

**Neale-Wade Academy  
COVID-19 Catch-up Premium Spend  
Strategy and Proposed Expenditure 2020/2021**

COVID-19 contextual information									
<b>Academic Year</b>	2020/21	<b>Total budget</b>	£97,000	<b>Date Plan completed</b>	Sept 2020				
<b>Total number of pupils on roll</b>	1429	<b>Total Planned Spend</b>	£96,330	<b>Date of next internal review</b>	July 2021				
		<b>Total Spent</b>	£47.398						
Pupil Premium Statistics									
Year Group	Number of PP students	% of Roll	PP Boys	PP Girls	PP EHCP	PP EAL	PP HPA	PP MPA	PP LPA
<b>7</b>	69	28.04%	36	33	4	6	8	25	36
<b>8</b>	77	28.62%	39	38	4	4	5	25	25
<b>9</b>	72	28.46%	31	41	4	3	7	25	29
<b>10</b>	74	29.25%	39	35	3	1	4	32	26
<b>11</b>	62	29.52%	35	27	1	3	6	23	23
<b>12</b>	10	10.42%	1	9	0	0	3	5	0
<b>13</b>	10	9.8%	5	5	0	1	3	5	1
<b>Totals</b>	315		156	159	13	12	28	115	104

**Accountability for impact of funding**

- There will be 3 strands of Covid-19 catch-up expenditure for the academic year 2020-2021
- In line with all other sources of funding the school seeks to obtain the best value and greatest impact.
- Neale- Wade academy will record, monitor and report on the impact of Covid-19 catch-up funding via our website, to GB, staff and parents.
- Neale-Wade academy will ensure where impact is highest we share the successes through the Active Learning Trust and the wider education community.

**Funding strands- allocated funds**

**National Tutoring programme focused on intensive support for disadvantaged pupils, including those eligible for Pupil Premium funding. A range of tutoring models will be funded, including those that are suitable for pupils with SEND and in Alternative Provision.**

The Academy will access the National tutoring programme which is split in to two distinct areas.

**Subsidised Academic Tuition**

Through NTP Tuition Partners, participating schools will be able to access subsidised high-quality tutoring from an approved list of tuition partners. These organisations – who will all be subject to quality, safeguarding and evaluation standards – will be given support and funding to reach as many disadvantaged pupils as possible.

**Academic Mentors**

Through NTP Academic Mentors, trained graduates will be employed by schools in the most disadvantaged areas to provide intensive catch-up support to their pupils, allowing teachers in these schools to focus on their classrooms.

Academic Mentors will provide support tailored to their school, but most Academic Mentors will support subject-specific work (both one-to-one and in small-groups), revision lessons, and provide additional support for those shielding or not in school.

**Resource provision:**

**ICT provision chrome books laptops**

**Extended learning opportunities and support:**

**GCSE-pod/PiXL apps/My maths**

**National Tutoring programme focused on intensive support for disadvantaged pupils, including those eligible for Pupil Premium funding. A range of tutoring models will be funded, including those that are suitable for pupils with SEND and in Alternative Provision.**

<b>Anticipated Outcome</b>	<b>Action</b>	<b>Expenditure</b>	<b>Impact</b>
The academy will have a clear overview of students in each year group who have been most disadvantaged in learning as a result of National school closure	Baseline assessments to be completed for all year groups. Reading age and CAT4 tests for year 7 students Data analysis of March 20 grade Vs Oct 20 for all students classed as disadvantaged.	N/A	CAT4 tests completed October 20 and Reading age data completed December 20 Data targeted on English and Maths
Clear identification of gaps in learning for English, Maths, Science Humanities and Language subjects KS3	Through low stake testing/CAT4 and /reading age test	N/A	KS3 data generated but lacking clarity of specific gaps for English, Science and Humanities subjects
Identified tutors sourced via EEF approved list of tuition providers	The academy will have a priority list of subject specific tutors needed in school to address gaps in learning.		NTP English and Maths tutoring sessions delivered to identified Year 8/9 students during summer term 2021
Regular plan of small group tuition planned.	15-week tuition block for identified students KS3/KS4 (English, Maths, Science, Hums, Languages). Parental information meetings to clarify expectations.	£2880 £180 per block 12 blocks 4x Science 4x English 4x Maths	NTP English and Maths tutoring sessions delivered to identified Year 8/9 students during summer term 2021
Raise outcomes for identified SEND students.	Targeted withdrawl programme to facilitate small group work addressing gaps in functional skills and reading. Foundation curriculum in place.	£1500	Identified K students targeted for intervention v NTP programme. See individual data analysis
Increase average A8 score for disadvantaged students to 4.2	Targeted period 6 intervention programme for all subject expectation of all disadvantaged students to attend 3 sessions per week.	£4000	Targeted period 6 sessions planned for summer term 2 alongside additional E/M/S teaching during tutor time Disadvantaged A8 score of 4.1 2021 TAG's See specific data over view

