

<b>Brymore Academy</b>	
<b>Number of students on roll</b>	335
<b>Proportion of disadvantaged</b>	
<b>Catch-up Premium allocation (no. of pupils x £80)</b>	£26,800
<b>Publish date</b>	September 2022
<b>Review Date</b>	July 2023

<b>Guidance</b>	
<b>Use of funds (DfE guidance)</b>	<b>EEF recommendations</b>
<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 curriculum expectations for the next academic year.</li> <li>While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.</li> <li>school leaders must be able to show they are using the funding to resume teaching a normal curriculum as quickly as possible following partial or full school closure.</li> <li>Governors and trustees should scrutinise schools' approaches to catch-up from September 2020, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.</li> </ul>	<p>The EEF recommends a tiered approach when planning how to best utilize allocated catch-up funding.</p> <ol style="list-style-type: none"> <li><b>Teaching:</b> high-quality teaching for all, effective diagnostic assessment, supporting remote learning, focusing on professional development.</li> <li><b>Targeted academic support:</b> high-quality one to one and group tuition, teaching assistants and targeted support, academic tutoring, planning for pupils with SEND.</li> <li><b>Wider strategies:</b> supporting pupils' social, emotional and behavioral needs, planning carefully for adopting a SEL curriculum, communicating with and supporting parents, supporting parents with pupils of different ages, successful implementation in challenging times.</li> </ol>

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<b>Identified impact of lost learning due to lockdown</b>	
<b>English</b>	The reading culture that was relatively strong has started to be eroded by lockdown; initial data collected suggests a regression in reading ages for many students, especially in PP and vulnerable learners. To keep students engaged and participating in online learning there was a planned shift from extended writing as a learning outcome to more summative assessment and therefore confidence and competency in written accuracy and mastering different formats of writing needs addressing. There are also gaps in subject specific knowledge, especially knowledge of tier 3 vocabulary.
<b>Maths</b>	Basic numeracy skills, especially those of our lower ability students have regressed with a particular concern around tables.
<b>Science</b>	
<b>Non-core</b>	Gaps in subject specific learning but probably the most apparent impact is general resilience in the classroom – being independent, taking responsibility for independent study.
<b>Pastoral</b>	There has been an increase in safeguarding concerns. Years 7 and 8 especially are not yet secure in their understanding of the ethos of the school and this is manifesting in conflicts in their peer relationships.

<b>Quality first teaching</b>				
<b>Strategy</b>	<b>Rationale</b>	<b>Implementation</b>	<b>Cost</b>	<b>Desired impact</b>
Ensuring all students have access to revision materials in all core subjects	Having class sets of revision materials accessible in classrooms removes the need to rely on students to have/remember their own.		£550- science £500 - English	
<b>myON</b> myON by Renaissance is a student-centred, personalised literacy platform that offers every student unlimited access to an enhanced digital library.	Many students stopped reading over the first lockdown as they did not have access to reading material in the home. A digital library ensured that this barrier was removed, especially after vulnerable learners were issued with laptops.	Training sessions were provided to students via their online live lessons as well as a training session for parents which delivered via Teams. The use of myON	£2000	To increase engagement with reading for pleasure and limit the regression of reading ages across key stage 3.

<p><b><u>Quickstep English</u></b> Digital tool to support the development and embedding of grammatical, punctuation, spelling, vocabulary knowledge. There are 4 different stages to allow for progression (Learner, Improver, User and Advanced) Entry and exit self-marking tests for each stage.</p>	<p>Many students at Brymore struggled with basic literacy before lockdown. Time lost in school because of COVID 19 in conjunction with a declining amount of reading for pleasure and practice of extended writing when not in school has exacerbated this problem. Most students need revision of basic grammatical concepts, punctuation rules and a widening of vocabulary. With so many students having different gaps in their knowledge this approach allows a tailored intervention for each student who can progress through the level most appropriate for them at their own pace. It saves workload for teacher in terms of assessing and marking.</p>	<p>Once purchased English Team will need time to learn how to use, administer and agree practices to ensure this can fit in to the existing English curriculum. Friday afternoon release.</p>	<p>£350</p>	<p>Students to revise and embed key grammatical concepts to improve their writing skills.</p>
<p><b><u>Spelling Shed</u></b></p>	<p>Improving Spelling through fund interactive games.</p>	<p>Students given a intro to spelling shed via their English lessons and parents introduced to the platform during an evening Teams session</p>	<p>£100</p>	
<p><b><u>Class reads</u></b></p>	<p>Class sets of novels to be used in conjunction with reading lessons – different texts chosen for different ability groups and year groups</p>		<p>£1415.10 £84</p>	
<p><b><u>Times Tables Rock Stars</u></b></p>	<p>To improve basic numeracy skills in an interactive engaging way.</p>	<p>Student access to app</p>	<p>£100 for a year subscription</p>	

