

# Barr Beacon School: Coronavirus (COVID-19) Catch-up Premium Action Plan



## 1. Summary information

<b>School</b>	Barr Beacon School				
<b>Academic Year</b>	2020-21	<b>Expected Budget</b>	£109,200	<b>Number of Pupils Y7-11 (September 2020)</b>	1379

## 2. Context

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.

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.

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. The £650 million of universal catch-up premium funding will be available for all state-funded mainstream and special schools, and alternative provision.

Schools' allocations are to be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years 7 to 11.

## Key Documents

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Covid-19\\_support\\_guide\\_for\\_schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf)

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support>

<https://www.suttontrust.com/our-research/>

Support	Intended outcome	Actions	Staff lead	Impact
<p><b>Supporting great Teaching</b></p>	<p>Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable. Almost all schools will also have made significant adjustments to organisational and logistical aspects of school life. Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school. Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support. Additional information about effective approaches for supporting great teaching is included in the EEF's Teaching and Learning Toolkit</p>	<ul style="list-style-type: none"> <li>• Staff CPD events that focus upon identifying gaps in foundational knowledge and how to fill them. CPD focuses upon quality of teaching in driving pupil progress. This to include a focus upon reading. Staff CPD further develops staff use of technology to deliver quality online teaching and learning.</li> <li>• Second year Teacher programme to be planned using guidance from recently published Early Career framework</li> <li>• NQT programme takes into account missed training time due to lockdown from March 2020 and is adjusted to enable staff to work upon teaching standards they feel were areas for development at March of their training year.</li> <li>• TLR post holders will present robust plans of proposed actions and how impact will be measured on pupil progress. Focus of all post holders will be on ensuring that gaps in core foundational knowledge of pupils are identified and addressed.</li> <li>• Provision of quality CPD for Academic support staff to enable them to have maximum impact on pupil outcomes.</li> </ul>	<p>Leadership/Directors of Learning</p>	<p>18 staff CPD sessions were delivered either remotely or face to face of these 2 sessions delivered to all teaching staff had a reading focus and 2 gave advice and guidance about online teaching. Academic Coaches also received 2 CPD sessions about supporting reading and reading for understanding, new staff received an additional session about teaching reading explicitly and implicitly and ITT students also received 2 sessions supporting pupils reading.</p> <p>As a result of this reading ages increased with all pupils on average making 14 months of progress in this academic year, in addition to this Parental surveys, Parent Forum minutes and testimonials demonstrate an appreciation of quality online teaching. 97% of parents agreed that Barr Beacon helped them to support their child's learning. (486 responses) This has limited the impact of lockdowns on pupil learning. For example, an analysis of the last 4 years' worth of KS3 data showed Barr Beacon pupils to be roughly 4-5 weeks below where they would be in a year unaffected by Covid 19 lock downs. This is smaller than the projected 1.5-2.2 months estimated by DFE commissioned research.</p> <p>NQT and second year teachers received bespoke programmes of support led by senior leaders and experienced middle leaders programmes.</p> <p>TLR Post holders have amended their curriculum areas to reflect gaps that may exist in core foundational knowledge. Their action plans have been reviewed a strategic point during the year and a final review that included a presentation of impact to senior leaders occurred during the summer term. This led to carefully identified target areas being prioritised within curriculum areas according to baseline, CAT4 and assessment data and learning walks.</p>