<b>Resource provision: ICT provision chrome books laptops</b>			
<b>Anticipated Outcome</b>	<b>Action</b>	<b>Expenditure</b>	<b>Impact</b>
To have an accurate figure of the number of students/households without access to adequate internet or ICT devices.	Parental survey to generate data in the number of students where ICT/internet access is a barrier to learning. 120 devices needed	£22,000	Parental survey completed 136 requests received for access to ICT devices 100 devices ordered ICT devices administered to students during period of school closure
All students to have access to adequate internet and ICT devices	The academy ICT team will administer ICT devices and internet routers to families that do not have these in place. Devices to be given per household and not per student. Refresh of current school resources, and purchase of additional chrome books / laptops.	N/A	195 digital devices distributed to students December/Jan 2021, allowing students to access learning during period of school closure.  Year 7 -33 Year 8 – 36 Year 9 – 32 Year 10 – 35 Year 11- 35 Year 12 – 12 Year 13 - 12
To have 95% of students engaging with online/virtual lessons, home learning and revision sessions	Virtual school leader to track engagement of students with identified home learning tasks and additional revision apps. Engagement leaders boards shared with PL's and tutors.	£3000	See engagement figures for period of school closure Engagement figures for home learning TBC

<b>Extended learning opportunities and support: GCSE-pod/PiXL apps/My maths</b>			
<b>Anticipated Outcome</b>	<b>Action</b>	<b>Expenditure</b>	<b>Impact</b>
All students to receive targeted online learning activities that support learning outside of the classroom	NWA virtual school leader appointed to oversee administration and engagement of students with online learning tasks. KS4 (weekly) GCSE-pod course specific activities PiXL maths app (addressing identified gaps from PiXL wave). Tassomai –Science KS3Mymaths Maths Wizz Reading intervention plan.	£5850  £6000 £1600  £2495	See Engagement figures and GCSE results break down
Improved outcomes in EBACC subjects Yr 11	Tailored Revision plans created by subjects to address gaps in knowledge, linked to course specific revision guides. Guides re-used for 2022/23/24 Exam preparation materials Subject specific revision guides created and available for students to access in preparation for summer assessments (See KS4 TAG/mock data).	£9000	0.2 A8 increase for Ebacc element subjects 2021
Increased engagement in practical learning activities missed as a result of the pandemic	Purchase of associated equipment for sport, art, DT and Catering activities. Ingredients	£3000	Increased uptake in students participating in practical cooking classes. Introduction of KS3 recreational PE activities after school.

### National Tutoring Programme (Summer Term Teaching Personnel)

- 15 x 1hour online tutoring sessions to run concurrently over a 15-day period via Microsoft Teams
- Students to work in groups of 3 with one tutor
- Students to work in designated computer room for the tutoring sessions
- All tutoring sessions will be recorded and delivered by NTP accredited tutors
- Diagnostic assessment to completed at start of tutoring programme.
- KS3 leads for English and maths to identify suitable students
- 96 students to receive tutoring in first wave.
- Year 9 –aim of being ‘KS4 ready’ for English and maths
- Year 7 and 8 focus on addressing specific gaps
- Total cost £8122