<p><b>Targeted intervention</b></p>
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Strategy	Rationale	Implementation	Cost	Desired impact
Small group work with year 11s to address gaps in knowledge in English	In the autumn term year 11s who had struggled to engage in online learning during the summer term of 2020 were identified – those who were performing more than two grades below their target grades.	Charlotte Young was employed two days a week to work with small groups of year 11s taking them out of landbased lessons (already secured), PE, Games and PSHRE.	£7,660	To close the gaps between currently working at grades and target grades.
Providing sports based coaching sessions focusing on developing teamwork, peer relationships, resilience, resourcefulness, responsibility and problem-solving skills.	Many students, specifically in years 7 and 8, do not have a secure understanding of the ethos of the school and what it means to be a 'Brymore Boy.' This has implications across the curriculum both academically and pastorally. By focusing on the 3 Rs and developing working peer relationships we hope to improve attitudes to and behaviour for learning.	To offer this as an option during the Friday activity program where students can sign up to/be assigned to participate. This will be arranged using outside providers.	Channel Adventure - £15 pp per session based on 20 students over 5 sessions = £1500. Travel = £400  SASP – free  TH – extra hours - £200	
Providing leadership coaching to new student leaders.	Many students, specifically in years 7 and 8, do not have a secure understanding of the ethos of the school and what it means to be a 'Brymore Boy.' This has implications across the curriculum both academically and pastorally. By focusing efforts on		£1250 £250	

	training our SSLT we hope that they will have a significant impact on establishing the Brymore ethos in 2021/22			
Providing 1:1 maths tuition for year 10/11 student	JF (SEMH) struggled to attend lessons pre lockdown. Post lockdown attendance in mainstream lessons is now at zero. As an upper ability student he will under achieve without 1:1 intervention	2 x 1 hour 1:1 sessions per week with tutor for 33 weeks	Approx. £990	Student will achieve P8 target of 7 and not be disadvantaged by SEMH need exacerbated by pandemic

<b>Wider strategies</b>				
<b>Strategy</b>	<b>rationale</b>	<b>Implementation</b>	<b>Cost</b>	<b>Desired impact</b>
To reestablish a reading culture by increasing shared reading experiences	At Brymore we have established and embedded systems and procedures that both encourage and monitor reading. This has suffered because of Covid. In our department Clare Popham recently wrote her dissertation entitled 'What motivates students to read in my setting.' She conducted her primary research with our students. Whilst almost all of the boys stated that our rewards and sanctions system surrounding reading was a contributing factor in their reading habits, what was really clear from her research was that the biggest motivating factor to read was when it was a shared experience. They especially welcomed the opportunity to talk about books with an adult, something which many do not have the opportunity to do at home. In addition, our most impactful literacy intervention is not any prescribed intervention, it is morning reading – a small group reading a book with an adult. This is the intervention		£2402.75 £131.25 (jackets) £150 Total: £2684.00	A shared reading experience, reestablishing reading culture, improved reading ages.

	that has the biggest impact on reading ages. Although students in KS3 at Brymore currently have a reading lesson once a week, these lessons are full of monitoring and handing out either rewards and sanctions; there is little time to share a story or talk about them – the thing which motivates them the most according to our data. Essentially, we would like to make reading a shared experience, with an adult and move it out of an English lesson. I propose using the current ‘dead time’ when registering for activities on a Friday afternoon and maybe extending this a little for tutors to simply have a class book and read it with their tutor group over the course of the school year (maybe less). Each tutor group needs a set of books and these can then be rotated each year, so every tutor group enjoys a new book each year. Books can be chosen to complement the tutorial package for example exploring ideas of diversity, kindness, acceptance, different cultures etc.		
Author visit and creative writing workshop	To help regain enthusiasm for extended writing.	£800	Improve writing skills

