Neale-Wade Academy
COVID-19 Catch-up plan
Strategy and Proposed Expenditure 2020/2021

COVID-19 contextual information					
Academic Year	2020/21	**Total budget**	£97,000	**Date Plan completed**	Sept 2020
Total number of pupils on roll	1449	**Total Spend**	£96,330	**Date of next internal review**	Dec 2020

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**
7	8	3.2%	4	4		1			
8	76	28.0%	40	36	4	4	5	25	27
9	74	28.7%	34	40	2	3	7	27	31
10	71	28.1%	37	34	2	1	4	32	26
11	64	26.6%	36	28	1	3	6	23	24
12	10	10.7%	1	9	0	2	3	5	0
13	9	8.5%	5	4	0	1	3	4	1
Totals	312	134	157	155	9	15	28	116	109

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 subsided 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**	

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Anticipated Outcome	Action	Expenditure	Review/Outcome achieved RAG Rating		
			Autumn 20	Spring 21	Summer 21
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			
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			
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.				
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			
Appoint an academic mentor for identified subject area	English and Maths subject specific academic mentors appointed (Oct 20)	£19000 each			

Raise outcomes for identified students at risk of exclusion in English, maths and science	Create alternative provision teaching bubble to focus on delivery of English, maths and science. NWA subject specialists to deliver lessons allocated to timetable.	£1500			
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			
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			

Resource provision:
ICT provision chrome books laptops

Anticipated Outcome	Action	Expenditure	Review/Outcome achieved RAG Rating		
			Autumn 20	Spring 21	Summer 21
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			
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			
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			

Extended learning opportunities and support: GCSE-pod/PiXL apps/My maths					
Anticipated Outcome	**Action**	**Expenditure**	**Review/Outcome achieved RAG Rating**		
			Autumn 20	**Spring 21**	**Summer 21**
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 Digital Theatre KS3Mymaths Reading intervention plan.	£5850

£6000 £1600 | | | |
| Targeted year group provision 8/9/10 | Assessment data drop used to identify key students who are underperforming. Additional online revision tasks developed for identified cohorts (English, maths and science). IPE's completed to share current position and strategies with student and parents and signpost progress checkpoints. | £1000 | | | |
| 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 | £9000 | | | |

Regeneration of ICT equipment:

ICT devices purchased as part of the COVID-19 catch-up fund will be given to students/families that have been identified as not having access to a suitable digital device in the home (one per household). The devices will be collected in yearly by the academy IT team as part of an on-going service plan.
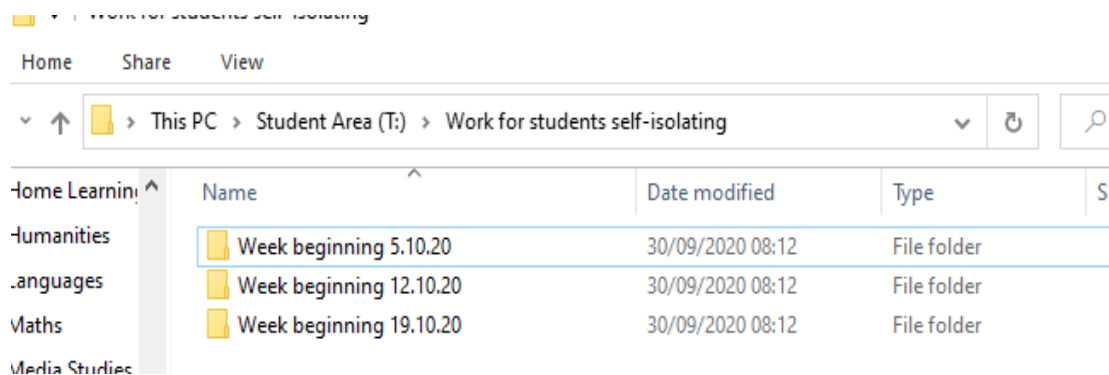
Further use.

The devices will be administered to all year 12 students to use as part of their post 16 studies, both in school and for extended learning at home. This will then allow 41 desk top machines to be re-deployed in to KS3 to support the provision of KS3 ICT.

20 devices will be allocated to support pupil premium students in KS4.

10 devices available for temporary loan for SEND students.

Appendix 1: Support for students self-isolating/shielding

- Where a student is absent for Covid-19 related symptoms they will be expected to access work provided in the 'Work for students self-isolating' folder on Foldr.

- Work should be saved in to the relevant 'Week beginning folder on the V-drive by midday Friday of the previous week. Each week beginning folder will be split in to year groups

<< Work for students self-isolating > Week beginning 5.10.20

Name	Date modified	Type
Year 7	30/09/2020 08:11	File folder
Year 8	30/09/2020 08:11	File folder
Year 9	30/09/2020 08:11	File folder
Year 10	30/09/2020 08:11	File folder
Year 11	30/09/2020 08:12	File folder
Yer 12&13	30/09/2020 08:12	File folder

- Work needs to state the subject name and class code if targeted at a specific group. Generic tasks suitable for a year group can also be used.

Expectations of work/activities set.

- The work available should be linked as closely as possible to the learning that they would have been accessing if attending their classes in school.

- Work can be linked to the online platforms that the academy uses or if applicable make use of the resources available on the Oak National academy that are related to the topics in question.

- The academy ICT team will email a link to the student's school email account containing work set for the week.

<u>Expectations of students</u>

- Students will be expected to email completed work to their class teacher or hand to their class teacher on their return to school.

- Students will also be expected to continue with all home learning tasks that have been set.

Next steps for Curriculum areas:

CL's to co-ordinate members of their team to save work in to relevant folder (opportunity to save generic tasks for the term.