Dates	Year Group	Subject	Number of students	Timings
10 <sup>th</sup> -28 <sup>th</sup> May 15 days	9	English	15	1 hour each day 9am-10am
10 <sup>th</sup> -28 <sup>th</sup> May 15 days	9	Maths	15	1 hour each day 9am-10am
21 <sup>st</sup> June -9 <sup>th</sup> July 15 day	8	English	21	1 hour each day 9am-10am
21 <sup>st</sup> June- 9 <sup>th</sup> July 15 days	8	Maths	21	1 hour each day 9am-10am

**Year 8 National Tutoring Programme Data Summary:**

Year 8 Maths Tutoring summary		
Grade	Prior to Tutoring	After Tutoring
Emerging	48.3	16.6
Developing	58	24
Securing	6.2	25
Mastering		20.8
Advanced		
Average Grade	Developing	Securing
24 students		

Year 8 English Tutoring summary		
Grade	Prior to Tutoring	After Tutoring
Emerging	72	25.1
Developing	28	40.8
Securing		34.1
Mastering		
Advanced		
Average Grade	Emerging	Developing
24 students		

**Year 8 National Tutoring Programme Data Summary:**

Year 9 Maths Tutoring summary		
Grade	Prior to Tutoring	After Tutoring
Emerging	47.8	12.5
Developing	27.2	29.1
Securing	25	45.9
Mastering		12.5
Advanced		
Average Grade	Emerging	Securing
26 students		

Year 9 English Tutoring summary		
Grade	Prior to Tutoring	After Tutoring
Emerging	82	50
Developing	18	16.6
Securing		33.4
Mastering		
Advanced		
Average Grade	Emerging	Developing
28 Students		



**Year 8 student Feedback 21.6.21-9.7.21**

<b>Year 8 NTP Student feedback</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>
1. I enjoyed attending the tutoring sessions	1	5	6	15	9	36
2. The Tutoring sessions were easy to access?		2	10	17	7	36
3. The resources used by the tutors been helped me learn		2	12	17	5	36
4. How easy was LEAP/Bramble to use for assessment	3	4	10	10	9	36
5. How supportive has your tutor been in helping you learn?		3	10	16	7	36
6. The tutoring sessions have really helped me improve in English/math?	2	5	10	11	8	36
7. I found the tutoring work too easy?	4	10	12	8	2	36
8. The tutoring sessions linked closely to the work I have done/am doing in lessons	2	4	10	15	5	36
9. I would recommend the tutoring programme to a friend	2	8	10	10	6	36

**Students were asked to score each question from 1-5 :1=low/poor 5 =high/very good**

### Year 9 Student Feedback 21.6.21- 9.7.21

18 students initially started the programme, 6 withdrew following parental requests, 3 had to self-isolate for a period of 10days during the tutoring and did not complete more than 60% of the sessions.

Year 9 NTP Student feedback	1	2	3	4	5	Total
1. I enjoyed attending the tutoring sessions		1	3	5		9
2. The Tutoring sessions were easy to access?		1	1	7		9
3. The resources used by the tutors been helped me learn		1	2	3	3	9
4. How easy was LEAP/Bramble to use for assessment		1	3	5		9
5. How supportive has your tutor been in helping you learn?			3	5	1	9
6. The tutoring sessions have really helped me improve in English/math?		1	4	2	2	9
7. I found the tutoring work too easy?		3	5	1		9
8. The tutoring sessions linked closely to the work I have done/am doing in lessons		2	2	3	2	9
9. I would recommend the tutoring programme to a friend		1	3	4	1	9

Students were asked to score each question from 1-5 :1=low/poor 5 =high/very good

