

**Use of COVID 19 Catch Up Funding November 2021**

To be completed in conjunction with EEF guidance [https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\_Resources/Covid-](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf)

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| **Summary Information** | |
| School | Montsaye Academy |
| Total amount of funding | £ 73,200 |

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| **Use fo funding** |  |
| Summary of assessment undertaken to identify gaps | **Maths baseline test in Y7, CATs (Y7) and reading assessments in Y7-11.**  **Class room assessments**  **MLT reviewing knowledge gaps and adapting curriculum plans**  **Review of the Y11 curriculum**  **PP and SEND data to identify vulnerable learners within these cohorts**  **SLT Curriculum and Data meetings with MLT**  **SLT agenda items and LM meetings with MLT** |
| Gaps identified (add/delete as necessary) | **B1** : Literacy / SPAG skills through CAT test and reading data, Maths age below chronological age  **B2:** Gaps in curriculum as identified by each Head of Department  **B3:** Ensuring the school , staff and students are ready for further home learning needs (E.g. a second lockdown , change of tier category) **B4:** Ensuring all students can access online learning at home  **B5:** Gaps in knowledge that have appeared between March and July 2020 which have been identified through departmental assessment  **B6:** Ensuring our SEND students are making social, emotional and academic progress following the lockdown period  **B7**: Understanding T&L strategies within the ‘new normal’ way of teaching and ways of improving recall and understanding.  **B8:** Gaps in ‘careers and further education’ advice and guidance through external agencies and use of uexplore  **B9**: Understanding the ability of our new Year 7 intake without SATS scores  **B10:** Maintaining a high attendance % for all students is a priority  **B11:** Wellbeing: Students adjusting to the new school routines and structures and behaviour expectations  **B12:** Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period  **B13:** Ensuring parental engagement levels are maintained during the ‘virtual meeting’ era  **B14:** The pod model could create a number of logistical difficulties which could hamper high quality teaching and learning.  **B15** Welfare issues being a barrier to engagement , learning and wellbeing |

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| **Desired outcomes** | | **Success Criteria** |
| **1** | Literacy / SPAG skills through CAT test and reading data, Maths age below chronological age | Maths baseline test completed by October half term, CAT’s completed and data analyzed to target students for further intervention by November 2020.  All groups to have reading tests completed by October half term. Retests to continue and data to be monitored throughout the year to track impact. |
| **Review 1: February 2021** Data used to identify students completed and catch up groups ready to start when we return from lock down 3.0 . Some small group PP work happening in Y7 &8 in the mornings . Reading tests completed |  |
| **Review 2: May 2021**  Two academic mentors employed and working with groups of students in English and Maths to focus on catch up numeracy and literacy    Reading data collected again in September 2021 to show a year on year change. Almost all groups went up but not as much as a normal year due to covid lockdowns |  |
| **2** | Gaps in curriculum as identified by each Head of Department | Heads of department / subject to review learning from lock down and adapt delivery and curriculum plans to take account of the catch up needed in each year group. Information to be shared at data and curriculum meetings in Autumn term. Ongoing review through LM structure. Plan is followed data shows progress being made |
| **Review 1: February 2021** Completed in term 2 . This has also been reviewed in January 2021 at the start of lock down 3.0 . HoD have looked again at content and what potential gaps may occur to previous curriculum plans. |  |