<b>Book for shared tutor reading</b>	<b>Summary</b>	<b>Themes</b>	<b>AR info</b>
‘Wonder’ by R.J Palacio	After being home-schooled for years, Auggie Pullman is about to start fifth grade, but he's worried: How will he fit into middle-school life when his facial deformity means he looks so different from everyone else?	Kindness, tolerance, acceptance, friendship, inner beauty, family.	4.8 11 points
‘Noughts and Crosses’ Malorie Blackman	In Callum's world the white noughts are second-class citizens and the black Crosses are highly revered and perceived as the superior race. Callum is a nought and his best friend,	Racism, Terrorism, Justice, Heroes	4.0 14 points

	Sephy, is a Cross and the daughter of a powerful politician.		
'A Monster Calls' by Patrick Ness	Thirteen-year-old Conor awakens to find a monster outside his bedroom window--not the one from his recurring nightmare, but an ancient, wild creature that wants him to face truth and loss.	Family, death, isolation, suffering, versions of reality	4.8 5 points
'Refugee Boy' Benjamin Zephaniah	Life is not safe for Alem. His father is Ethiopian, and his mother Eritrean, and with both countries at war he is welcome in neither place. So his father does something which at first seems callous, but is in fact the ultimate gift of love.	Culture, war, separation	5.6 10 points
'The Kite Runner' Hosseini, Khaled	Amir, haunted by his betrayal of Hassan, the son of his father's servant and a childhood friend, returns to Kabul as an adult after he learns Hassan has been killed.	Betrayal, redemption, fathers and children, violence and rape, memory and the past, politics and society	5.2 16 points
'Coram Boy' Jamila Gavin	The Coram man takes babies and money from desperate mothers, promising to deliver them safely to a Foundling Hospital in London. Instead, he murders them and buries them by the roadside, to the helpless horror of his mentally ill son, Mish.	Abandoned/lost children,	6.3 14 points
'Boy in the Striped Pyjamas' John Boyne	Nine-year-old Bruno knows nothing of the Final Solution and the Holocaust. He is oblivious to the appalling cruelties being inflicted on the people of Europe by his country. All he knows is that he has been moved from a comfortable home in Berlin to a house in a desolate area	Family, lies and deceit, race, violence, morality and ethics, friendship, freedom and confinement, warfare (The Holocaust)	5.8 7 points

	<p>where there is nothing to do and no one to play with. Until he meets Shmuel, a boy who lives a strange parallel existence on the other side of the adjoining wire fence and who, like the other people there, wears a uniform of striped pyjamas.</p>		
<p>'The Boy at the back of the class' Raúf, Onjali Q</p>	<p>Told with heart and humour, The Boy at the Back of the Class is a child's perspective on the refugee crisis, highlighting the importance of friendship and kindness in a world that doesn't always make sense.</p>	<p>Refugees, poverty, fairness, acceptance, challenging stereotypes</p>	<p>5.4 9 points</p>
<p>'Lord of the Flies' William Golding</p>	<p>A plane crashes on an uninhabited island and the only survivors, a group of schoolboys, assemble on the beach and wait to be rescued. By day they inhabit a land of bright fantastic birds and dark blue seas, but at night their dreams are haunted by the image of a terrifying beast.</p>	<p>Human nature, civilisation, spirituality, weak vs, the strong, savagery</p>	<p>5.0 9 points</p>
<p>'The Crew' Bali Rai</p>	<p>Meet Ellie, Jas, Della, Will and Billy. They're tough. They're street-smart. They're the Crew, and they live in what they call the Ghetto - the estates round the city centre where everyone is skint and it's important to stick together. No-one has a go once you're part of a gang. Except, sometimes, the older gangs who can be really dangerous</p>	<p>Class, poverty, danger of gang culture, relationships</p>	<p>4.9 9 points</p>
<p>'The Curious Incident of the Dog in the Night Time' Mark Haddon</p>	<p>When Christopher finds a neighbour's dog killed he determines to unravel the mystery. But the world is a very strange place seen through the eyes of an autistic and gifted 15-</p>	<p>Growing up, truth, love, safety, logic vs emotion,</p>	<p>5.4 10 points</p>