				<p>Parent surveys were effusive in their praise of how well pupils are taught with 98.5% of responses agreeing their child is well taught (486 responses from all Year groups 7-13)</p>
<p><b>Transition Support</b></p>	<p>All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19. Planning and providing transition support, such as running dedicated transition events—either online or face-to-face, as restrictions allow—is likely to be an effective way to ensure pupils start the new year ready to learn. Transition events might focus on sharing information about school with children and their families or running activities designed to make pupils feel comfortable in their new school, for example by introducing pupils to their new teachers and classmates. Additional transition support might include using assessment to identify areas where pupils are likely to require additional support or creating opportunities for teachers to share information about pupils' strengths and areas for development with colleagues, including between primary and secondary schools where possible.</p>	<ul style="list-style-type: none"> <li>• Virtual Parents evenings to replace the more traditional face-to-face parent's evening to ensure families are kept up to date on their child's progress. Parents Evening System purchased to enable face-to-face sessions to occur with pupils in all year groups.</li> <li>• CAT 4 testing of pupils carried out to ensure pupil needs are met and they are placed in groups appropriate to their needs.</li> <li>• Primary school teacher input used to help place Year 7 pupils into appropriate tutor groups.</li> <li>• Virtual Settling in evening for Parents of Year 7 pupils to share with them guidance for supporting their child at home.</li> <li>• Parental meetings held throughout the year to discuss pupil transition back to school where concerns are raised.</li> <li>• School Council provide pupil voice</li> </ul>	<p>Leadership</p>	<p>Virtual Parents Evenings were held for every year group. Year 8 received two to offset the fact that they missed their Year 7 Progress Evening due to lockdown.</p> <p>Parent surveys were very satisfied with the ease of booking Progress Evenings and how informative they were. 96% of survey respondents agree that the Virtual Progress evenings were straightforward to access (486 respondents from all year groups.)</p> <p>Comments included "I think the online progress evenings are fantastic! So well organised and run, do smoothly! I would rather have the online meetings than the progress evenings in school, Could we please keep to the online progress evenings" (Year 7 parent)</p> <p>"I would just like to say I thought this was much better than normal parents evening, there was no waiting around, the teachers were prepared, the discussions were concise and overall, a much smoother less exhausting experience. Well done to all the teachers at Barr Beacon, this was extremely well organised, and I think the online support during this challenging year has been excellent!" (Year 9 parent)</p> <p>CAT 4 testing of all Year 7 pupils was undertaken and used alongside baseline evidence to ensure pupils were placed in appropriate groups and set challenging targets.</p>

<p><b>Pupil Assessment and feedback</b></p>	<p>Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support. For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach. Additional information about this is included in the EEF's guidance</p>	<ul style="list-style-type: none"> <li>• Reading Tests undertaken by Year 7 and Year 11 pupils to enable reading support to be targeted to those who are chronologically behind in reading comprehension. This will also enable access arrangements to be put into place for Y11 pupils.</li> <li>• Baseline testing of pupils in each subject to assess pupil learning needs.</li> <li>• CAT 4 testing of Year 7 pupils to ensure pupil needs are met and they are placed in groups appropriate to their needs.</li> <li>• Catch up support provided in the form of academic coaching for those who require it.</li> <li>• Regular discussions to be held using the latest assessment data in KS3-5 to enable timely interventions to be put into place for pupils.</li> <li>• Purchasing of Accelerated reader licenses and STAR testing to support reading clubs.</li> </ul>	<p>Directors of Learning/ Leadership</p> <p>Academic Coaching team</p>	<p>Assessment data for all year groups was used to target pupils for Academic coaching support. This led to the following number of pupils receiving 1-1 and small group support from our academic coaches. (See next row for further breakdown)</p> <p>CAT4 and baseline testing in Year 7 was used to ensure pupils were set challenging baseline targets throughout the academic year. The results of the CAT4 testing led to further curriculum developments such as targeting shape and space in Mathematics based on the cohort level analysis provided by the CAT 4 testing. Setting in Mathematics and English was informed by baseline testing.</p> <p>Regular reviews of KS4 data by Leadership and Directors of Learning informed the pupils targeted in our intervention programmes offered to Year 10 and 11 pupils. This included small group support in extended school day sessions and interventions that took place during the school day in Core subjects.</p>
<p><b>One to One support and small group tuition</b></p>	<p>There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring 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. As a</p>	<ul style="list-style-type: none"> <li>• Academic Coaching team appointed. Ex- SCITT trainees, university graduates and those with A Levels in core subjects targeted for employment.</li> <li>• Coaching staff undertake 6 week programmes of support for Year 10</li> <li>• 11 pupils identified as underachieving by testing and assessment. This to</li> </ul>	<p>Leadership / Directors of Learning.</p>	<p>Our team of Academic coaches spent the following time working with pupils in individual and small group support. Coaching case studies and impact reports demonstrate that the pupils involved in this support made excellent progress in the areas targeted.</p> <p>Year 7: 243 hrs of support to 29 pupils 14 SEND pupils and 13 Pupil premium[pupils</p>

