium Strategy



School name:	Bedford Hall Methodist Primary School					
Academic year:	2020-21					
Total number of pupils on roll:	207 (+36 nursery)					
Total catch-up budget:	£16,720	First installment:	£4180	Second installment:		Third installment:
Date of review:	Spring 2021.					

Teaching and whole-school strategies

[To complete this section, outline which actions you wish to implement to support teaching and whole-school concerns, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Embed retrieval strategies in all lessons – INSET January 2021	Teachers regularly draw upon retrieval strategies and offer daily opportunities to retrieve and remember. Children know more and remember more.	More children can apply skills and knowledge learned in all curriculum subjects and be successful in future learning and employment. (EEF research)	£157.50 – Chris Quigley Retrieval Development Pack £79 Vocabulary Ninja	Lisa Whittaker - DHT	Whole school strategies are consistently used to develop children’s memory and retrieval skills. Teachers are skilled in asking questions that promote retrieval, as well as recall. Vocab ninja purchased to replicate current FIF for grammar.

Using long term planning results from targeted diagnostic assessments (NTS) to plan for specific reconnection lessons through gap analysis tool (MARK)	Teachers are able to monitor progress as pupils recover any learning loss and use the curriculum design to deliver whole class reconnection lessons, addressing gaps in learning in a timely manner	Teachers are aware of what pupils have (or have not) learned and address whole class misconceptions or prior learning needs in a timely manner. Baseline assessments based on previous year's curriculum so teachers have a clear starting point.	£0 (NTS and MARK already used)	Amy Burkes – HT Lisa Whittaker - DHT	Curriculum design: Maths: Weekly fluency lesson based on gap analysis (not following sequence of learning) Eng: Weekly comprehension lesson, weekly SPaG reconnection lesson focused on previous year's key objectives Foundation Subjects: Reconnection units across the year based on concepts not covered in summer term. Evidenced on LTPs.
TESS Support – de-escalation strategies	Staff create environments that are conducive to learning, and positive behaviour including behaviour for learning is evident throughout school	When behaviour is good, teachers can focus on the content of their delivery, improving outcomes. Children feel supported and valued.	As part of school package	Kate Whalley – Inclusion Manager	Whole staff training – November 2021 (1.5 hours CPD)
Whole school Mental Health Workshops	Children who understand their mental health can recognise when they need support and are aware of how to get this support.	Support from adults is given in a timely manner as children know they can discuss their mental health needs. Children know how to manage their own wellbeing – coping strategies, relaxing strategies, breathing/mindfulness etc	From school budget	Lisa Whittaker- DHT	Children understand the complexities of the brain. They can recognise triggers of their own emotions and learn strategies that work for them.
Total spend:			£157.50		

Targeted support

[To complete this section, outline which actions you wish to implement to support individuals or small groups, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Rising Star Shine Intervention	Children receive additional tuition in specific key areas of reading and mathematics	Children recover learning loss quickly and have further opportunities to apply new learning. Outcomes in reading and mathematics improve and children meet end of year targets	£720	Lisa Whittaker - DHT	SHINE online programme selects children for interventions using their test results. Teachers can put these children into groups and are provided with planning, resources and an assessment task.
Additional tuition through overtime (teachers and TAs)	Children receive additional tuition in specific key areas of reading/phonics, spelling and grammar, writing and mathematics	Children meet end of year targets and outcomes improve in key subject areas. Children gain self-belief and reach their true potential.	£ 3000	Amy Burkes – HT Lisa Whittaker - DHT	Tuition taking place before, during and after the school day depending on suitability of individuals. Groups are fluid and are reviewed often.
Nuffield Early Language Intervention (NELI)	Children at risk of experiencing difficulty with reading are able to develop language and communication skills that reduce this risk.	The EEF published results from the trial (193 schools) that pupils improved language skills by an additional three months.	£0	Amy Burkes – HT Victoria Hailwood – Reception Teacher	NELI is an evidence-based intervention programme delivered over 30 weeks by teachers and teaching assistants (training provided) in groups of three to four children

1:1 nurture support	Children develop resilience and are aware of their own expressive behaviour and actions and the consequence and rewards linked to these choices	Children choose to behave well and become autonomous in their response to school rules. Children know they are cared for, understand a range of emotions are natural and can recognize triggers and solutions associated with their character	£1000	Adrian Hewitt – Pastoral manager	Nurture interventions begin in a timely manner so children can return to class. This will reduce the waiting list for the counsellor as children's personal and emotional needs are being met.
Total spend:			£4720		