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| **Review 2: May 2021**  Further changes to curriculums made in the summer to ensure coverage in place for September 2021. This was especially important at KS4 to ensure GCSE courses were completed in time for revision and preparation for summer 2022 examinations |  |
| **3** | Ensuring the school , staff and students are ready for further home learning needs (E.g. a second lockdown , change of tier category) | Home learning plans are in place for all subjects by end of  September 2020. Audit completed and list of students collated for each year group . All staff to be trained on using TEAMs so that remote learning can carry on in the event of student / staff selfIsolation. All students have been trained in using TEAMS through ICT lessons by end of September 2020. |
| **Review 1: February 2021**  All completed , students without devices /internet identified . ICT classes used to train students throughout terms 1 &2 . Staff CPD provided on use of TEAMS in terms 1and 2 and most recently w/b 18th Jan to ensure good quality provision and smart use of the TEAMs platform |  |
| **Review 2: May 2021**  Any student who was off with Covid who needed a device in the spring and summer term was supplied with one |  |
| **4** | Ensuringall students can access online learning at home | PL and Staff take registers to ensure all learners are attending remote learning. SWO to call home to check where problems occur, Laptops provided where needed to support leaning .On going in line with Isolation of students and parents. On-line learning to be happening by end of September. |
| **Review 1: February 2021** SWO On going throughout any self isolation period during terms 1& 2 . During lockdown 3.0 registers taken and PL informed of students not attending . HoD / teacher to be asked to follow up more regularly w/b 25th Jan  All on line learning provision met with staff either delivering lessons to whole groups self isolating or paper based work provided |  |
| **Review 2: May 2021**  Ongoing provision to supply students who need devices in place for any Covid self isolation in spring / summer terms |  |
| **5** | Gaps in knowledge that have appeared between March and July 2020 which have been identified through departmental assessment | MLT have completed curriculum plans and adapted delivery to ensure missed work is retaught and assessed throughout 2020/21 to ensure all work is covered. Assessments throughout the year include elements of this catch up work . Plans shared with SLT by October half term . Assessments on going in line with department priorities to close gaps in learning |
| **Review 1: February 2021**  Completed and being reviewed given the current lockdown 3.0 situation. |  |
| **Review 2: May 2021**  On going process to ensure curriculums are in place to meet the needs of the learners. All updated in summer 2021 for September 2021 |  |
| **6** | Ensuring our SEND students are making social, emotional and academic progress following the lockdown period | SENCO to contact all SEND parents to ensure what support if any is needed and prioritise vulnerable student’s welfare. SENCO to signpost students and parents to EWO/ PL or external support if required. Where appropriate student profiles updated to reflect these needs and this information is shared. On going process |
| **Review 1: February 2021** SENCO / PL /SWO supporting this , but SENCO has completed this but also has regular checkins with vulnerable students weekly. Student profiles updated as required |  |

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| **Review 2: May 2021**  SENCO continues to monitor this group of learner |  |
| **7** | Understanding T&L strategies within the ‘new normal’ way of teaching and ways of improving recall and understanding. | Covid plan / RA is shared with all staff on training days in September and any changes throughout the term ( subject to DfE guidance ) is shared through staff briefing so everyone knows expectations. KBE and T&L team to focus on elements of a good lesson linked to ERA learners through the 30 min training slots. This is further developed during Curriculum 60 departmental time is used to focus on elements of ERA and aspects of Rosenshine principles.  Lesson observations termly, departmental evaluation via Blue sky to take place each term and monitored through LM. MLT to provide cur 60 plan after each evaluation linked to key T&L areas of focus – all recorded on Blue sky for monitoring |
| **Review 1: February 2021**  Departmental reviews completed via BS in term 1-2 and sent to KB. Some lesson obs have been taking place. PLand SLT links have looked at PP and T&L in general . SENCO has visited lesson with SEND students and given feedback. SVP has monitored Y10 & Y11 Lesson. This information has been fed back at SLT and follow up actions recorded where applicable/ .  RA shared with staff regularly and Principal updates with new guidance for example student and staff lateral flow testing. |  |
| **Review 2: May 2021**  Cur 60 and All staff 30 training sessions continued in spring / summer term to ensure ERA learning and ERA teaching expectations are being met. |  |
| **8** | Gaps in ‘careers and further education’ advice and guidance through external agencies and use of uexplore | In Y11 Prospects advisor to work in School Mondays and Tuesdays during terms 2-3. Seeing up to 8 students each day for careers interviews. Covid complaint sessions in the LRC with the priority being LAC / high risk NEET/ SEND/PP. In Y10 this process will be repeated ( in separate area ) during terms 4&5. KS5 to continue to support UCAS and post 18 careers advice either using specialist ( Laura McNish) staff or accessing online careers advisor ERA days to have an element of careers in them for KS4 and 5 to promote this area . Uexplore to be planned into PSHE sessions in KS3 from term 2. |
| **Review 1: February 2021** In Y11 this has happened from week 6-14. There have also been further interviews conducted remotely during lock down 3.0 . PP / NEET students have been the priority. KS5 career interviews have been arranged for those not looking at University or other fulltime education post 18. Careers event planned for Feb/ March for Y9 prior to option. |  |
| **Review 2: May 2021**  Careers interviews continued for KS4 / KS5 throughout the spring / summer term to ensure any potential neet were identified . SEND / PP students were prioritised . Careers service support both results days and destinations data collected and shared |  |
| **9** | Understanding the ability of our new Year 7 intake without SATS scores | All base line tests to be completed by October half term. Reading data reviewed regularly. Adapt the transition plan for summer term should Y6 SAT’s be scrapped. |
| **Review 1: February 2021** Data completed. Y6 SATS cancelled for 2021 so more work now needed on transition plans |  |
| **Review 2: May 2021** |  |

