

COOP ACADEMY SWINTON: COVID-19 CATCH UP PREMIUM PLAN



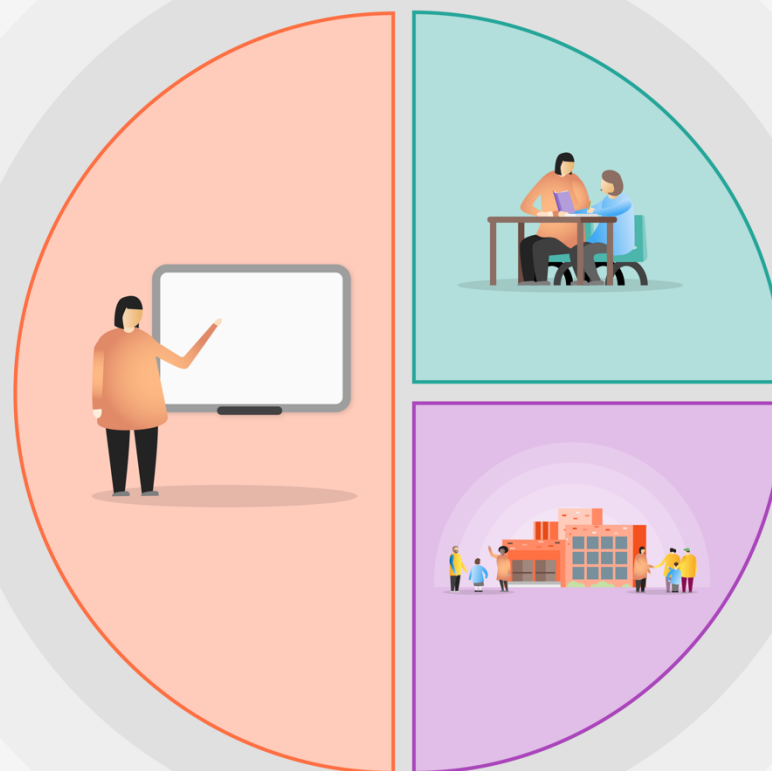
Co-op Academy
Swinton



Total allocation of funding = £70,000

1 Teaching

- Evidenced informed quality first teaching.
- Maintaining a broad, balanced and challenging curriculum across all Key Stages.
- High quality professional development for teachers and support staff through the implementation of the Academic Forum.
- Investment in WALKTHRU's subscription and CPD package which will be run through the whole school CPD calendar.
- Implementation of a blended learning approach with a combination of Oak National Academy & Google Classrooms.
- Assessment – robust process to identify the gaps and fill the gaps (added to the whole school priorities).
- Extended school day for Year 10 & 11 with a programme of support and intervention in place across all subjects.



2 Targeted academic support

- Year 7 curriculum evening (September 2020) to support supported and smooth transition back to school.
- Reading interventions for Year 7 every morning during form.
- Tutor trust delivering additional intervention sessions for 150 students (English, Maths, Science)
- Teach first academic mentors for English and Science (in school support)
- Accelerated reader programme
- Nurture programme focusing on academic and personal development.
- Creation of a SEN/EAL post to deliver academic support
- Additional EP support for SEND pupils

3 Wider strategies

- Additional cleaning schedule and specialist equipment to enable the curriculum to operate and be COVID secure.
- Blended learning survey to establish pupil access to technology and internet access. Follow up support to break individual barriers down.
- Enhanced cleaning of specialist rooms to keep the breadth of the curriculum open
- Increased parental communication through school comms text messaging system.
- Additional PPE for students to enable our school community to remain safe in the school.
- Providing FSM for students eligible when isolating
- Pupil Progress Coordinator trained as Mental Health Champions
- Launch of the Pupil Premium Promise to support mental health and well being
- All middle leaders to complete NPQML qualification
- Incentive rewards acknowledging outstanding attitude to

