

Coronavirus Catch Up Premium Funding 2020-21

Summary information					
School	The East Manchester Academy				
Academic Year	2020-21	Total Catch-Up Premium	£80000.00	Number of pupils	986

Guidance
<p>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.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.</p> <p>As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p>

Use of Funds	EEF Recommendations
<p>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 guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p>

<p>To support schools to make the best use of this funding, 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. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support
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Identified impact of lockdown	
<p>Missed curriculum content</p>	<p>Due to the closure of schools from March 2020, all subjects have had to consider lost learning and how to ensure students are not disadvantaged by this. An approach to ‘recover’ our curriculum with a focus on the following areas was necessary:</p> <ul style="list-style-type: none"> • Essential knowledge that has been missed • Changes to sequencing and a focus on interleaving • Pre-empting and addressing gaps and potential misconceptions • Explicitly teaching academic and subject specific vocabulary.
<p>Safeguarding and student support</p>	<p>The disruption caused by school closures will have had a negative impact on the wellbeing of many students. There has been an increase in the number of cases of domestic abuse and violence during lockdown and this is more prevalent in the more disadvantaged areas. Students from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life.</p>
<p>Behaviour routines and standards</p>	<p>Adverse experiences or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour.</p>

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)				
i. Teaching and whole-school strategies				
Desired outcome	Chosen approach and anticipated cost	Progress to date	Staff lead	Review date?
<p><u>Extended school time</u> Identified gaps in English and science will be closed in Key Stage 4. Increased attendance at school, improved behaviour, and better relationships with peers through timetabled enrichment activities in Key Stage 3</p>	<p>The number of 1 hour lessons per week to increase from 25 to 27. Key Stage 4 students to receive extra teaching time in English and science. Key stage 3 students to receive a timetabled enrichment lesson each week, along with a weekly technology lesson.</p>	<p>Enrichment lessons form part of the Key Stage 3 timetable and this will continue into next year. Teacher Assessed Grades indicated that attainment and progress in English and science had improved. Reduced exclusions by a third on last year's figures Internal isolation and detentions are down by 50% Attendance was difficult to determine because of X codes and Covid lockdowns. (national 89%)</p>	<p>JBO SLO</p>	<p>Termly</p>
<p><u>Teaching assessment and feedback</u> Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning giving a greater degree in confidence and accuracy of assessments.</p>	<p>Purchase of GL Key Stage 3 Assessment Package. Providing CATS, reading, spelling and dyslexia tests, along with Progress Tests in maths, English and Science. These tests will help identify gaps in learning for all KS3 students.</p>	<p>CPD and MLT meetings have focused on the importance of sequencing. End of Year exams were used to demonstrate progress and how far gaps have been closed. Teacher Assessed Grades for Year 11 suggest an incremental gain on last year's progress: Testing has been carried out and used to identify those needing interventions. CPD has been delivered to support staff in using this data to inform their teaching.</p>	<p>IMO/RMO</p>	<p>Termly PP Meetings</p>

ii. Targeted approaches																
Desired outcome	Chosen action/approach	Progress to date	Staff lead	Review date?												
<p><u>1-to-1 and small group tuition</u> Identified students will have significantly increased rates of progress in maths and English, and gaps in learning will be closed</p>	<p>Teach first Academic Mentors to provide classes for individuals and small groups Numeracy and Literacy Intervention leads used to deliver classes to small groups</p>	<p>A Teach First Academic Mentor in English and Humanities, plus Learning Support Assistants in maths and English were deployed for small group tuition.</p> <p>28 students identified from year 11: average progress is just over 1 grade higher when compared with November PPEs.</p> <table border="1"> <thead> <tr> <th></th> <th>+3 grades</th> <th>+2 grades</th> <th>+1 grade</th> </tr> </thead> <tbody> <tr> <td>English (13 students)</td> <td>Lang- 5 Lit- 3</td> <td>Lang- 2 Lit- 4</td> <td>Lang- 5 Lit- 2</td> </tr> <tr> <td>Maths (15 students)</td> <td>1</td> <td>4</td> <td>9</td> </tr> </tbody> </table>		+3 grades	+2 grades	+1 grade	English (13 students)	Lang- 5 Lit- 3	Lang- 2 Lit- 4	Lang- 5 Lit- 2	Maths (15 students)	1	4	9	IMO/LNE	Termly PP meetings
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<p><u>Bespoke coaching for career entry teachers</u> Improved quality of teaching and learning</p>	<p>Purchase 'Powerful Action Steps Programme'. Training for coaches and mentors for Instructional coaching</p>	<p>All early career teachers are linked with a trained or in training instructional coach. The coaching group has been increased to 18 staff with the view to develop this further next year.</p>	LNE/HKO													
<p>Improve the quality of teaching and learning of all staff</p>	<p>Purchase books for a CPD staff library, so that practice evidence informed and effective</p>	<p>Rosenshine's Principles of Instruction was purchased for all teachers and Learning Support Assistant. This has formed the basis of much of the CPD curriculum. Additional resources have been purchased and the CPD library will be set up for September 2021. Walk Thru CPD clusters also in use.</p>	LNE/HKO													

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<p><u>Safeguarding training to upskill all pastoral staff</u> To increase the capacity on the safeguarding team in response to the increased number of safeguarding (domestic violence cases) reported during lockdown</p>	<p>Level 3 Safeguarding training for pastoral staff</p>	<p>All pastoral staff have received Level 3 Safeguarding training. Ofsted said 'Safeguarding is effective'.</p>	<p>DGO</p>	
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<p>iii. Wider Strategies</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Progress to date</p>	<p>Staff lead</p>	<p>Review date?</p>
<p><u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p>	<p>Home Learning work packs to be produced each half term, to supplement the in school curriculum and support students that need to self isolate. Revision guides and work books provided for KS4 students for all subjects.</p>	<p>Homelearning packs have been sent home at the beginning of each half term. In addition to this, Google Classroom resources and GCSE Pod have been utilised to support students isolating. X Coded students have also been able to access the in-class learning via Microsoft Teams.</p>	<p>LNE</p>	<p>Termly</p>
<p><u>Access to technology</u> All students that must isolate have the necessary technology to access the learning that has been set for them. There are no gaps in students' learning during their absence from school Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to students.</p>	<p>Laptops and the necessary wifi facilities are bought and loaned to students that do not have these resources at home</p>	<p>Laptops and internet support e.g. dongles and/ or SIM cards were distributed to families without.</p>	<p>JBO/S LA</p>	<p>Termly</p>
<p style="text-align: right;">Total budgeted cost</p>				<p>£80000.00</p>