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| **10** | Maintaining a high attendance % for all students is a priority | Attendance is at national average for each year group. PL to monitor weekly attendance and work with attendance officer / SWO to target students with low attendance. Attendance policy followed and letters sent as appropriate. | |
| **Review 1: February 2021** Attendance being monitored as per the school protocols. Nationally attendance down due to Pandemic situation . Add in data here : |  | |
| **Review 2: May 2021**  The academy continued to follow it attendance policy in line with government advice regarding coding of self isolating students |  | |
| **11** | Wellbeing: Students adjusting to the new school routines and structures and behaviour expectations | Form tutors and PL communicate new safety expectations at the start of each term to ensure a consistent approach is being used. Covid behaviour breaches are challenged and followed up. SWO to support students in each pod who find this most challenging and provide interventions to support them making the transition to the new system. Behavior incidents drop below 2019 levels | |
| **Review 1: February 2021** All on going and working as part of our daily protocols when we are in school |  | |
| **Review 2: May 2021** All on going and working as part of our daily protocols when we are in school |  | |
| **12** | Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period | CPOMS training take place for staff at the start of autumn term.Safe guarding concerns which have come to light during lock down are shared with PL / SWO / DSL to ensure monitoring continues to mitigate risk and support students anxiety. On going | |
| **Review 1: February 2021** CPOMS training delivered by JCB and a agenda itme at staff briefing ( start week / term) CPOMS being used by staff especially SWO / PL to record incidents |  | |
| **Review 2: May 2021**  CPOMS being regularly used by staff and SWO to identify and support students |  | |
| **13** | Ensuring parental engagement levels are maintained during the ‘virtual meeting’ era | Virtual events are run and marketed to parents as a substitute for face to face events. Virtual parents evening have at least 70% attendance for every year group . | |
| **Review 1: February 2021** Not happened yet |  | |
| **Review 2: May 2021**  All parent evenings were remote and all took place using the school cloud system. Target of 70% met for almost all year groups . This attendance was better for Ks4 & KS5 parent evenings |  | |
| **14** | The pod model could create a number of logistical difficulties which could hamper high quality teaching and learning. |  | |
| **Review 1: February 2021** | | |
| **Review 2: May 2021** | | |
| **15** | Welfare issues being a barrier to engagement , learning and wellbeing: | |  |
| **Review 1: February 2021** | |  |
| **Review 2: May 2021** | |

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| **Chosen Approach to address gaps** | |  |  |  |  |
| **Teaching and whole school strategies** | |  |  |  |  |
| **Chosen Approach** | **Evidence and Rationale for Choice** | **Implementation / Desired outcome** | **Gaps addressed** | **Staff Lead** | **Budget allocated** |
| Y7-13 | Quality first teaching, adjusted practice, modelling/scaffolding  Early careers support  Assessment  Broad, balanced & ambitious curriculum offer for pupils | CPD to support improvements in teaching & learning, the quality of education & quality first approach linked to ERA values.  Development of a school wide literacy strategy & bring reading to the top of the priority list within curriculum – guided reading visualizers for classrooms allowing staff who move around site to be equipped to deliver the curriculum wherever they are due to the reductions in movement due to year bubbles/social distancing measures. | B7 B9 | SLT / MLT / PL | Visualizers - £2,400          Ear pieces for staff - £250 |

