Montgomery Academy

Catch up funding RAIS plan

Date: October 2020 (reviewed March 2021)

Responding to the impact of Covid-19 and providing highly effective recovery initiatives to meet the needs of all students.

Catch up Funding

Our model to effectively utilise the funding is based on best practice and evidence of what works and takes account of the work academies are already doing through the EEF 'tiered approach'. TEACHING AND LEARNING COMES FIRST – but we need to recognise that some students need support, some more than others. Our model has 3 simple strands:

1. Attendance & Wellbeing	Focusing on ensuring students are in school & supporting all students positive mental health and wellbeing
2. Curriculum	Re-sequencing & focusing our curriculum; working with classroom staff to ensure quality first teaching
3. Additional Support and Remote Access Provision	Providing additional support to students to help cover missed content and close knowledge gaps. To provide access to remote learning for students to enable seamless transition in learning and prevent further gaps in knowledge and understanding

Montgomery Academy Context	
Total number of students on roll	1155
Total number of disadvantaged students	488
Total number of new disadvantaged students as of September 2020	19 less students
Total females (disadvantaged)	545 (221)
Total males (disadvantaged)	610 (267)
Total HAL (HAL disadvantaged)	113
Total MAT (MAT disadvantaged)	297
Total LAT (LAT disadvantaged)	79
Total SEND EHCP and K (SEND EHCP and K disadvantaged)	190 (96)
Total EAL (EAL disadvantaged)	21 (9)

Year Breakdown by Group

	Year 7	Year 8	Year 9	Year 10	Year 11
Cohort Size	238	235	231	209	242
Number of PP	114	109	84	88	95
PP%	48	46	36	42	39
Females (dis)	109 (55)	110 (53)	111 (37)	94 (39)	121 (41)
Males (dis)	129 (59)	125 (58)	120 (47)	115 (49)	121 (54)
HAL (dis)	55(18)	84 (33)	70 (19)	77 (32)	47 (11)
MAT (dis)	130(59)	134 (68)	139 (55)	115 (49)	170 (66)
LAT (dis)	53(37)	17 (8)	20 (10)	16 (6)	25 (18)
SEND EHCP/ K (dis)	53 (27)	36 (16)	38 (17)	27 (12)	36 (24)
EAL (dis)	6 (2)	2 (0)	5 (2)	3 (1)	5 (4)

Numbers in red are approximations based on KS2 Teacher Assessment

What does the research tell us?

- Education Endowment Foundation 2020: 'Sustained support will be needed to help disadvantaged pupils catch up. It is highly likely that the gap will have widened when pupils return to school, even if the strongest possible migratory steps are put in place. Catch-up provision, including assessment of lost learning and targeted support, will be essential. However, it is unlikely that a single catch-up strategy will be succinct to compensate for lost learning due to school closures. There is a risk that high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils.'

- ASCL Curriculum and Inspection Specialist Stephen Rollen 2020 'The identification of what pupils do/don't know will be an important focus. We need to think about the approach that best suits the age of the pupils and the nature of the subject, while being mindful of the individual and cumulative picture for pupils. In many cases, teachers would be well advised to use low-stakes quizzes, small group conversations and good old Q&A to and out what pupils do/don't know. The sense of urgency is understandable but that needn't translate into high stakes for pupils.'

- Sutton Trust, 2020; Institute for Fiscal Studies, 2020) suggest that children from the most disadvantaged families are spending less time on learning activities, are submitting less work and typically have access to fewer resources at home

- Cooper et all (1996) estimated that reading and language is most effected by school closure, "on average, summer vacations created a gap of about 3 months between middle- and lower-class students"

- Gershenson (2017) finds that over the summer higher-attaining disadvantaged children fall behind other higher attainers at a faster rate than other groups.

