

Maltby Academy

Exceptional Experiences, Successful Lives

Resilience

Aspiration

Responsibility

Confidence

Community

Maltby Academy – COVID Catch-Up Review – 2020-21

Whole-school
ethos on
attainment for all

Addressing
behaviour and
attendance

High quality
teaching for all

Meeting
individual
learning needs

Deploying staff
effectively

Data driven and
responding to
evidence

Clear, responsive
leadership

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1 – Our Approach to the Catch-Up Premium Allocation

Maltby Academy receive 'COVID Catch Up Premium' funding for the specific purpose of supporting our pupils to catch up lost time after 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 catch-up 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 pupil' basis with Maltby Academy receiving £80 for each eligible pupil in years 7 to 11, inclusive, and we will get funding in 3 tranches:

1. Autumn 2020 - based on the latest available DfE data on pupil numbers from the October 2020 census.
2. Early 2021 - based on updated pupil numbers. This payment will also take account of the initial part payment made in autumn, 2020, so that Maltby Academy will receive a total of £46.67 per eligible pupil across the first 2 payment rounds.
3. Summer 2021 term - a further £33.33 per eligible pupil.

Similar to the Pupil Premium allocation, Maltby Academy will use the sum available as a single total, even though funding is calculated on a per pupil or per place basis. Funding will only be available for the 2020 to 2021 academic year and will not be added to Academy's baselines in calculating future years' funding allocations.

1.1 – Using the Catch-Up Premium

Maltby Academy will use the funding for specific activities to support pupils to catch up for lost teaching over the previous months, in line with the curriculum expectations for the next academic year.

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

2 – Students at Maltby Academy in Receipt of the Catch-Up Premium - 2020-21

2.1 – COVID Catch-Up Premium Funding

| Catch-up Premium | Number of Pupils | Funding (£) |
|----------------------|------------------|----------------|
| Year 7 | 213 | £17,040 |
| Year 8 | 203 | £16,240 |
| Year 9 | 188 | £15,040 |
| Year 10 | 190 | £15,200 |
| Year 11 | 171 | £13,680 |
| TOTAL funding | | £77,200 |
| TOTAL spent | | £79,268 |

2.2 - Barriers to Future Attainment

Academic Barriers (issues to be addressed in school)

| | |
|-----------|--|
| A. | Lack of access to technology (internet enabled devices (laptop, tablet, phone, PC etc.) and access to the internet |
| B. | Poor literacy skills: pupils arrive significantly below others in their English skills. Reading ages significantly below chronological age and missed learning due to COVID has further compounded this disadvantage of our community. |
| C. | Pastoral: Many of our pupils have social, emotional and mental health issues, anger management issues, difficulties with social skills, incorrect uniform, lack of support at home, regularly go without eating breakfast, need mentoring/counselling for these issues. The COVID Pandemic exacerbated many of these pastoral issues for pupils. |
| D. | Continued absence due to positive tests of pupils themselves, their families and other pupils in their bubbles requiring further self isolation |
| E. | Although our online learning offer is of high quality, it is in no way a substitute for quality face-to-face teaching in the classroom. Students' progress will therefore be adversely affected. |

Additional Barriers (issues which also require action outside school)

| | |
|-----------|--|
| A. | Attendance: Attendance to online learning is lower than it was to school lessons before the pandemic |
| B. | Enrichment: Many of our pupils do not have a wealth of life experiences or high standards of vocabulary. The COVID pandemic and its associated isolation has meant that many experiences |

| 2.5.3 – Overall Strategies | | Specific strategies employed |
|-----------------------------------|-----------------------------|---|
| A. | Quality of Teaching for All | Supporting high-quality teaching Pupil assessment and feedback Transition support |
| B. | Targeted Approaches | One to one and small group tuition Intervention programmes Counselling and coping support |
| C. | Wider Strategies | Supporting parents and carers Access to technology Summer support |