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|  |  | Purchase and provide 10 staff ‘ear pieces’ for staff to use so students self isolating can hear  staff on TEAMs lessons  Any additional material investment we encounter for direct T&L resources for departments outside of direct department capitation funding that can be bid into with the Curriculum Contingency to support the return to a normal curriculum. Ask departments what resources would support them in catching up pupils?  Account for any justifiable costs that are linked to us reopening the creative & practical curriculum elements in each pod to ensure engagement.  Equipment for learning – provide for each pod Exams budget ring fence budget to support the running of mock exams.  Adapting of the Y11 curriculum to allow for more catch up time for core subjects in Y11 and extension of the school day to provide capacity for Y11 options subjects to access the students |  |  |  |
| Y7 | CATS test  Base line Math’s test | Identify the ability of the cohort for future targeted intervention and possible setting. Identify gaps in learning and areas of strength to build upon | B1-2 B9 | CP / Data team  MS | £3,740 |
| Y7-10 | NGRT Tests | These tests will enable us to track reading ages and highlight the positive impact our literacy strategy is having and close gaps | B1-2 B9 | EOK | £4,725 |
| Y7-9 | Purchase of form time reading books- guided reading | English team to select age appropriate books for guided reading in form time. Focus on meaning of words and pronunciation to improve literacy levels | B1 | KBE / EOK | £2,052 |
| Y7-9 | Expansion of Accelerated Reader Programme Y7-9 | Invest in improving the books on offer in the library to support our request for all pupils to | B1 B5 B9 | EOK | £2,608 |

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|  |  | have a book for reading in all lessons – invest in quality fiction and non-fiction offerings  Supporting the development of reading |  |  |  |
| Y7-13 | Curriculum and Data meetings with SLT | Lesson by lesson approach, MLT to have overview of content and when it is going to be delivered across all subjects. Revisited in RSL meetings throughout the year | B3 & 7 | MJJ / SLT | £0 |
| Y11 & 13 | Missed learning – exam preparation | Ongoing period 6 sessions for option subjects in  Y11 Mon-Thursday. Period 6 revision programme in place for Y13 for terms 2 -5 | B5 | PL | £0 |
| Y7-11 | Computer / online learning access audit | PL to conduct audit in term 1 to identify students so if second lockdown occurs we can haver this information and can distribute hardware .  More laptops purchased for lockdown 3 to allow for access | B5 | PL | £0 See Below |
| Y10-11 | Access to subject revision information and guides for GCSES | PL to provide links to revision guides and exam questions booklets for all students.  PP / SEND students to have their resources paid for and distributed | B13 , B3 B5 | PL | £1,160 |
| Y7-13 | Staff CPD curriculum 60 / 30 | CPD focussed around staff being experts in their specifications and the learning lost during lockdown  Whole Academy focus on Rosenshines principles of Instruction to maximise learning and retain key information to support improvements in outcomes | B7 | KBE /MLT | £0 |
| Y11 & 13 | Looking at further Secondary support outside of the MAT: Moderation of exam standards to ensure accuracy of data and projections should CAG’s be needed | Cross moderation with Manor School – links between departments. Checking of standards to give more reliable data | B7 B2 | SLT / MLT / CEO | £0 |
| Y7-11 | Monitoring of impact of catch up  /evaluation of T&L and departments quality Use of data | Focus on quality first teaching by evaluation of the staff CPS programme. RSL meetings to track | B2 B7 | MJJ | £0 |
|  | to identify and track key subjects , student | ad monitor review impact progress of the wider strategies |  |  |  |
| Y7-13 | Subscribe to the Think future Programme to build social and emotional resilience for students in the Academy | Think for the Future is a data-driven approach to tackle social and emotional barriers to learning. They will provide schools with innovative solutions to ensure that young people reach their full educational potential. | B11, 12, & 15 | MJJ / PL | £10,792 |

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| **Targeted Approaches** |  |  |  |  |  |
| **Chosen Approach** | **Evidence and Rationale for Choice** | **How will you ensure it is implemented well?** | **Gaps addressed** | **Staff Lead** | **Budget allocated** |
| Y7-9 | Small group tuition for students in Year 7-10 who require support in numeracy and literacy. | The students who benefit from this small group work to make rapid progress in literacy and numeracy working with designated tutors. DI used to support Literacy programme, creation of extra group in Y7-9 maths with targeted learner in them.  Y10 after school catch up groups with tutors .  Two tutors employed from Jan 2021 to deliver Maths and English support for Y7-9 (on hold lock down 3) | B1, 6 & 9 | MJJ / EOK /MS | Tutor cost:  £25,000    Expressive writing workbooks: £960 |
| Y7-9 | Direct instruction training to support small group intervention | Training has been delivered by EOK to tutoring staff at the school and students identified for the programme through data analysis. Programme understood by the trained staff and suitable resources purchase to support its delivery purchased to impact these students . | B1 5 & 6 | EOK | £0 |
| Y11 | Deliver a full program of revision techniques during PSHE sessions/ ERA day This will include a virtual talk from an external speaker (Karim) who will also work with some students 1:1 | Teaching revision techniques is a helpful way of preparing students for their mock and summer exams. The external speaker is someone we have used for 2 years now and is a relationship we will continue | B5, 7 & 11 | EL / PL / | £0 |