	<p>rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catch-up approaches. Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.</p>	<p>take place after school and during morning registration periods.</p> <ul style="list-style-type: none"> <li>• Academic Coaching in lessons for targeted pupils to support progress.</li> <li>• Coaching drop-in sessions available to support pupils of all years with homework and classwork.</li> <li>• Small group Reading interventions through academic coaches for KS3 pupils with lower reading ages than chronological ages.</li> <li>• Purchasing of Accelerated reader books and core reading group texts to support Reading Club interventions of academic coaches.</li> </ul>		<p>Year 8: 384 hrs of support to 46 pupils 15 SEND pupils and 19 Pupil premium[pupils</p> <p>Year 9: 482 hrs of support to 36 pupils 14 SEND pupils and 15 Pupil Premium pupils</p> <p>Year 10: 661 hrs of support to 61 pupils 20 SEND pupils and 39 Pupil premium[pupils</p> <p>Year 11: 388 hrs of support to 52 pupils 24 SEND pupils and 24 Pupil premium[pupils</p> <p>Additional 125hrs of afterschool support was given by Academic coaches to 55 pupils.</p> <p>The academic coaching team has produced in-depth case studies. These studies demonstrate the positive impact of small group and 1-1 support on the progress on the pupils targeted.</p> <p>In addition, 21 pupils with reading ages below their chronological age in Y7 were targeted to attend reading clubs with coaching staff.</p> <p>19/21 said that they would like to do a club like this again.</p> <p>15/21 said that they were more confident after taking part. (5 recorded a neutral score)</p>
<p><b>Extending School Time</b></p>	<p>In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school. There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour. However, to be successful, any increases in school time should be supported by both parents and staff.</p>	<ul style="list-style-type: none"> <li>• Selected Year 11 pupils to attend Period 6 lessons in Core subjects to support their achievement.</li> <li>• Year 11 daily assemblies to recap key content in Core Subjects, pupils provided with printed work packs and clipboards to support.</li> </ul>	<p>Leadership / Directors of Learning.</p>	<p>Pupils in Year 11 received x7 morning assemblies focussing on core foundational knowledge in English Maths and Science. This equates to 21 sessions.</p> <p>Pupils in Year 10 Received x10 morning assemblies focussing on Core Foundational knowledge in English, Maths and Science and this equates to 30 sessions.</p> <p>In Humanities subjects, 45 pupils were invited during Friday after school sessions, 80 pupils after school on Mondays, 48 on Thursday evenings and 17 on Wednesday evenings.</p> <p>On a rotational basis and as part of a short-term programme of support, 48 pupils received Mathematics interventions during PSHE and Core PE lesson time. 55</p>