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FOCUS AREA OF SPEND

Problem (why)?	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
What needs to change e.g. teacher behaviour, student behaviour, attainment?	What are the essential 'active ingredients' of the intervention? What activities and behaviours will you see when it is working?	How will it be done? What blend of activities are required?	How will you know that it is working? Do staff feel the approach is feasible and useful?	How will pupils, teachers and the school benefit?
AREA OF FOCUS - SEND				
<p>Enhanced academic support for EHCP and K students on the transition back to school as they will be disproportionately affected by extended absence from school due to COVID-19.</p> <p>RESEARCH CONSIDERED</p> <p><i>EEF - Special educational need in mainstream schools' report. March 2020</i></p> <p><i>EEF – COVID-19 Support guide for schools. June 2020</i></p> <p><i>DFE – Statutory guidance for full reopening of schools. September 2020</i></p>	<p>Effective deployment of TA's to support pupils within the new COVID secure settings of the school.</p> <p>All SEND pupils to receive a 1:1 interview with their keyworker to identify any barrier to learning, identify QFT strategies and conduct a wellbeing check. TA's will also support access to the virtual learning offer if pupils have to self-isolate.</p> <p>Creation of SEND/EAL assistant to offer additional academic and pastoral support across the school.</p> <p>Dyslexia gold reading intervention http://dyslexiagold.co.uk/</p> <p>Whole school CPD scheduled – through the Academic Forum on the identification of need and QFT strategies for the classroom.</p>	<p>SENCO to map the deployment of TA's out across the year group bubbles to maximise support for EHCP pupils then K pupils.</p> <p>All SEND pupils and parents to be interviewed by December 2020 by the SEND team. Information transferred to pupil support plans and disseminated to all teaching and pastoral staff.</p> <p>SEND/EAL assistant timetabled interventions following the evidence gathered regarding transition post Covid. Focus groups withdrawals and additional support in glass for both SEND & EAL students.</p> <p>SENCO to purchase license for Dyslexia Gold reading package and provide CPD to SEND team.</p> <p>CPD planned by the SENCO followed by a sequence of mini SEND T&L bulletins to be delivered (via email) in concurrence with the whole school CPD.</p>	<p>Student, parent and staff voice that demonstrates that the additional TA support is having a positive impact on the progress of SEND pupils.</p> <p>100% of SEND pupils to have 1:1 interview conducted, and this will be evidenced on the pupil's SEND support plans. All pupil SEND support plans uploaded to SIMS by December 2020 and QA'd through line management.</p> <p>Focus group of students to make sustained academic and pastoral progress.</p> <p>Target group of pupils selected for Dyslexia Gold to make sustained progress in the KPI's of the software based on the intervention milestones.</p> <p>Staff evaluation and feedback from the CDP event. Evidence of the QFT strategies shared in the CPD then evidenced in departmental assurance and quality checks post the event.</p>	<p>Improved attendance – The attendance of EHCP and K pupils to be in line with national averages by July 2021.</p> <p>Improved internal behaviour statistics for SEND pupils</p> <p>Improved progress for SEND pupils - Progress 8 of EHCP and K pupils to be broadly in line with national averages based on internal assessment, tracking data and published outcomes in summer 2021.</p> <p>Improvements in reading – Improvement of the proficiency, comprehension, fluency and reading age of targeted SEND pupils</p> <p>Improved awareness and consistent delivery of QFT strategies to support specific SEND needs within the classroom.</p>
				Cost
				Dyslexia gold - £799 SEND/EAL Assistant - £19,964.91
				£20,763.91