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| Y7-9 | Math Whizz subscription for homework and catch up. Targeted through KS3 numeracy lessons | Close and systematic tracking of Maths Whizz students by JEL. Monthly report produced tracking individual student success at class and school level. | B1 , 2 , 5& 6 | MS / JEL | £4,261 |
| Y7-13 | Online learning platforms to support missed learning and support catch up to help close knowledge gaps and provide practice to improve outcomes | Expand the use of GCSE pod. Y10 and Y11 PL and HoD to promote this platform and run weekly competitions to support engagement.  Purchase of further online / digital books through OUP (Kerboodle ) Ma, En, Sci, PE , Hums, A level Psy ,French. | B5 B3 B7 | MJJ / PL | GCSE Pod -  £2,297  £5000 |
| Y9-11 | Join the ‘Teach First’ Academic mentoring programme and cover the on costs of one mentor | TF Mentor to work with targeted students who have suffered through lock down and need extra support to raise their aspirations | B6, B8, B15 | MJJ / PL | £2,565 – March 2021 no longer needed- move to tutor funding |

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| **Wider Strategies** |  |  |  |  |  |
| **Chosen Approach** | **Evidence and Rationale for Choice** | **How will you ensure it is implemented well?** | **Gaps addressed** | **Staff Lead** | **Budget allocated** |
| Y7-13 | Ensure that the home learning offer is updated and made available to all parents via the website in the event of a student absence for self-isolation and/or local lockdown | The process of accessing online learning resources is easy to do and is bespoke for each subject in all years. The use of Oak Academy is in place for all subjects in all year groups or an agreed alternative | B3 | PL / MLT / SLT | £0 |
| Y7-13 | Use of Go4schools app ( homework module) | Extending use of Go4schools app which is allowing parents and students to track set homework more effectively. This should lead to higher completion rates.  Provides a platform for bespoke catch up homework being set as part of the planned curriculum recovery. | B2 B5 | ABU | £740 |
| Y11 (terms 1-4) Y10 (terms 5&6) | Ensure all Year 11s benefit from a 1:1 careers interview outside of lesson time (e.g before and after school; CORE PE; lunchtime; breaktime, or registration Purchase extra 5 days for advisor to interview students and work | This is essential advice and guidance that the school must offer to all students so they are thinking about what they will be doing next academic year and beyond. | B8 | MJJ / Prospects | £0 |

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|  | with students to ensure caught up on gap caused by Lock down 1.0 |  |  |  |  |
| Y7-11 | Welfare Funding to support sustaining parental engagement and remove barriers to learning Social & emotional learning - to  Reinforce behaviour routines | Funding to support direct access to the curriculum for financially at-risk family PP or LAC. Bus passes, equipment & uniform. Invest in stationary packs for PL to prevent equipment being a barrier for those pupils in financial need    Invest in set up costs or programmes for behavioural support strategies for those who have returned to school with an ATL below when is expected  Additional funding to support the extension of the counsellors hours to support mental health | B11 , B12 ,  B15 | MJJ / RGA / JCB | £2,000 |
| Y7-13 | Further access to technology – provide more opportunities for access to laptops or computers to support with online learning in the school environment | Jan 2021- further funds to support home learning (lock down 3) through purchase of extra laptops. laptops to increase the capacity of on line access in each pods . Priority for KS4 where H&SC / PE / Sports studies / CS and ICT |  | (only 20 purchased so far which is £5,100, we will be purchasing more so have kept this cost the same) | £7,650  £290 |
|  |  |  |  | **Total Cost** | **£ 78, 490** |

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