**Comments:**

<b>Please outline what you feel has been the best part of the tutoring programme:</b>	<b>Please outline any way that you feel the tutoring programme could be improved?</b>
<p>'That I learnt things' 'Easy and grammar has been great' 'helped me learn things and was nice when I got stuck' 'Having 1-1 tutoring when others were away' 'Being able to improve my analysis of texts we learn about' 'How kind the tutor was, she tried explaining in different ways when I didn't understand' 'The people' 'The work' 'The part of the work where we all talk about our different answers' Revising of maths' 'Missing first lesson and going on the computers' 'Some of the lessons have helped me quite a bit'. 'Having a teacher only between two people, she can help without being distracted by other students' 'End of year quiz and formal letter writing' 'The Test because I found out I had improved' 'The best part about tutoring is that it is easier to learn because there is only 3 people to teach.</p>	<p>'Better internet' x4 'more time' 'I don't think there is a way to improve it' 'I think maybe do a new topic every week' 'Harder work would make it better' 'No way' 'Easier explaining' 'Nothing' 'More help' 'Be optional' 'More support' 'By doing more work' 'More explaining and more examples' 'Spend more than one lesson on a subject' 'Longer sessions and more sessions' 'More relevant to the lesson' 'Learn different things'</p>

**TEAMs engagement figures for the period of school closure 4<sup>th</sup> January – 8<sup>th</sup> March 2021**

Year Group	Week 1		Week 2				Week 3				Week 4			
	Minutes Active	Not logged in	Minutes Active	Not logged in	Average no of meeting	Average time per meeting	Minutes Active	Not logged in	Average no of meeting	Average time per meeting	Minutes Active	Not logged in	Average no of meeting	Average time per meeting
7	592	6	668.6	3	23.7	26.1	635.85	3	21.62	29.41	608.2	3	22.5	26.44
8	543	6	608.9	3	21	21.9	669.49	0	22.92	29.20	644	2	22.1	29.63
9	622	2	676.6	2	23.3	23.7	696.76	0	24.69	28.22	673.1	2	23.7	28.14
10	594	4	701.8	0	25.4	25.4	720.75	0	25.93	27.79	718.3	2	25.7	27.61
11	547	2	636.2	4	23.8	20.4	651.46	1	24.63	26.45	700.5	1	26.6	25.99
<b>Average 7 - 11</b>	599.6	20 (7 - 11)	658.4	12 (7 - 11)	23.4	23.5	674.9	4	24	28.2	668.8	10	24.12	27.6
12	329	2	311.8	2	14.5	21.1	370.70	0	16.79	22.07	373.8	0	16.3	22.3
13	268	4	283.7	5	10.1	23.1	301.47	0	12.40	24.31	341.5	1	13.8	23.4
<b>Average for all</b>	499	26 in total	568.2	19 in total	20.7	23.2	578.1	0	21.3	26.78	579.9	11 in total	21.5	26.2

Year Group	Week 5				Week 6				Week 7				Week 8			
	Minutes Active	Not logged in	Average no of meeting	Average time per meeting	Minutes Active	Not logged in	Average no of meeting	Average time per meeting	Minutes Active	Not logged in	Average no of meeting	Average time per meeting	Minutes Active	Not logged in	Average no of meeting	Average time per meeting
<b>7</b>	649.5	2	21.3	30.4	608.2	3	23.6	25.7	581	1	20.4	28.4	<b>27.6</b>	<b>2</b>	<b>20.4</b>	<b>564</b>
<b>8</b>	615.8	3	21.2	29.1	639.3	2	23.1	27.7	599.7	2	21	28.6	<b>28</b>	<b>2</b>	<b>21</b>	<b>589.9</b>
<b>9</b>	724.8	2	24.4	29.7	671.2	2	25.6	26.2	600.2	2	22.7	26.4	<b>26.5</b>	<b>2</b>	<b>21.8</b>	<b>577.3</b>
<b>10</b>	719.3	3	25.3	28.4	720.2	2	25.9	27.8	687.1	0	24.9	27.6	<b>26.8</b>	<b>1</b>	<b>24.9</b>	<b>666.9</b>
<b>11</b>	715.4	3	25.8	27.8	700.5	1	27	25.9	607.8	1	24	25.3	<b>23.9</b>	<b>2</b>	<b>24</b>	<b>573.6</b>
<b>Average 7 - 11</b>	684.9	13	23.6	29.1	667.9	10	25.04	26.7	615.2	6	22.6	27.26	<b>26.6</b>	<b>9</b>	<b>22.42</b>	<b>594.3</b>
<b>12</b>	408.9	0	16.1	25.5	373.7	0	16	23.3	334.6	1	15.9	21.1	<b>21</b>	<b>1</b>	<b>14.4</b>	<b>303.1</b>
<b>13</b>	302.4	2	12.4	24.3	341.5	0	14.2	24.1	297.4	0	11.8	25.2	<b>24.3</b>	<b>1</b>	<b>11.3</b>	<b>273.9</b>
<b>Average for all</b>	590.9	15 in total	21	27.9	579.2	10	22.2	25.8	529.7	7	20.1	26.1	<b>25.4</b>	<b>11</b>	<b>19.7</b>	<b>506.9</b>