- It is highly likely that the gap will have widened when pupils return to school, even if the strongest possible mitigatory steps are put in place. Approaches that could help pupils catch up include:

    - Targeted support
    - Professional development for teachers
    - Ensure high levels of student attendance

Spend Plan 2020-21

At a glance

	Programme	Cost	Person Responsible
Strand 1	Partial funding for a school counsellor on top of funding from CoP	£10000	SCA
	SLT secondment to lead on Mental Health across the academy	£10000	SCA
	Boxall profiling license	£1000	RHE
	External providers for delivering sessions to students on revision techniques, motivation and managing exam anxieties	£8000	MTA
Strand 2	Appointment of part-time subject specialists to support 1 to 1 or small group interventions across 3 year groups (Maths 20k, English 20k, Science 10k)	£50,000	SCA
	Expand provision for Lexonik training so as many student as possible can benefit starting with the most in need	£17,000	EBE
	Teaching and Learning handbook	£400	AMO
Strand 3	Purchase of key revision materials for all Year 11 & 10 students to support the identification of gaps and working remotely	£8000	CMO/AMO
	Subscriptions purchased for diagnostic software to help students make faster progress	£5000	MTA
	Super learning days are planned and run for Maths, English and Science. Some in school and others in half-terms or Easter school.	£2000	CMO/AMO
	Year 7 Catch-Up continued despite funding now not available	£20,000	BGO/RWH
Total		**£131,400**	
Reserve used to make up shortfall		**£39,000**	
Catch-up finding allocated		**£92,400**	

Desired outcomes

STRAND 1 Attendance & Wellbeing	STRAND 2 Curriculum	STRAND 3 Additional Support

Based on the analysis, the academy plan to use the catch up funding to achieve the following outcomes:

STRAND 1- Attendance & Wellbeing	
Outcome 1.1	**Attendance, specifically amongst groups of disadvantaged & SEND students are in line with figures from 2018/19 and approaching national levels**
Success criteria	• Whole school attendance figures to be in line with local schools and national figures by April 2021 • Whole school attendance figures to be above or comparable 2018/19 to figures by July 2021 • Persistent absence figures to be in line with local schools and national figures by July 2021 • Disadvantaged student attendance to be above or comparable to 2018/18 figures by July 2021
Outcome 1.2	**Targeted levels of support offered to vulnerable students helping to develop attendance, progress, personal and social wellbeing**
Success criteria	• Students feel safe and supported by staff at the academy • Life coaches available to target and work with signposted vulnerable students • School counsellor available to support the mental health of identified vulnerable students • Weekly pastoral meetings in place to discuss support pathways for vulnerable students • My Concern log demonstrates levels of support for vulnerable students where required
Outcome 1.3	**Students at the Academy demonstrate positive mental health and wellbeing and benefit from a high quality personal development programme**
Success criteria	• Students are aware of the support available for ensuring positive mental health/wellbeing • Students demonstrate a good understanding of their own mental health (Boxall profile) • SMART model (Safe Mature Ambitious Respectful Thoughtful) is prevalent across the academy and referred to routinely in ensuring both good conduct and attitudes towards learning • The curriculum offers students the opportunities needed to continue their personal, social and health development including RSE during the restrictions on educational visits

STRAND 2 - Curriculum	
Re-sequencing & focusing our curriculum; working with classroom staff to ensure quality first teaching	
Outcome 2.1	**Schemes of Work and Curriculum overviews demonstrate opportunities for students to cover content not delivered due to lost teaching time.**
Success criteria	• Revised SOWs and Curriculum plans in place addressing lost content and allowing opportunities for students to revisit previous learning • Monitoring shows staff engagement and confidence in delivering curriculum recovery plans • A programme of low-stakes assessment allows teachers/students to identify learning gaps and start to close them rapidly • Students regularly use revision & retrieval strategies when preparing for assessments • Students regularly develop their understanding of key concepts across the curriculum
Outcome 2.2	**All students access a curriculum that is reading rich and rapidly develops their literacy levels**
Success criteria	• Reading Canon in place developing reading and comprehension skills of all students • NGRT testing used for Y7-10 to target students that require the greatest level of support • Staff confident in the delivery of literacy lessons and the reading canon • Lexonik programme for the development of reading skills used across school • Reading ages rapidly improve showing greater fluency and confidence when reading across the curriculum (NGRT and Pass data)