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<p>What needs to change e.g. teacher behaviour, student behaviour, attainment?</p>	<p>What are the essential 'active ingredients' of the intervention? What activities and behaviours will you see when it is working?</p>	<p>How will it be done? What blend of activities are required?</p>	<p>How will you know that it is working? Do staff feel the approach is feasible and useful?</p>	<p>How will pupils, teachers and the school benefit?</p>
<h3>AREA OF FOCUS – DISADVANTAGED STUDENTS</h3>				
<p>For all children, but those from socially disadvantaged families will be impacted on by the global pandemic as there have been wide disparities in engagement with education throughout school closure.</p> <p>RESEARCH CONSIDERED</p> <p><i>EEF – The EEF Guide to the Pupil Premium</i></p> <p><i>EEF – COVID-19 Support guide for schools. June 2020</i></p> <p><i>DFE – Statutory guidance for full reopening of schools. September 2020.</i></p>	<p>Additional pastoral and academic support for Disadvantaged Pupils in the transition back to school in September.</p> <p>Enhanced communication with families by the advocated to forge positive relationships with school.</p> <p>Targeted support for identified disadvantaged pupils through the National Tutoring Programme (NTP)</p> <p>Teach first Mentors support for identified disadvantaged pupils.</p> <p>Ensure all disadvantaged pupils have access to technology at home that allows them to access the virtual learning curriculum in case of future school closure. This is to ensure equal access and equality for all. No child should be disadvantaged due to their socio-economic background.</p> <p>Catch up coordinator to oversee the pupil premium plan to support the implementation of strategies</p>	<p>1 to 1 interview to support transition back to school. Focused targeted support through the launch of the academic care package.</p> <p>Launch of the sims connect messaging system allowing teachers and support staff to keep in regular contact with parents regarding academic progress and pastoral elements.</p> <p>1 to 3 withdrawals for targeted disadvantaged students in Maths, English and Science.</p> <p>Identifying students to close the gaps in knowledge</p> <p>Identified students given a laptop/chrome book and a BT hot spot dongle for internet access at home.</p> <p>Coordinate strategies, monitor progress of pupil premium plan. Role to support disadvantaged pupils through key transition stages in the school.</p>	<p>Student feedback from the cohort of pupils supported by the advocates to show that they feel better supported in their education and pastorally.</p> <p>Improved outcomes throughout the year as well as improved behaviour resulting in a reduction of corrections/internal exclusions. This will be tracked through baseline and exit measures of the intervention but also through internal tracking data.</p> <p>Students identified for the NTP make rapid progress throughout the intervention and student voice is positive. This will be tracked through baseline and exit measures of the intervention but also through internal tracking data.</p> <p>Students identified for the teach first mentors make rapid progress throughout the intervention and student voice is positive. This will be tracked through baseline and exit measures of the intervention but also through internal tracking data</p> <p>Increased percentage of students accessing remote learning ensuring no additional gaps are formed should there be a period of lockdown / self-isolation.</p> <p>Student feedback from the cohort of pupils supported by the advocates to show that they feel better supported in their education and pastorally.</p> <p>Increase % attendance of DP cohort from September starting point and a reduction of DP who would be classified as persistently absent (<90%).</p>	<p>Disadvantaged pupils attend school regularly which impacts positively on their academic progress. DP attendance to be broadly in line with the national comparator.</p> <p>The progress data of disadvantaged pupils (based on internal tracking data and published outcomes) to close the gap towards national non-DP for all year groups.</p> <p>Reduction in internal behaviour data and Fixed Term Exclusions (FTE) for disadvantaged pupils.</p> <p>0% NEET figure for the DP cohort in Summer 2021.</p> <p>Improvements in reading – Improvement of the proficiency, comprehension, fluency and reading age of targeted disadvantaged students.</p> <p>Cost</p> <p>NTP £25,000 Teach first mentors £TBC Accelerated reader £3,600</p> <p style="text-align: center; font-size: 24pt;">£28,600</p>