**GCSE Summary data:**

2020 Key Performance Indicators	Overall 2018	Overall 2019	Overall 2020	Actual Overall 2021
Attainment 8	4.1	4.2	4.4	4.6
Attainment Maths Element	3.7	3.9	4.2	4.5
Attainment English Element	4	4.3	4.5	4.6
Attainment Ebacc Element	3.9	3.7	4.1	4.3
Attainment Open Element	4.6	4.7	5	4.9

2020 Key Performance Indicators	Disadvantaged 2018	Disadvantaged 2019	Disadvantaged 2020	Actual Disadvantaged 2021
Attainment 8	3.3	3.5	3.6	4.1
Attainment Maths Element	2.9	3.2	3.4	4.1
Attainment English Element	3.3	3.8	3.6	4.1
Attainment Ebacc Element	3	3.2	3.2	3.8
Attainment Open Element	3.9	4.3	4.2	4.4

2020 Key Performance Indicators	Boys 2018	Boys 2019	Boys 2020	Actual Boys 2021
Attainment 8	4	4.1	4.1	4.2
Attainment Maths Element	3.8	3.9	4.1	4.3
Attainment English Element	3.8	4	3.8	3.9
Attainment Ebacc Element	3.8	3.7	3.9	3.9
Attainment Open Element	4.5	4.7	4.6	4.5

2020 Key Performance Indicators	Girls 2018	Girls 2019	Girls 2020	Actual Girls 2021
Attainment 8	4.2	4.2	4.8	4.9
Attainment Maths Element	3.6	3.9	4.2	4.7
Attainment English Element	4.4	4.6	5.1	5.1
Attainment Ebacc Element	4	3.8	4.3	4.6
Attainment Open Element	4.8	4.7	5.4	5.3

2020 Key Performance Indicators	SEND 2018	SEND 2019	SEND 2020	Actual SEND 2021
Attainment 8	2.2	2.5	2.3	
Attainment Maths Element	1.5	1.9	2	
Attainment English Element	2.5	2.4	2.3	
Attainment Ebacc Element	1.7	2.3	2.2	
Attainment Open Element	2.9	2.9	2.8	

2020 Key Performance Indicators	HPA 2018	HPA 2019	HPA 2020	Actual HPA 2021
Attainment 8	5.7	5.8	5.7	6.4
Attainment Maths Element	5.4	5.6	5.6	6.5
Attainment English Element	5.3	5.8	5.6	6.2
Attainment Ebacc Element	5.7	5.4	5.4	6.3
Attainment Open Element	6	6.2	6	6.6

2020 Key Performance Indicators	MPA 2018	MPA 2019	MPA 2020	Actual MPA 2021
Attainment 8	3.8	3.9	4	4.7
Attainment Maths Element	3.4	3.7	3.6	4.6
Attainment English Element	3.8	4	4.2	4.8
Attainment Ebacc Element	3.5	3.5	3.5	4.3
Attainment Open Element	4.5	4.7	4.8	4.9

2020 Key Performance Indicators	LPA 2018	LPA 2019	LPA 2020	Actual LPA 2021
Attainment 8	2.1	2.5	2.3	3.4
Attainment Maths Element	1.4	1.9	1.8	3.2
Attainment English Element	2.5	2.9	2.3	3.2
Attainment Ebacc Element	1.6	2.1	2.1	3
Attainment Open Element	2.9	2.9	3	3.9