Outcome 2.3	**Bespoke CPD programme ensures quality first teaching across the academy**
Success criteria	• EXCEL model (Entry Task, Excellent Relationships, Challenge and Support Learning, Effective Explanations and Learning Over Time) is evident in every lesson across the academy • Good practice is regularly shared within the academy, as well as input from high quality external CPD providers, in how pedagogies, assessment and feedback can be adapted to the current COVID Risk Assessment • All teaching staff select a pedagogical research focus as an appraisal objective based on the school's EXCEL model • Bespoke virtual CPD opportunities in place both teaching and pastoral staff delivering high levels of staff engagement

	STRAND 3 - Additional Support and Remote learning provision
Outcome 3.1	**Students are able to access the curriculum from home and continue to make progress**
Success criteria	• The academy has a clear picture of remote learning provision within each household and where required extra provision in place (could be on-site) for students who are not connected • Core subjects provide topic revision books for students to help recover lost learning and allow students to continue their education at home. • The curriculum for each year group can switch instantly to remote delivery through Google Classroom for year groups on a rota or individuals self-isolating • When year groups are forced to work remotely students receive regular feedback on their work and engagement • Alternative learning remote platforms are utilised across the curriculum e.g. Tassomei, Seneca, Hegarty Maths
Outcome 3.2	**Bespoke intervention programmes in place to help address gaps in knowledge and progress, with a particular focus on Y11 students and securing their next steps**
Success criteria	• After school catch up programme in place for Y11 students in line with COVID guidance • All year 11 students to be provided with additional teaching in Maths, English and Science to ensure they have opportunity to regain lost teaching time • Year 7 student numeracy and literacy catch-up programmes used in previous years expanded to address lost learning • Ensure access to high quality interventions for students that have been most affected by school closure, specifically SEND and disadvantaged students • All students secure an appropriate Post-16 progression route
Outcome 3.3	**Provision of additional support for vulnerable students adversely affected by school closure**
Success criteria	• Provision of staffed SSC facility in each school bubble block to provide support for SEND students in all year groups • SSA's are provided with ongoing CPD opportunities to develop their skills and are confident to support SEND students in lessons helping address gaps in learning • Pastoral staff are aware of students that require the greatest levels of support and are able to provide intervention to address these issues themselves or through external agencies

STRAND 1- Attendance & Wellbeing						
Outcome 1.1 Attendance, specifically amongst groups of disadvantaged & SEND students are in line with figures from 2018/19 and approaching national levels						
Actions	**Who/ When**	**Cost**	**Success Criteria**	**RAG 1**	**RAG 2**	**RAG 3**
Communications with parents re-iterating the importance of attendance and the Government's stance for non-attendance Tracking and comparisons of national and local data	GSH/TBU/ECU **Ongoing** GSH/TBU/LCU **Weekly**		Whole school attendance figures to be in line with local schools and national figures by April 2021			
Pastoral Managers to make daily "Golden Time" phone calls to students who are classed as "unauthorised absences" everyday	Progress Managers Daily		Whole school attendance figures to be above or comparable to 2018/19 figures by July 2021			
PWO in place to work with vulnerable student families and classed as PA and at risk of becoming PA Tracking of student attendance patterns to monitor students that are potentially at risk of becoming PA	PWO **Ongoing**		Persistent absence figures to be in line with local schools and national figures by July 2021 Disadvantaged student attendance to be above or comparable to 2018/18 figures by July 2021			
Students to record weekly attendance progress and progress tutors to have weekly conversations around individual student attendance	ECU/Progress Tutors **Weekly**		Whole school attendance figures to be above or comparable to 2018/19 to figures by July 2021			
Outcome 1.2 Targeted levels of support offered to vulnerable students helping to develop attendance, progress, personal and social wellbeing						
Actions	**Who/ When**	**Cost**	**Success Criteria**	**RAG 1**	**RAG 2**	**RAG 3**
Student voice surveys completed to monitor student's wellbeing and how safe they feel in school	RHE **Termly**		Students feel safe and supported by staff at the academy			
Group of students selected to work with life coaches. Referred by pastoral staff. Cohort of students reviewed each half term.	MTA **Half termly**		Life coaches available to target and work with signposted vulnerable students			
School counsellor to be appointed and in place to work with offering support to students in relation to their mental health (1 day, 2 days already funded by CoP funding)	GSH/School Counsellor **Nov 2020**	£10,000	School counsellor available to support the mental health of identified vulnerable students			
Weekly pastoral meetings to discuss vulnerable student caseload looking at impact and refinement of both internal and external support	GSH/ECH/DBU ECU/RHE/TBU KCH/PWO **Weekly**		Weekly pastoral meetings in place to discuss support pathways for vulnerable students My Concern log demonstrates levels of support for vulnerable students where required			