				<p>pupils received English Language Support during PSHE and Core PE lesson time. 39 pupils received English Literature intervention during PSHE and Core PE lesson time. (on a rotational basis as part of a short term programme)</p> <p>Academic Coaches worked in small group or 1-1 with xx pupils after school in a variety of core and option subject areas 25 f these pupils were Pupil Premium.</p>
<p><b>Intervention Programmes</b></p>	<p>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can b</p>	<ul style="list-style-type: none"> <li>• Reading programmes during tutor time each morning.</li> <li>• Confidently and clearly programme to support articulatory in school.</li> <li>• Accelerated Reader Programme for targeted pupils.</li> <li>• Numeracy Ninjas programme with targeted Year 7 pupils</li> <li>• Year 7 Catch Up Premium reading programme for targeted Year 7 forms</li> <li>• Masterclasses in Core and non-core subjects to boost progress of targeted pupil groups</li> <li>• Success Centre programmes to support social and emotional needs of pupils. Strong focus on disadvantaged pupils</li> <li>• TIGERS/ IRON TIGERS programmes to support the behaviour, social and emotional wellbeing of pupils as they transition back to school. Focus on behaviour for learning to support academic progress through positive behaviours.</li> <li>• Regular Year 11 morning assemblies Monday, Tuesday, Wednesday and Friday each week with a focus on tuition in Core subjects to boost pupil progress. Provision of booklets and clips boards to enable pupils to</li> </ul>	<p>Leadership</p> <p>TLR Postholders</p> <p>Success Centre team</p> <p>Directors of Learning</p> <p>Pastoral Coach</p>	<p>Tutor time reading programmes and other small group interventions contributed to pupils at Barr Beacon School making accelerated progress with reading ages increasing by an average of 14 months between September and July.</p> <p>Small group reading clubs were targeted at 21 pupils and saw</p> <p>19/21 say that they would like to do a club like this again and</p> <p>15/21 feeling more confident after taking part. (5 recorded a neutral score)</p> <p>The academic coaching team has produced in-depth case studies. These studies demonstrate the positive impact of small group and 1-1 support on the progress on the pupils targeted. 2,158 hours of 1-1 and small group support was provided to 279 pupils between Years 7-11.</p> <p>250 Year 10 pupils received extended school days for at least one subject for the duration of a term.</p> <p>In Humanities subjects, 45 pupils were invited during Friday after school sessions, 80 pupils after school on Mondays, 48 on Thursday evenings and 17 on Wednesday evenings.</p> <p>On a rotational basis and as part of a short-term programme of support, 48 pupils received Mathematics</p>

		<p>engage in booster activities during these assemblies.</p> <ul style="list-style-type: none"><li>• Reading club interventions undertaken by academic coaches linked to accelerated reader programme.</li></ul>	<p>interventions during PSHE and Core PE lesson time. 55 pupils received English Language Support during PSHE and Core PE lesson time. 39 pupils received English Literature intervention during PSHE and Core PE lesson time. (on a rotational basis as part of a short term programme)</p> <p>32 pupils identified at requiring support in numeracy were given twice-weekly academic coaching support through 'Timetable Rockstar's software. They improved their speed and accuracy of their timetables by +3.25.</p> <p><u>Success Centre.</u></p> <p>117 pupils took part in Success Centre programmes ranging from: Adapting to change, behaviour, friendships, resilience, mental health, self-esteem, managing emotions and body image. Attendance to these sessions was 90%. Upon completion of the programme 97.5% of pupils agreed that the sessions had a positive impact on them and the same amount (97.5%) said they would recommend the programmes to a friend.</p> <p><u>School Counsellor</u></p> <p>55 pupils between Years 7 and 12 were referred to school counsellor. Of this, 23 were pupil Premium pupils. Reasons included:</p> <p>Anxiety, Behaviour, Self-control, Stress levels, Family situations, Self-harm, Depression, Medical issues, Bereavement and attendance.</p> <p>Pupil exit surveys were overwhelmingly positive. For example:</p> <p>"It has helped me to open up how I'm feeling and how to deal with it".</p> <p>"Helped me to streamline my coping methods and come to terms with changes and stresses".</p>
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				<p>"I found healthy ways to cope with my anxieties".</p> <p><u>TIGERS Programme</u> 31 targeted pupils took part in the TIGERS programme with our Pastoral Coach. Of these 52% were SEND pupils and 13 Pupil Premium pupils. A pastoral coach analysis has shown behavioural improvements in almost all pupils who engaged with the programme. Boxing has allowed a pastoral footprint of over 100 pupils within the school. The Pastoral Coach is building relationships with all pupils, to include harder to reach pupils. This has supported pupils in finding enjoyment in learning, led to better behavior in class and is supporting their academic progress.</p> <p>Pupils in Year 11 received x7 morning assemblies focussing on core foundational knowledge in English Maths and Science. This equates to 21 sessions.</p> <p>Pupils in Year 10 Received x10 morning assemblies focussing on Core Foundational knowledge in English, Maths and Science and this equates to 30 sessions.</p>
<p><b>Supporting Parents and Carers</b></p>	<p>Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils. Providing additional books and educational resources to families over the summer holidays, with support and</p>	<ul style="list-style-type: none"> <li>• Virtual Progress evenings so parents can engage with their child's teacher and receive advice on supporting their pupils.</li> <li>• Virtual Settling in evening for Parents of Year 7 pupils to share with them guidance for supporting their child at home.</li> <li>• Parental meetings held promptly when a pupil's academic attainment and/or emotional wellbeing is raised as a concern.</li> <li>• Parents to be sent information about how to support their child since their</li> </ul>	<p>Heads of House/Leadership</p>	<p>Parents received text messages to guidance on home learning and how best to support their child at home regularly throughout the school year.</p> <p><a href="https://barrbeaconschool.co.uk/wp-content/uploads/2020/05/Home-Learning-Guide--BB.pdf">https://barrbeaconschool.co.uk/wp-content/uploads/2020/05/Home-Learning-Guide--BB.pdf</a></p> <p><a href="https://barrbeaconschool.co.uk/keep-up-with-your-learning-even-if-you-have-to-stay-at-home/">https://barrbeaconschool.co.uk/keep-up-with-your-learning-even-if-you-have-to-stay-at-home/</a></p> <p>191 Pupils who were unable to access online learning were identified via parental response to IT surveys and</p>