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<h3>AREA OF FOCUS – QUALITY FIRST TEACHING</h3>							
<p>Quality first teaching (QFT), high quality, well-sequenced challenging curriculum and Gaps analysis based on COVID school closure – the biggest impact we are going to have in catching pupils up will hinge upon the quality of experience they receive in the classroom. The problem is achieving high quality teaching and learning, identifying/plugging gaps in knowledge and delivering impactful teacher feedback a COVID secure classroom.</p> <p>RESEARCH CONSIDERED</p> <p><i>EEF – The EEF Teaching and Learning toolkit. Feedback +8 months impact and also Metacognition and self-regulation +7 months impact.</i></p> <p><i>EEF – COVID-19 Support guide for schools. June 2020</i></p> <p><i>DFE – Statutory guidance for full reopening of schools. Sept 2020</i></p> <p><i>Ebbinghaus forgetting curve.</i></p>	<p>Quality of curriculum sequencing and schemes of work across all subject domains. Ensuring the sequence is still strong with the significant change in pedagogy and with the possibility of delivering lessons remotely to students/year groups having to self-isolate.</p> <p>Planned opportunities for retrieval practice to improve alteration and retention of knowledge in pupils long term memory.</p> <p>Explicit and direct teaching of vocabulary across the school to build pupils fluency of using tier 2 and tier 3 words to expand pupils word bank.</p> <p>Purchase of WALKTHRU's CPD package</p> <p>The implementation of visualisers across the school to enhance metacognition, live modelling and feedback within a COVID secure classroom.</p>	<p>SOW across all subject domains reviewed in preparation for September opening so we are still able to enact the curriculum as intended remotely without the quality of delivery hindered.</p> <p>Retrieval is embedded across the school and is now a common strategy across all subject domains. Self-marking retrieval low stake tests are used on google classroom to allow teachers to diagnose understanding and identify misconceptions remotely.</p> <p>Year 7 vocabulary project launch at the start of term 1 with additional CPD to be delivered for whole school.</p> <p>Implement the CPD through the academic forum.</p> <p>Visualiser purchased and initial CPD delivered through staff INSET on the 2nd September. Ongoing CPD planned through the Personal Professional Development offer. T&L mini CPD shared through the staff email system on a more frequent basis to continuously improve delivery.</p>	<p>Staff/student feedback on the delivery of remote lessons will be used as the yardstick to measure how effective QFT is virtually. Assurance checks, quality check and curriculum conversations with students, teachers and middle leaders to determine the quality of the updated curriculum and sequence for each subject domain. This is to investigate the enactment of the curriculum during year group geographical bubbles, nomadic teachers and precautions to keep the school COVID secure.</p> <p>Quality assurance checks across each subject domain demonstrate the effective use of retrieval practice and low stake tests. Improvements made in internal data which would suggest pupils are able to remember and retain more knowledge.</p> <p>The quality assurance checks to also demonstrate explicit teaching of vocabulary across each subject domain.</p> <p>Assurance and quality checks of lesson and tutor time demonstrate the CPD concepts from the WALKTHRU's CPD package being enacted and implemented in daily practice. 100% of teachers issued with Tom Sherrington's WALKTHRU's book. This will present evidence informed teaching practice in beautifully simple visual summaries.</p> <p>Assurance checks and quality checks from each subject domain show effective use and implementation of the visualisers. These checks demonstrate a positive curriculum experience for students through the use of visualisers in relation to more opportunities for live modelling, instant feedback and metacognition.</p>	<p>Pupils are able to encode more knowledge into their long-term memory and retain this knowledge over a longer period of time. This is to counteract the Ebbinghaus forgetting curve.</p> <p>Any gaps formed due to COVID school closure identified and plugged for all year groups.</p> <p>Progress and attainment to be in line with national averages in summer 2021.</p> <p>0% NEET figure for the Y11 cohort in Summer 2021.</p> <table border="1" data-bbox="1771 1193 2116 1449"> <tr> <td data-bbox="1771 1193 2116 1238">Cost</td> </tr> <tr> <td data-bbox="1771 1238 2116 1337">WALK THRU's CPD £2,053 Visualisers £1,647</td> </tr> <tr> <td data-bbox="1771 1337 2116 1449" style="text-align: center;">£3,700</td> </tr> </table>	Cost	WALK THRU's CPD £2,053 Visualisers £1,647	£3,700
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<h3>AREA OF FOCUS – WIDER STRATEGIES</h3>							
<p>High Quality whole school CPD and Personalised Professional Development offer– the biggest impact we are going to have in catching pupils up will hinge upon the quality of experience they receive in the classroom. We need to ensure staff are trained in EVIDENCE INFORMED PRACTICE and pedagogy so that the time in the classroom is as impactful as it can possibly be.</p> <p>RESEARCH CONSIDERED</p> <p>EEF – The EEF Teaching and Learning toolkit. Feedback +8 months impact and also Metacognition and self-regulation +7 months impact. Reading and comprehension strategies +6 weeks. Homework +5 months.</p> <p>EEF – COVID-19 Support guide for schools. June 2020</p> <p>DFE – Statutory guidance for full reopening of schools. September 2020.</p>	<p>The CPD we offer must have a whole school offer but also allow colleagues to personalise their CPD based on their own self-identified areas of improvement in their practice and pedagogy.</p> <p>Our CPD offer should capitalise on and cover the following areas that the EEF suggest will have the greatest impact from their evidence informed teaching and learning toolkit and meta-analysis. These are:</p> <p>Feedback +8 months Metacognition +7 months</p> <p>Extending the school day for all Y11 pupils to help make up the 4-month deficit of face-to-face teaching. Every KS4 option subject to be represented in the Period 6 intervention.</p> <p>Effective attendance monitoring of the P6 intervention. Enhanced pastoral care to support the engagement and attendance of P6.</p> <p>High quality teaching and learning delivered in the P6.</p> <p>The curriculum content being delivered in P6 has to be responsive to the needs of the pupils and targeted to plug gaps formed through COVID school closure.</p> <p>Reading books for a variety of reading ages to support the implementation of accelerated reader</p>	<p>The purchase of WALKTHRU's CPD resource will support the academic forum CPD package and offer personalised sessions for departments as well as focused areas of the school priorities for securing mastery in the classroom and developing and delivering a curriculum that creates outstanding learning for all.