Outcome 1.3 Students at the Academy demonstrate positive mental health and wellbeing and benefit from a high quality personal development programme						
Actions	**Who/ When**	**Cost**	**Success Criteria**	**RAG 1**	**RAG 2**	**RAG 3**
Secondment of PSHE Lead to SLT for 1 year to become SLT Lead for Mental Health. Development of the PSHE programme to incorporate elements of mental health awareness and maintaining positive wellbeing	RHE **Sept 2020**	£10,000	Students are aware of the support available for ensuring positive mental health and wellbeing Students begin to access the support available to them to help ensure positive mental health and wellbeing			
Provision map created for students to articulate the levels of support available to them regarding their wellbeing and mental health	RHE **Nov 2020**		Students are aware of the support available for them to help ensure positive mental health and wellbeing			
BOXALL profiling subscription purchased and staff trained. Profiles completed for students in all year groups. Students to receive targeted supported from data generated from the completion of the profile.	RHE/Pastoral Managers **Nov 2020**	£1000	Students demonstrate a good understanding of their own mental health (Boxall profile)			
Curriculum Plans written inclusive of opportunities to enhance the personal development of students and develop their cultural capital A remote entitlement menu is created to allow students to provide additional opportunities to develop their cultural capital	AMO/CMO **Sept 2020** MTA **Nov 2020**		The curriculum offers students the opportunities needed to continue their personal, social and health development including RSE during the restrictions on educational visits			
Remote assemblies to take place to provide students with information on topics and strategies that can be employed to improve physical and mental well being	MTA/Teaching Staff **Nov 2020**		Students demonstrate a good understanding of their own mental health			
Peer mentoring programme established, peer mentors trained and available in all year groups	ECU/Progress Managers **Jan 2021**		Peer mentor programme created, mentors trained and working with students. Students feel supported by each other in school			
The use of external providers to deliver specialist sessions for students (and possibly parents) on revision techniques and managing exam stresses/anxieties	MTA **Jan 2021**	£4000 per year group (2 year groups)	Students are aware of the support available for ensuring positive mental health/wellbeing			

STRAND 2 - Curriculum						
Outcome 2.1 Schemes of Work and Curriculum overviews demonstrate opportunities for students to cover content not delivered due to lost teaching time.						
Actions	**Who/ When**	**Cost**	**Success Criteria**	**RAG 1**	**RAG 2**	**RAG 3**
All Curriculum Areas to produce a Curriculum Recovery plan to meet the needs of the students addressing lost content and allow opportunities for students to revisit previous learning Recovery Plans are routinely reviewed and adapted to react to potential further lost learning time due to COVID-19	AMO/CMO/CALs **Sept 2020**		Revised SOWs and Curriculum plans in place addressing lost content and allowing opportunities for students to revisit previous learning Students regularly develop their understanding of key concepts across the curriculum			
Baseline testing completed with all year groups to support staff delivering curriculum content and establish starting points and gaps in knowledge	AMO/CMO/CALs **Dec 2020**		A programme of low-stakes assessment allows teachers/students to identify learning gaps and start to close them rapidly Monitoring shows staff engagement and confidence in delivering curriculum recovery plans			
Appointment of part-time subject specialists to support 1 to 1 or small group interventions across 3 year groups	SCA/BGO/RWH JHU **Jan 2020**	£50,000	A programme of low-stakes assessment allows teachers/students to identify learning gaps and start to close them rapidly			
Knowledge Organisers created for KS3 students to provide key information for all Curriculum areas. Knowledge organisers to form part of weekly quizzes on their retention of key information	AMO/CALs **Nov 2020**		Students regularly use retrieval strategies when preparing for assessments (both internal and external) Students regularly develop their understanding of key concepts across the curriculum			