	<p>guidance, may also be helpful—for example, offering advice about effective strategies for reading with children.</p>	<p>return to school including several guidance booklets.</p> <ul style="list-style-type: none"> <li>• Revision tabs posted online to support parents with managing their child's revision.</li> <li>• Increased communication home via letter and text message to ensure transmission of key information and parental engagement.</li> <li>• Sending homework packs for pupils unable to access online work.</li> </ul>	<p>provided with fortnightly paper based work packs that mirrored our online delivery as closely as possible.</p> <p>Parents who could not access Virtual Progress evenings were provided with written or verbal feedback about the progress of their child on request.</p> <p>Virtual Progress Evening model saw attendances remaining high and were in line with those that took place onsite during the 2019-2020 academic year.</p> <p>Virtual Settling in evening took place online and the online resources were viewed 500 times up to April 2021.  <a href="https://barrbeaconschool.co.uk/settling-in/">https://barrbeaconschool.co.uk/settling-in/</a></p> <p>Surveys undertaken following each Progress Evening indicated that 97% of parents agreed that Barr Beacon helped them to support their child's learning. (486 responses)</p> <p>Comments about our online resources were exclusively positive. For example:</p> <p>“Barr Beacon has been amazing throughout the whole of lockdown. Very supportive, very responsive and an excellent effort from the staff. I have nothing but praise for how you have handled every situation during a very difficult time. Thank you for being so supportive to my daughters who attend, fantastic.” (Year 9 Parent)</p> <p>“I think live lessons are working well and really appreciate the efforts of the staff to ensure that the children are still receiving quality teaching. (Name Supplied) receives feedback from her teachers and I'm very grateful for that.”</p>
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<p><b>Access to Technology</b></p>	<p>Access to technology Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school. To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback— is more important than which form of technology is used. In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced.</p>	<ul style="list-style-type: none"> <li>• Bank of laptop computers to be purchased to loan to pupils from disadvantaged background with no access to ICT at home.</li> <li>• ICT survey to be undertaken to target support of pupils who have lack of access to ICT at home.</li> <li>• Licenses to online technology platforms to be purchased to enable pupils to access and engage with content related to their studies and consolidate their knowledge of key foundational knowledge.</li> <li>• Purchase video appointment element of Parents Evening Appointment System to enable virtual Progress evening's to be held.</li> <li>• Increasing school bandwidth to enable virtual events such as CPD, Progress evenings, external speakers and live lessons to be effectively streamed.</li> <li>• Provision of laptops to pupils with no means of accessing live lessons and online learning resources.</li> <li>• Providing pupils with paper copies of curriculum work where IT access is an issue until this is resolved</li> </ul>	<p>Directors of Learning/ Leadership</p> <p>Admin Team</p> <p>IT Support Team</p>	<p>Pupils who were unable to access online learning were identified via parental response to IT surveys and provided with fortnightly paper-based work packs that mirrored our online delivery as closely as possible. 191 pupils received work packs for the duration of lockdown. Of these pupils, those who were Free School Meals were offered the loan of a laptop.</p> <p>Progress Evenings were able to be held virtually for all year groups, those parents who could not access Virtual Progress evenings were provided with written or verbal feedback about the progress of their child on request. 96% of survey respondents agree that the Virtual Progress evenings were straightforward to access (486 respondents from all year groups.)</p> <p>159 Laptops were provided to Barr Beacon pupils to support those accessing online content and live lessons during the Covid-19 lockdowns. This led to high engagement of parents and carers with virtual progress evenings and pupils engaging in online learning platforms.</p>
<p><b>Summer Support</b></p>	<p>Summer programmes can benefit pupils socially and academically, helping to ensure that they return to school ready to learn. Summer support can also focus on a wide range of outcomes, such as confidence and wellbeing, and include a wide range of activities such as sports, music and drama that children might have missed out on during lockdown. One challenge for summer programmes is achieving high levels of attendance, particularly from children from disadvantaged families. Communicating with pupils and their families to assess levels of engagement and barriers to</p>	<ul style="list-style-type: none"> <li>• Academic Easter and Summer Schools to be planned for the school holidays to support pupils in plugging gaps in knowledge and skills. These are to be targeted at Core subjects and pupils from disadvantaged backgrounds in particular.</li> </ul>	<p>Leadership.</p>	<p><b><u>Easter School:</u></b>  <u>Online content</u> for KS3 and KS4 Pupils was created for subject specialists for all to access and engage with during Easter holidays. This was differentiated and targeted at foundational knowledge of key units. Contents page was viewed 1,254 times between the 31<sup>st</sup> March and 19<sup>th</sup> April. Mathematics was the most the subject with the most engagement with 598 visits between Y7-11 pupils. Science received 416 engagements from pupils in Y7-11, 277 pupils viewed English content, 93 for History and 90 for Geography (Y10/11 pupils only)</p>