3 – Planned Expenditure

How we are using the Catch-Up 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? | Review | Cost | Lessons learned |
|---|---|--|--|--|-------------|---|
| Provide high quality PLD for all teachers to ensure they can deliver impactful online learning | High quality online delivery of a student's full timetable during lockdown, and accessible online learning when self-isolating. | 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. | Quality assurance process established and led by a member of SLT. Online lessons are regularly quality assured and feedback given to teachers to improve delivery. | Weekly at SLT meetings | N/A | The PLD programme has been highly effective, impacting on classroom practice. Staff voice has supported this positive impact. |
| All faculties identify gaps due to previous lockdown and review Schemes of Learning to ensure gaps are closed | Full curriculum is delivered to all students and is sequenced to ensure all gaps in learning are filled. | Gaps in learning identified by faculties need to be covered to ensure 100% coverage. | Senior Leader reviews and quality assures the amended Schemes of Learning to ensure gaps in learning due to COVID are mitigated | September 2020, then regularly through line management | N/A | All departments adapted plans to meet the emerging needs of pupils in the face of missed learning and worked to mitigate these risks. Gaps in learning were quickly identified and plans devised to close the gaps effectively. |
| Alterations made to schemes of learning in practical subjects | Allow pupils access to learning of practical subjects where they cannot access the specialist areas of school | Rosenshine's Principles of Instruction support learning of students through input, with support and challenge at each stage | Through feedback and suggestions from teachers and subject leaders of practical subjects | Line management meetings | N/A | |

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Review | Cost | Lessons learned |
|--|---|---|--|--------|------|--|
| Set regular homework to support literacy and numeracy development | High priority focus on reading, literacy and numeracy skills | National evidence showed that younger students, in particular, fell behind with reading and numeracy skills during the first lockdown | Weekly homework reports generated through Satchel One | Weekly | N/A | Challenges of the pandemic limited the effectiveness of homework as paperwork could not move between pupils and staff for 48 hours, meaning that it could not be marked in a timely fashion or between lessons, in some cases. Online homework was implemented and this will be driven harder next year. |
| Drive Character Education programme through form time and assemblies | Promote cultural capital to help prepare our pupils for life in the wider world | Raising aspiration and developing self-esteem has been shown to help raise outcomes and life chances for pupils | Focus on daily delivery of a planned Character Education programme through form time and assemblies each day both in school and online during lockdown | Daily | N/A | Some of this programme was missed through lockdowns and, as such, its effectiveness was compromised due to the COVID-19 pandemic. |

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Review | Cost | Lessons learned |
|---|--|--|--|--------|-------|--|
| Headphones and microphone sets and webcams purchased for all teaching staff | Allow all teachers to deliver quality online lessons | During lockdown 1 pupils did not receive 100% live online lessons. This enables us to do so whether staff are in school or at home | Through monitoring online lessons as part of line management | Weekly | £2880 | Highly effective in improving the remote learning offer and raising its effectiveness. |

3.2 - Targeted Support

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | When review? | Cost | Review |
|--|---|--|--|---------------------------------------|---------|---|
| Additional Maths, English and Science hours in the timetable | Allow pupils affected by COVID absence to catch up in the core subjects, where life chances are of paramount importance | All students continue to follow a broad curriculum offer with some students targeted for specific English/Maths or Science interventions through reducing an optional subject. | A Senior Leader is responsible for identifying students who require extra intervention in the core and oversees all intervention groups. | Every 3 weeks through the RAP process | £28,800 | Highly rewarding initiative, impacting greatly on pupil outcomes. Subject specialist staff working closely with small groups of pupils had the greatest impact on pupil outcomes and life chances. This action will continue next year and develop further. |
| Year 11 Achieve sessions | Expand the academy day to deliver sharp, QLA led, interventions that effectively close gaps in learning. | Targeted interventions allow students to access bespoke learning that focusses on gaps. | Attendance at achieve sessions is monitored weekly and Student Achievement leaders follow up absences. Senior Leaders QA Achieve sessions weekly and provide feedback to faculty leaders. | Weekly | N/A | Highly rewarding initiative, impacting greatly on pupil outcomes. This will continue next year and even be expanded (being made compulsory for all Y11 pupils each day). |
| Close support of SEND pupils | Ensure they experience high quality teaching and reduce attainment gap | NFER reported that poor quality support has a disproportionate effect on disadvantaged students, including SEND | TAs allocated as key workers to SEND students for regular phone calls and face to face support for those accessing in school provision | Weekly, and, in some cases, daily. | N/A | This action was very successful, even through lockdowns, where remote contact was key. Key staff in the academy made |