Outcome 2.2 All students access a curriculum that is reading rich and rapidly develops their literacy levels						
Actions	**Who/ When**	**Cost**	**Success Criteria**	**RAG 1**	**RAG 2**	**RAG 3**
Set up Reading Canon at Montgomery for years 7-10 Staff trained on delivery and specific texts for each year group	EBE **Sept 2020**		Reading Canon in place developing Reading and comprehension skills of all students Staff confident in the delivery of literacy lessons and the Reading Canon			
Complete NGRT testing for Years 7-10 to establish profile of Reading ability at Montgomery and give teachers up to date student information to assist with the delivery of the EXCEL model in their lessons	EBE **Oct 2020**		NGRT testing outcomes used for Y7-Y10 to target students that require the greatest level of support			
Further expand our Lexonik programme by training current staff and the appointment of another dedicated trainer (1 day of a dedicated trainer can train 25 students over a 6 week period)	EBE **Jan 2021**	£17,000	Lexonik programme for the development of reading skills used across the school (focusing initially on Years 7,10 and 11 plus any from Y8 & Y9 identified in the NGRT tests)			
Provision of further CPD and development time in Curriculum Areas to enhance disciplinary literacy and support the delivery of literacy lessons by non-specialists	EBE/RWH **Mar 2021**		Reading ages rapidly improve showing greater fluency and confidence when reading across the curriculum (NGRT and Pass data)			
Outcome 2.3 Bespoke CPD programme ensures quality first teaching across the academy						
Actions	**Who/ When**	**Cost**	**Success Criteria**	**RAG 1**	**RAG 2**	**RAG 3**
A programme of walk-bys and book looks first by CALs then SLT links monitor the compliance and delivery of EXCEL	AMO/CALs SLT links **Nov 2020**		EXCEL model is evident in every lesson across the academy			
Develop and adapt current practice and the most effective pedagogical thinking to deliver learning in a COVID secure classroom including the deployment of SSAs.	AMO/RWH BGO/JHU EBE **Ongoing**		Good practice is regularly shared within the academy, supported by input from high quality external CPD providers, in how pedagogy, assessment and feedback can be adapted to the current COVID Risk Assessment			
All teaching staff to select an area of pedagogical focus for their T&L appraisal objective. They receive a T&L handbook which guides them to research and develop their chosen pedagogy	AMO/CMO **Nov 2020**	£400	All teaching staff select a pedagogical research focus as an appraisal objective based on the school's EXCEL model			
Bespoke CPD programme is in place for all staff to cater for the current climate. Engagement is monitored and tracked to provide support where required	AMO/PMI **Ongoing**		Bespoke virtual CPD opportunities in place both teaching and pastoral staff delivering high levels of staff engagement			