</p> <p>Communicate with all stakeholders about the change to the school day.</p> <p>Create a two-week timetable of P6 intervention which is inclusive of all KS4 subjects. This is to provide equity of additional time across all subject domains.</p> <p>Staff the P6 model and ensure P6 is added to student and staff timetables. Create centralised system to track attendance.</p> <p>Subject leaders to constantly review and refine the content of what is being delivered in P6 sessions based on departmental summative assessments and gap analysis.</p> <p>Reading books to be stocked in the library and nurture base to support reading for pleasure and our target for every child to have a reading age of 10.5 or above at the end of year.</p>	<p>Assurance and quality checks of lesson and tutor time demonstrate the CPD concepts being enacted and implemented in daily practice.</p> <p>Positive stakeholder feedback post shared professional events throughout the academic year.</p> <p>Assurance and quality checks of lesson and tutor time demonstrate the CPD concepts from the WALKTHRU's CPD package being enacted and implemented in daily practice.</p> <p>Quality assurance checks of P6 lessons demonstrate a high-quality curricular experience for pupils that is focused on plugging gaps in knowledge and understanding.</p> <p>Attendance to P6 is strong for all cohorts of pupils.</p> <p>There is absolute equality of access to this intervention for all pupils.</p> <p>100% of pupils who are identified as having a financial barrier to accessing P6 due to travel costs have this barrier broken down.</p> <p>Curricular content adjustments are made to P6 intervention based on the progress pupils make through this additional teaching time. Subject leaders and P6 delivery team are able to articulate and justify these adjustments.</p> <p>The academic mentor cohort shows good engagement with the virtual curriculum offer and have any potential barriers broken down.</p> <p>All students have a reading age of 10.5 or above.</p>	<p>Pupils are able to encode more knowledge into their long-term memory and retain this knowledge over a longer period of time. This is to counteract the Ebbinghaus forgetting curve.</p> <p>Any gaps formed due to COVID school closure identified and plugged for all year groups.</p> <p>Progress and attainment to be in line with national averages in summer 2021.</p> <p>0% NEET figure for the Y11 cohort in Summer 2021.</p> <table border="1" data-bbox="1771 1193 2116 1469"> <tr> <th data-bbox="1771 1193 2116 1238">Cost</th> </tr> <tr> <td data-bbox="1771 1238 2116 1315"> WALK THRU's CPD £2,053 Reading books £1,500 </td> </tr> <tr> <td data-bbox="1771 1315 2116 1469" style="text-align: center;"> <h2>£1,500</h2> </td> </tr> </table>	Cost	WALK THRU's CPD £2,053 Reading books £1,500	<h2>£1,500</h2>
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AREA OF FOCUS – WIDER STRATEGIES				
<p>Virtual curriculum offer – There is a need to provide a high-quality virtual curriculum offer in case of further school closure or to support children having to self-isolate due to contact tracing or a year group bubble closing. Salford is currently in the RED zone of risk factor and we have had a number of confirmed cases already in school in September. Already in September we have 3-year group bubble closures.</p> <p>RESEARCH CONSIDERED</p> <p>EEF – Rapid evidence assessment on distance learning, April 2020.</p> <p>EEF –T&L toolkit.</p> <p>EEF – COVID-19 Support guide for schools. June 2020</p> <p>DFE – Statutory guidance for full reopening of schools. September 2020.</p>	<p>Create a centralised system to monitor attendance on students engaging with the virtual curriculum whilst they are X coded on SIMS.</p> <p>Purchase of GCSE pod to provide pupils in KS4 high quality virtual resources, videos (pods) and pre-made retrieval quizzes to improve the progress and attainment across all subject domains covered.</p> <p>Provide an academic mentor (Year manager / PPC) system to support students who are having to self-isolate whilst the rest of their year group bubble is able to receive face-to-face education in school.</p> <p>Purchase of GCSE pod to provide pupils in KS4 high quality virtual resources, videos (pods) and pre-made retrieval quizzes to improve the progress and attainment across all subject domains covered.</p> <p>Purchase of accelerated reader programme for Year 7 & 8</p> <p>EEF promising project +3 months progress (+5 months progress for FSM)</p>	<p>Live attendance tracker to be created on Google drive so that pastoral staff can support/challenge engagement of pupils with the virtual curriculum offer.</p> <p>Create and manage the academic mentor programme and the google classroom timetable to best support pupils isolating.</p> <p>Subject leaders to monitor work set on Google Classroom to ensure full coverage for all pupils.</p> <p>GCSEPod make it easy to blend learning and revise from wherever you are, on any device and is particularly suited to remote learning. The ability to build knowledge in sequence through our unique pods, enables retention and recall when it is most needed. Students given school log in code to use on their mobile devices and / or devices from home.</p> <p>Reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress. Implemented through tutor time and withdrawal interventions.</p>	<p>Stakeholder voice based on the delivery of the virtual curriculum. This includes pupils, staff and parents.</p> <p>Attendance tracker which is used to monitor engagement with remote learning should demonstrate positive engagement from pupils isolating.</p> <p>Pastoral support from PPC's and Year Managers in each bubble should show a progression in engagement with the pupils they are supporting.</p> <p>The academic mentor cohort shows good engagement with the virtual curriculum offer and have any potential barriers broken down.</p> <p>100% coverage of work uploaded to Google Classroom for all pupils self-isolating.</p> <p>Reading age improves throughout the period of implementation.</p>	<p>The newly refined, well-sequenced and challenging curriculum can still be enacted even whilst pupils have to self-isolate at home, due to track and trace or bubble closure.</p> <p>Any gaps formed due to COVID school closure identified and plugged for all year groups</p> <p>Progress and attainment of pupils to be in line with national averages in summer 2021.</p> <p>Pupils are able to encode more knowledge into their long-term memory and retain this knowledge over a longer period of time. This is to counteract the Ebbinghaus forgetting curve.</p> <p>0% NEET figure for the Y11 cohort in Summer 2021.</p> <p>Cost</p> <p>GCSE Pod £3,661.45</p> <p style="text-align: center;">£3,661.45</p>