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | When review? | Cost | Review |
|--|--|---|--|--------------|------|---|
| | | | | | | regular phone calls home and house visits to minimise the risks associated with not being in school. |
| Quality keyworker and vulnerable pupil provision in school | Reduce the impact of school closures for SEND, PP and other vulnerable learners | Close support from school has been shown to help mitigate some of the risks associated with school closures | Proactive daily contact with vulnerable families to ensure they access in school provision during lockdown or that they are regularly logging on and taking part in live lessons | Daily | N/A | Effective regular contact with home ensured the effectiveness of the support. This took place over the phone and face-to-face, through house visits, to maximise impact and mitigate risks associated with not being in the academy. |
| All pupils in Year 7 provided with a reading book | Improve the reading abilities of pupils and increase the rates of reading for pleasure | Reading has been shown to be associated with improved confidence and outcomes | Tutor time check ins and English lessons | Daily | N/A | All pupils were provided with an appropriate reading book as well as opportunities to read them in school. This was something that a significant number of pupils did not previously have access to and is a key step in driving the reading ages |

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | When review? | Cost | Review |
|--------|------------------|---|---|--------------|------|---------------------------|
| | | | | | | and confidence of pupils. |

3.3 - Other Approaches

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | When review? | Cost | Review |
|---|--|--|--|---------------------------------------|---------|---|
| Additional cover supervisor employed full time | Disruption to learning is minimised and there is a reduced need to close bubbles due to staff shortages. | To ensure the safety of pupils there is a need to reduce the number of external supply staff in the academy. Bubbles can remain open when teaching staff need to self-isolate. | Cover supervisor liaises closely with faculty leads to ensure continuation of provision. Cover supervisor lessons are quality assured by senior Leaders. | July 2021 | £22,497 | Significant impact, mitigating increased absence through the COVID-19 pandemic. This allowed the academy to continue to operate effectively during times of severe staff shortage. |
| Non-qualified, high-quality, Graduate of English was employed full time | Free up teachers of core subjects to deliver intervention with pupils | There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. | Senior Leader and AAVP English will oversee the targeting of students for extra intervention. Sessions will be quality assured, and impact measured through assessments. | Every 3 weeks through the RAP process | £22,033 | Highly effective strategy, which allowed subject specific interventions from specialist, qualified teaching staff. This was particularly effective in ensuring equity of provision for the pupils who had to self-isolate. Bespoke interventions were able to be put in |

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | When review? | Cost | Review |
|--|---|--|---|------------------------------|--------|---|
| | | | | | | place to ensure students were not adversely impact by the self isolation. |
| Attendance module of Class Charts purchased | Allow attendance of pupils to be tracked, whether in school or accessing remote learning. | Attendance at online lessons can be monitored more effectively, allowing for more timely intervention and communication form home. | A Senior Leader will oversee the implementation and training of staff. Any missed registers will be followed up through the Student Achievement Leaders. VP Behaviour and Inclusion will oversee the contacting of parents. | Weekly at SLT | £1,800 | Allowed attendance at online, remote lessons, to be tracked through lockdown. This also allowed for pupils and parents to see their positive and negative behaviour points, which improved effective communication with home. |
| Parents Evening System online appointment module purchased | Maintain quality contact with parents and carers | There is clear evidence high quality parental communication in education improves student engagement. Parents' evenings can continue effectively during COVID. | Gather parental feedback on the effectiveness of the system. A senior Leader will monitor parent engagement and attendance. | After each parents' evening. | £1,258 | Allowed parents' evenings to proceed safely and effectively through lockdown and beyond. This had a significant impact and 81% of parents engaged with online parents' evenings, which was greater than the historic 67% attendance at face-to-face parents' |