STRAND 3 – Additional support and remote learning provision						
Outcome 3.1 Students are able to access the curriculum from home and continue to make progress						
Actions	**Who/ When**	**Cost**	**Success Criteria**	**RAG 1**	**RAG 2**	**RAG 3**
An audit of ICT provision at home is carried out across the academy to determine which families have insufficient access to remote learning. Provision made available which could be loaning of devices or on-site	MTA **Nov 2020**		The academy has a clear picture of remote learning provision within each household and where required extra provision in place (could be on-site) for students where access to remote learning is unavailable			
Purchase of key revision materials for all Year 11 & 10 students to support the identification of gaps and working remotely where necessary	CMO/AMO Spring Term **Dec 2020**	£8,000	Core subjects provide topic revision books for students to help recover lost learning and allow students to continue their education at home			
Subscriptions purchased for diagnostic software to help students make faster progress	MTA **Dec 2020**	£5,000	Alternative learning remote platforms are utilised across the curriculum (Tassomei/Seneca/Hegarty)			
Google classroom platform established and updated on a daily basis. All subject areas and year groups to be provided with resources to supplement learning in school and be able to continue to with learning remotely	AMO/CALs **Sept 2020**		The curriculum for each year group can switch instantly to remote delivery through Google Classroom for year groups on a rota or individuals self-isolating			
A clear protocol is shared with teaching staff as to the expectations on planning, delivery and feedback requirements, when year groups are either self-isolating or on a rota	AMO/CALs **Nov 2020**		When year groups are forced to work remotely students receive regular feedback on their work and engagement			
Outcome 3.2 Bespoke intervention programmes in place to help address gaps in knowledge and progress, with a particular focus on Y11 students and securing their next steps						
Actions	**Who/ When**	**Cost**	**Success Criteria**	**RAG 1**	**RAG 2**	**RAG 3**
Following QLA of Finals 1 a programme of Period 6 lessons is compiled to enable Year 11 students to work on their identified learning gaps	CMO/CALs **Feb 2021**		After school catch up programme in place for Y11 students in line with COVID guidance			
Super learning days are planned and run for Maths, English and Science. Some will be run in school and others in half-terms or Easter school.	RWH/BGO/JHU **April 2021**	£2000	All Y11 students to be provided with additional teaching in Maths, English and Science to ensure students are given further opportunity to regain lost teaching time			
Catch up programmes for Maths & English run in Year 7 and there is a focus on developing numeracy and literacy in registration time freed up by less assembly time. Viability and interest for KS3 half-term school explored	RHW/BGO **Nov 2020**	£20,000	Year 7 student numeracy and literacy catch-up programmes used in previous years expanded to address lost learning			

Actions	Who/ When	Cost	Success Criteria	RAG 1	RAG 2	RAG 3
Specific support available for those identified in most need of support in catching up lost learning. National Tutoring Programme and external companies offer intensive support	BGO **Dec 2020**		Ensure access to high quality interventions for students that have been most affected by school closure, specifically SEND/disadvantaged students			
Remote assemblies from further education providers made available for Y11 students. Students complete questionnaire with post 16 ambitions and actions to date, Follow up careers information and interviews provided for all students to ensure planning for next steps	CMO/PPA/LCO SLT **Nov 2020**		All students secure an appropriate Post-16 progression route			

Outcome 3.3 Provision of additional support for vulnerable students adversely affected by school closure						
Actions	**Who/ When**	**Cost**	**Success Criteria**	**RAG 1**	**RAG 2**	**RAG 3**
An SSA is designated to each year group basing themselves in the support room in that block. The SSA builds a caseload of vulnerable students with both identified and suspected SEND needs	RWH/ECH **Nov/Dec 2020**		Provision of staffed SSC facility in each school bubble block to provide support for SEND students in all year groups			
Ensure that SSAs have sufficient training to work with the vulnerable individuals in their year group and identify both barriers to learning and specific learning gaps discovered in class	ECH/CALs **Ongoing**		SSA's are provided with ongoing CPD opportunities to develop their skills and are confident to support SEND students in lessons helping address gaps in learning			
Students identified as our most vulnerable benefit from clear communication between pastoral teams, class teachers and external agencies to determine a support plan to address barriers	GSH/ECH Pastoral Managers Progress Managers **Ongoing**		Pastoral staff are aware of students that require the greatest levels of support and are able to provide intervention to address these issues themselves or through external agencies			