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<p>Technology and internet access - Ensuring access to technology and the internet at home for all pupils so they can access the virtual curriculum offer and engage in blended learning. This is to provide absolute equity and equality for all cohorts of pupils and to ensure no pupil is disadvantaged from the curriculum due to their socio-economic background.</p> <p>RESEARCH CONSIDERED EEF – Rapid evidence assessment on distance learning, April 2020. EEF –T&L toolkit. EEF – COVID-19 Support guide for schools. June 2020 DFE – Statutory guidance for full reopening of schools. September 2020.</p>	<p>Revision guides for GCSE students in English language and Maths, including exam preparation workbooks and exam papers.</p> <p>A firm understanding of which pupils have access to technology and the internet at home.</p> <p>An understanding of which disadvantaged pupils are facing this barrier.</p> <p>An understanding of which SEND pupils are facing this barrier.</p> <p>A stockpile of laptops and internet routers so that we can loan out technology and break down barriers for our pupils who have to self-isolate, due to track and trace or bubble closure.</p>	<p>Students given a revision guides and exam preparation resources that links to homework and retrieval activities in lessons to support knowledge retention.</p> <p>A whole school survey to be completed to identify pupils who need the additional support.</p> <p>Additional identification of where support is needed in particular SEND and Disadvantaged students.</p> <p>Centralised logging system to track the loaning of laptops</p>	<p>Outcomes improve as students retain more knowledge in their long term memory.</p> <p>100% of all pupils identified as having a barrier to access at home have this broken down so they can access the curriculum and virtual curriculum offer.</p> <p>The school secures enough technology to support all the families who have been identified in the survey and is able to keep a contingency of enough laptops in the scenario of bubble closure.</p> <p>Engagement of identified students with the virtual curriculum is strong based on teacher feedback and the centralised attendance tracker.</p> <p>100% of families who are unable to attend school to collect a laptop due to them having to self-isolate or have no transportation have a laptop delivered so their children can access the curriculum.</p> <p>We will need to repeat this survey throughout the year and with year groups who encounter a bubble closure. This is due to the understanding that technology breaks and family circumstances change.</p>	<p>All pupils are able to access a high-quality education (face-to-face or virtually), despite the socio-economic background.</p> <p>The newly refined, well-sequenced and challenging curriculum can still be enacted even whilst pupils have to self-isolate at home due to track and trace or bubble closure.</p> <p>Any gaps formed due to COVID school closure identified and plugged for all year groups</p> <p>Pupils are able to encode more knowledge into their long-term memory and retain this knowledge over a longer period of time</p> <p>Progress and attainment of all pupils and cohorts to be in line with national averages in summer 2021.</p> <p>0% NEET figure for the Y11 cohort in Summer 2021.</p> <p>Cost</p> <p>Contingency held to support the purchase of additional technology to supplement what is provided by the DFE. CPG English Revision guide £1,700</p> <p>£11,774.64</p>