	year-old boy, and Christopher soon finds out more than he could ever imagine.		
'Chains' Laurie Halse Anderson	After being sold to a cruel couple in New York City, a slave named Isabel spies for the rebels during the Revolutionary War.	Family, friendship, identity, warfare, slavery, courage, hypocrisy, memory and the past.	5.2 11 points
'Killing honour' Bali Rai	When Sat's sister, Jas, is married off into the Atwal family she changes, she's quiet and distant. But Sat's too busy with his own life; his girlfriend, his friends, football . . . Then Jas disappears. According to her new husband, she's run off with another man. Her family disown her; don't seem to care if she's ever found. But Sat doesn't believe it. Something has happened to his sister and he's determined to figure out what. But his investigations take him into dark and dangerous territory . . .	Arranged marriages, honour killing, family, courage, truth	4.0 8 points
'Welcome to Nowhere' Elizabeth Laird	Twelve-year-old Omar and his brothers and sisters were born and raised in the beautiful and bustling city of Bosra, Syria. Before long, bombs are falling, people are dying, and Omar and his family have no choice but to flee their home with only what they can carry.	War, culture, refugees, politics, ambition	4.6 10 points
'Guantanamo Boy' Anna Perera	When fifteen-year-old Khalid is kidnapped while on holiday in Pakistan with his parents, he is forced to go to a place no teenager should ever see. Torture and terror are the norm, and he doesn't know if he will ever escape	Truth, war, terrorism, religion, culture, stereotyping.	5.5 13 points

2021-22?				
Strategy	rationale	Implementation	Cost	Desired impact
Supporting staff in identifying gaps in student learning and developing strategies in how to close the gaps.	According to EEF, the first step in catching students up to have a secure knowledge of gaps in their learning	Devotion of staff meetings/INSET to: <ul style="list-style-type: none"> <li>Identifying gaps</li> <li>Developing banks of low stake tests – building retrieval practice and metacognition</li> </ul> Topic knowledge organizers		
<b><u>Monitoring literacy provision for all</u></b> (Accelerated Reader, myON, Reading Rewards, Spelling Shed, Quick Step English)	Mon	AR/myon – monitored by CP/JC? Providing class teachers with key data on students, liaising with parents regarding progress in reading (4 hours per week) Spelling shed and Quickstep English to be overseen by LH?	myON & AR - £600 (until end of academic year) Spelling Shed & Quickstep – 3 hours per week - £450	
Key stage 3 catch up learning/ revision skills with targeted students to prepare for end of year exams.		On a Friday afternoon students will be in small groups with either JC, ST, DC or TH and complete independent reading, spelling shed, Quickstep (25 mins of each) and a group guided reading session	£15 per hour x2 per week x 3 groups for 10 weeks. Total: £900 JTL to work with key staff to jointly plan the structure and delivery of these sessions. One Friday afternoon extra hours for staff to attend -£120	

			£200 - books	
Extra prep support for PP students – Year 9 PP students	Many of these students struggled to engage in online learning at home and even before covid struggled with completing prep and independent study.		£750	

- [Find a tuition partner | NTP | NTP \(nationaltutoring.org.uk\)](#) e.g 1:3 ration 15 hr block = £375
- Behaviour interventions +3, feedback +8, digital technology +4, homework +5, metacognition +7, 1:1 +5, reading strategies

Quality First teaching	Targeted support (meaningful and data driven)	Wider strategies
<ul style="list-style-type: none"> <li>• Professional development for staff? Any need here?/release time for planning? Friday afternoons? Supply to cover activites?</li> <li>• Diagnostic assessment – how can we evidence our identification of learning lost? Any digital self-marking tools/packages to assist with this? (digital learning +4 months)</li> <li>• Feedback (+8 months) how can we facilitate staff generating frequent and meaningful feedback?</li> <li>• Educake/Quickstep English? To assess gaps and</li> </ul>	<ul style="list-style-type: none"> <li>• Additional reading groups (+5 months) – can we staff inhouse?</li> <li>• National Tutoring programme? E.g. 15 hour block- 1:3 ratio = £375 - investigate</li> <li>• Reading ‘catch – up’ CP to run break/lunch groups? Monitor AR</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting with attendance?</li> <li>• Supporting with behaviour for learning ?</li> <li>• Focus on PP and vulnerable learners – TLR? Monitoring?</li> <li>• Staff additional prep support sessions (EEF research - homework +5 months)</li> </ul>

reinforce key grammatical knowledge to improve writing (skill affected by COVID)		
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