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

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

Contents

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 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 pupil across the first 2 payment rounds.
3. Summer 2021 term - a further £33.33 per 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 dur 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 witout 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.	Teaching and whole-school strategies	Supporting great 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
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
All faculties identify gaps due to previous lockdown and review Schemes of Work 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 Work to ensure gaps in learning due to COVID are mitigated	September 2020, then regularly through line management	N/A
Alterations made to schemes of learning in practical subjects	Allow pupils access 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
Drive Character Education program through	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	Focus on daily delivery of a planned Character Education program through form time and assemblies each day both in school and online during lockdown	Daily	N/A

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Review	Cost
form time and assemblies		outcomes and life chances for pupils			
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

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
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
Year 11 Achieve sessions	Expand the academy day to deliver sharp, QLA led interventions that effectively close gaps in learning.	Targeted intervention, drawing for the full Scheme of Work allow students to access bespoke learning that focusses on gaps.	Attendance at achieve sessions I monitored weekly and Student Achievement leaders follow up absences.

Senior Leaders QA Achieve sessions weekly and provide feedback to faculty leaders. | Weekly | N/A |
| 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 | TAs allocated as key workers to SEND students for regular phone calls and face to face support for those accessing in school provision | Every 3 weeks through the RAP process | N/A |
| Quality keyworker and vulnerable | Reduce the impact of school closures for SEND, PP and other vulnerable learners | Close support from school has been shown to help mitigate | Proactive daily contact with vulnerable families to ensure they access in school provision during | Daily | N/A |

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When review?	Cost
pupil provision in school		some of the risks associated with school closures	lockdown or that they are regularly logging on and taking part in live lesson		
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

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
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
Non-qualified teacher 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
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
Parents Evening System online	Maintain quality contact with parents and carers	There is clear evidence high quality parental communication in education improves student engagement. Parents'	Gather parental feedback on the effectiveness of the system. A senior	After each parents' evening.	£1,258

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When review?	Cost
appointment module purchased		evenings can continue effectively during COVID.	Leader will monitor parent engagement and attendance.		
Surveying all parents/carers and pupils	Determine what needs families have that we can help and 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	Daily	NA
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 climate this is of particular importance	Weekly impact reports	Weekly	N/A
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	Weekly	N/A
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
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.	Termly attendance figures	N/A

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When review?	Cost
			Regular contact with parents, use of key workers, CAMHS, safeguarding lead.		
Monitor attendance and follow up quickly on absence. 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