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | When review? | Cost | Review |
|---|--|--|---|--------------------------------|------|---|
| | | | | | | evenings in the academy. |
| Surveying all parents/carers and pupils | Determine what needs families have and what support they may require | To ensure we can effectively support pupils and parents we need to know what they need | Follow up surveys with parents and pupils to see if their needs were met and support was helpful in | Weekly, through pastoral teams | NA | Very effective strategy for assessing what support was required. The online parents' evening was particularly popular with 66% of parents requesting that parents' evenings remain online moving forwards and only 34% requesting they return to the academy following the lifting of COVID restrictions. |
| Ensure all Y11 and Y13 benefit from a 1:1 careers interview | Guidance on next steps secure for all. Pupils feel well informed. Reducing the risk of pupils being NEET | In the current educational and employment climate this is of particular importance | Weekly impact reports | Weekly | N/A | Regular careers appointments ensured pupils were able to receive quality support. Sept 2021: 12% of Y13 pupils have yet to confirm their next steps and 5% of Year 11 pupils. The academy continues to work with these |

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | When review? | Cost | Review |
|--|---|--|--|-------------------------------|------|---|
| | | | | | | pupils to secure training/employment or further education. |
| Assess reading ages of all KS3 pupils | Allow staff to effectively set appropriate work and effectively support pupils' needs | The DfE report 'Reading Matters' suggests that ''One in five children still leave primary school unable to read at a standard that will ensure they are well placed to succeed at secondary school.' | English lessons and reading lessons Whole School Reading strategies | Weekly by AVP (senior leader) | N/A | NGRT testing allowed for the identification of specific interventions to be put into place to raise reading ages. Impact of these interventions will be evaluated in the next round of NGRT testing in Sept/Oct 2021. |
| Engage in trust wide training and support via the driver groups, including curriculum and PP | Ensure that best practice is shared across the trust | This will enable us to use the shared experience of research based strategies to implement the most effective ideas in the Academy. | Trust driver group meetings | Half-termly | N/A | Collaboration between the 3 Trust secondary academies has facilitated the sharing of best practice, most notably through the Driver Group mechanism. The effective approach to 100% live lessons during periods of lockdown was improved by the |

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | When review? | Cost | Review |
|---|---|---|--|---------------------------|------|--|
| | | | | | | collaborative approach. |
| Secure and effective attendance and punctuality policy in place | To improve attendance across the Academy with a focus on PP and SEND students. To ensure that students are present to enable them to learn. | The DfE published one of the most effective ways to improve achievement is by improving attendance. Even the best teachers struggle to raise attainment of students who are regularly absent. | Tracking of attendance across the Academy. Pro-active flexible action plan and early intervention to target groups of students that are below national attendance or dips. Focus on reducing PA to below national. Link attendance to rewards and celebrations, giving it a high profile. Regular contact with parents, use of key workers, CAMHS, safeguarding lead. | Termly attendance figures | N/A | The challenges of the COVID-19 pandemic were difficult to overcome to significantly impact on attendance. Overall academy attendance for 2020/21 was 90.2%. this compares favourably with available national data. |
| Monitor attendance and follow up quickly on truanancies. First day response provision by personal contact | Increased attendance rates for students eligible for PP and FSM. Reduced PA rates for PP and FSM students | Attainment for children cannot be improved if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step | Communication between attendance officer, safeguarding and pastoral staff about absence issues. Same day calls about attendance progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Letters about attendance to parents/guardians. Visit PA students at home to discuss attendance with parents/guardian and explore barriers and possible solutions. | Weekly attendance figures | N/A | The challenges of the COVID-19 pandemic were difficult to overcome to significantly impact on attendance. Overall academy attendance for 2020/21 was 90.2%. This compares favourably with available national data. |