Wider strategies

[To complete this section, outline which actions you wish to implement wider support, for example to parents, or accessing improved technologies, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Facilitate access to high quality, age-appropriate books that meet children's reading/phonetic needs through 'Reading Planet' online	Children foster a love of reading. They continue to acquire and apply skills in phonological/phonemic awareness and reading comprehension whilst remote learning and continue to be asked targeted questions that parents may not know to ask alone.	Children speak positively about books / reading. Children make at least good progress in reading and meet end of year targets. Children attain well in statutory tests – phonics, KS1 and KS2.	£550	Judith Piper – English Lead	Unlike learning in a classroom setting, Reading Planet lessons and activities are focused on instructing the child alone, therefore they are free to learn and progress at their own pace
Support teachers in facilitating access to online tuition by providing high quality remote learning opportunities through whole staff Purple Mash training	Children who are isolating are given the same curriculum diet as their peers in school and are able to access teaching and learning materials.	Teachers know how to upload teaching videos, assign work and offer feedback using the online platform 'Purple Mash'. Children know how to use the platform with minimal assistance. Children continue to learn and apply their learning during isolation periods, making at least good progress.	£0 (included in the Purple Mash subscription)	Rob Woodward – Computing Lead	Actioned on 28/09/2020 so the platform can be utilised straight away. Children taught how to use it in class and usernames sent home. Homework set on purple mash to familiarise children and parents with the set up. 'How to...' Guides for Parents sent home.

<p>Regular pastoral/welfare phone calls to parents</p>	<p>Parents and carers maintain positive relationships with school and feel supported. School is aware of external pressures on parents and can direct them to external services where required.</p>	<p>Attendance is improved and school understand the barriers to attendance and are able to address them early and support children in returning to school.</p>	<p>School Budget</p>	<p>Adrian Hewitt – Pastoral Manager</p>	<p>Pastoral team are approachable and parents feel supported by school. Parents share open and honest dialogue.</p>
<p>Minimise financial burden of Christmas on our families</p>	<p>Prevent parents getting in to (further) debt over Christmas by providing families with gifts for their children and food hampers for the family.</p>	<p>Wellbeing of parents in January is more positive due to not getting in to (as much) debt over Christmas and/or their children and family having what they need. Positive wellbeing of parents promotes a settled household and improves behaviour of child.</p>	<p>Donations</p>	<p>Adrian Hewitt – Pastoral Manager</p>	<p>Donations from individuals and companies. Food donations from supply agency and Chapel.</p>
<p>Utilise Vodafone's emergency data package to facilitate home learning</p>	<p>Order 50 data SIMs to give to pupils who find it difficult to access education from home due to not having the right connectivity. Each SIM has a 30GB data allowance valid for 90 days.</p>	<p>Data sims allow pupils to access school work from home, catch up on lost learning during school holidays, and continue with their education if they are required to isolate.</p>	<p>£0</p>	<p>Amy Burkes - HT</p>	<p>While parent voice suggests there is technology at home, the greater difficulty is securing the necessary connectivity when there are other siblings or parents accessing work online too. This free connectivity will positively impact on the learning and future outcomes of some of our most in-need pupils.</p>

Share online safety information and guidance to both children and parents	Children remain safe online and can make safe decisions, when not being supervised. Children know how to avoid, and report unsuitable content, disclosing personal data, illegal downloads, file sharing, spyware, viruses, inappropriate advances and cyber bullying.	Children are equipped with the skills to be safe online and avoid risks including 'tricks'. Parents successfully monitor children's usage and restrict inappropriate content.	£0		The school is aware that children will spend longer than usual online during periods of isolations and parents may not be monitoring this strictly – due to working at the time children are online or through not having appropriate security/access settings. School utilizes BeSafe-Online resources
Open Early Helps with the intent to improve attendance	School are aware of the reasons behind poor attendance and work with the family to support in improving attendance.	Children want to come to school. Parents want their child to be in school. Parents and children access remote learning during periods of isolation.	£0	Adrian Hewitt – Pastoral Manager	Staff training on recognising when Early Helps are required and how to support the family through the process of an Early Help related to attendance (shared responsibility for attendance)
Move Pastoral office so its locality is accessible to parents on drop off/collection and erect a door	Parents are able to meet face to face, socially distanced/outside with pastoral team without entering the main school building/corridors	Parents are able to maintain positive relationships with the pastoral team so they can access bespoke support – e.g support with applying for free school meals, advice around online safety, remote learning.	Through school budget	Adrian Hewitt – Pastoral Manager	Parents are able to approach Mr Hewitt to talk, whereas they are restricted with phonecalls due to financial concerns and practicalities.
Total spend:			£550		

Summary report

<p>What is the overall impact of spending?</p>
<p>How will changes be communicated to parents and stakeholders?</p>

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Final comments

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Final spend: £