	<p>attendance is likely to be important. In addition, staffing is a key challenge, recognising the extensive demands placed on teachers and schools in recent months and the challenges created by public health requirements. For summer programmes to improve educational outcomes, they need to include high-quality academic support, such as small group tuition delivered by teachers or trained tutors.</p>		<p>Other subjects received below 50 engagements from KS4 pupils.</p> <p><u>Face-to-Face</u> delivery also took place for Select Y10 pupils and targeted KS3 pupils. 147 Y10 pupils were invited for targeted face-to-face support, of these 111 attended their sessions. All subjects reported improvements in the knowledge of core foundational knowledge in their subjects.</p> <p>17-targeted Y8 pupils attended Face to face support in core subject areas. Of these 12 pupils were PP and 4 were SEND pupils.</p> <p>21-targeted Y7 pupils attended the programme of which 7 were PP and 4 were SEND.</p> <p>Pupil surveys indicated that 92% felt Easter School supported their progress in Core Subjects, 75% believed the sporting element made them more active than they would ordinarily have been.</p> <p><b><u>Summer School:</u></b> 150 Y6 pupils who would be attending Barr Beacon in September were invited to our summer school. Attendance for the week was 93%.</p> <p>11 different subjects were taught with an afternoon of sport taking place every day.</p> <p>97% enjoyed Summer School 91%felt they would be more successful in Y7 because of Summer School 98.6% said they made friends with people they didn't know before Summer School 94% Felt more confident about coming to Barr Beacon School because of Summer School.</p>
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Barr Beacon Catch Up Premium Expenditure 2020-2021

<b>Category</b>	<b>Notes</b>	<b>Actual to 31/08/21</b>
Income	Based on 1369 pupils @£80pp	£109,520.00
Salaries	Includes Academic Coaches	£57,810.36
Key Stage Leads	25% of Maths, Science and English KS3 Leads	£44,284.24
Leadership	2% salary	£1,574.15
Books		£2,048.24
Post		£529.34
Subscriptions	Renaissance Learning to August 2021	£113.67
Cat 4 Digital testing		£ 3,038.00
Other Learning Resources		£812.50



