Maltby Academy

Exceptional Experiences, Successful Lives

Resilience	Aspiration	Responsibility	Confidence	Community

Maltby Academy – Recovery Premium Plan – 2021-22

Contents

1 – Our Approach to the Recovery Premium Allocation

Maltby Academy receive Recovery Premium funding for the specific purpose of supporting our students, after the school closure, due to the COVID-19 pandemic. We believe this funding is especially important for those from the most vulnerable and disadvantaged backgrounds. The Recovery Premium is spent within the context of the overall funding agreement between the Department for Education and Maltby Academy.

Allocation is calculated on a universal 'per student' basis, with Maltby Academy receiving £145 for each eligible student in years 7 to 11.

1.1 – Using the Recovery Premium

Maltby Academy will use the funding for specific activities to support students academically, and to support students' mental health, in light of the challenges of the last 20 months.

The Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools, with evidence-based approaches for all students. Maltby Academy has consulted this guidance on how best to implement these strategies, and the supporting case studies, to help identify the best approaches for our community.

2 – Students at Maltby Academy in Receipt of the Recovery Premium - 2021-22

2.1 – Recovery Premium Funding

Recovery Premium	Funding (£)
TOTAL funding	£48865
TOTAL costed	£48000

2.2 - Barriers to Future Attainment

Academic Barriers (issues to be addressed in school)

	Lack of access to technology (internet enabled devices (laptop, tablet, phone, PC etc.) and access to the internet.
	Poor literacy skills: disadvantaged students, on average, are significantly below expected in their literacy skills. A number of our students eligible for the Recovery Premium have reading ages significantly below chronological, where intervention is needed through the Whole School Reading Strategies. Moreover, the drive to improve the quality of spoken and written communication, through the Oracy Agenda, is particularly pertinent for these students.
	Pastoral: a number of our students have social, emotional and mental health issues, anger management issues, difficulties with social skills, incorrect uniform, lack of equipment, lack of support at home, regularly go without eating breakfast and need mentoring/counselling support. Alongside these issues, anxieties around the Covid-19 pandemic itself have further impacted students.
	Absence due to a positive covid test.
	Although our online learning offer is high-quality, it is no substitute for high-quality face-to-face teaching in the classroom. Students' progress will therefore be adversely affected if we must revert to online learning.

Additional Barriers (issues that also require action outside school)

A	Attendance: attendance to online lessons, in the context of our provision of 100% live lessons, was less consistent than when students attend school in person.
B.	Enrichment: a number of our students have not had a wealth of positive life experiences. The pandemic, and specifically the periods of lockdown, has led to enrichment opportunities being limited further.

2.3 – Overall Strategies	Specific strategies employed
Teaching and whole-school strategies	Supporting exceptional teaching and learning. Catching up on missed learning.
Targeted approaches	Counselling and coping support. Increasing scope for in-school interventions and a Programme of Tutoring (NTP).
Wider strategies	Access to technology. Mental Health Support.

3 – Planned Expenditure

How we are using the Recovery Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

3.1 - Quality of Teaching for All

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Review
Provide high quality PLD for all teachers to ensure they can deliver impactful online learning, when this is required.	High quality online delivery of a student's full timetable during periods of lockdown, or self-isolation.	All teachers need to be comfortable with maximising the use of technology during the pandemic. 100% coverage of the curriculum offer is maintained, therefore reducing the need for further catch up on return to face to face delivery.	Bespoke PLD aimed at innovative online teaching and learning, where required. Lesson Drop Ins, online. Regular, high-quality feedback.	N/a.	
Replenishing headphones, microphone sets and webcams, where required, for teaching staff.	Allow all teachers to deliver quality online lessons.	We want students who need to access online lessons to have an experience as close as possible to a classroom experience with sound / visuals.	Review of equipment bought last year. Agreement to replenish equipment, where required.	£500	
All departments to identify gaps due to previous lockdowns and review Schemes of Learning / 39 week plans, continually, to ensure gaps are closed.	Full curriculum is delivered to all students and is sequenced to ensure all gaps in learning are closed.	Gaps in learning identified by faculties need to be covered.	Review of 39 week plans and Schemes of Learning, through line management and Department Deep Dives. Student Voice. Trial exam performance / LC data.	N/a.	

3.2 - Targeted Support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	
Bespoke support of SEND and vulnerable students.	Ensure they experience high quality teaching and reduce attainment gap, and that they feel happy and safe.	NFER reported that poor quality support has a disproportionate effect on disadvantaged students.	Deployment of TA support by the SENDCO/ Assistant SENDCO. Tracking and monitoring of wrap around support by SWM/SALs.	N/a.	
School Led Tutoring Programme	Ensure that the funding for tutoring is maximised for Y11 students, in readiness for their terminal KS4 exams.	National Research says that one to one / small group tutoring can accelerate progress by up to 5 months.	Student voice. Staff voice. Trial exam performance / LC data / summer outcomes. Drop Ins.	£10000	

3.3 - Other Approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Review
Create a programme of bespoke mental health events.	Support students with mental health and improving culture / mindset.	Removing barriers to learning allows students to engage with school life and be happy and feel safe.	Build a programme of support, in collaboration with SPR & MAST, to allow students to access mental health support. Track and monitor the impact of the programme. Student voice / parent voice.	£10000	
Drive attendance for PA students	Improve attendance and, in turn, outcomes for PA students.	When students are in school, they can access high quality teaching and learning and engage meaningfully with school life and the community.	Implement a strategy around rewards for families, linked to improved attendance. Track and monitor the strategy.	£7500	
Create a programme of enrichment experiences.	Support students with mental health and improving culture / mindset.	Removing barriers to learning allows students to engage with school life and be happy and feel safe.	Build a programme of enrichment, focused on cultural / enjoyable activities. Track and monitor the impact of the programme.	£20000	