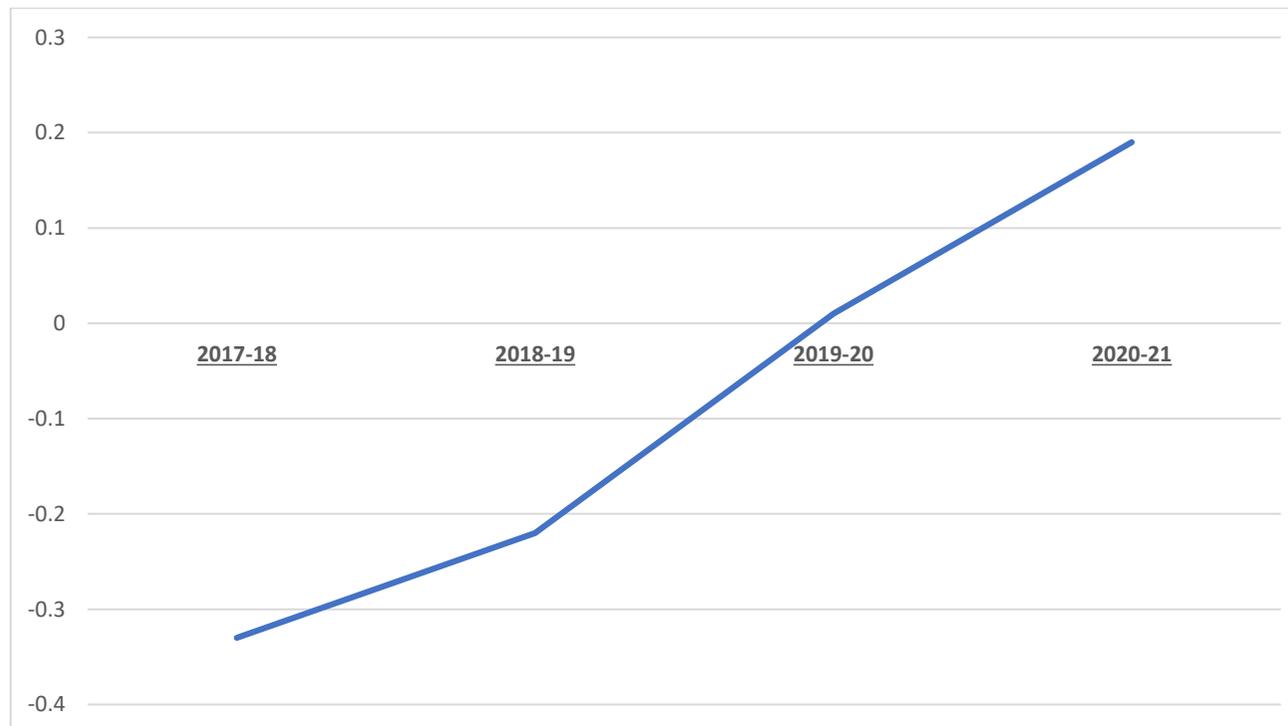
Impact

There has been a significant impact on pupil outcomes, as can be seen from the line graph below showing whole school progress 8 figure over the last 4 years. NB: the 2019-20 figure is the Academy CAG and the 2020-21 figure is the Academy TAG.

The gains made through the COVID-19 pandemic are, in part, due to the catch up funding, which has been utilised to mitigate some of the risks associated with the COVID-19 pandemic.

As can be seen from the graph below, gains have been made year-on-year in pupil outcomes, improving the life chances of more and more pupils; however, our disadvantaged pupils remain behind others and were disproportionately impacted by the COVID-19 pandemic. Reversing this is a key priority for the next year as national and local restrictions are lifted.

Progress 8 Over Time



Headline Data – 2020-21 TAGs

