

Millbay Summary of Catch-Up Strategy

This **optional pro-forma** is provided to support schools in summarising their catch-up strategy, including the use of national catch-up funding. It is aligned to the Trust catch-up framework and is intended to help schools to be explicit about how national funding will be used to support catch-up. Schools may wish to amend this pro-forma to suit themselves or adopt a completely different one of their own. In all cases, regardless of the format, schools should still ensure they are reporting their strategy with clear reference to the 3 strands (9 elements) of the framework and that the **use of the national funding is specifically accounted for against the strands in a way that is consistent with Trust and national guidance**).

School information			
School	Millbay Academy		
Academic Year	2020/2021	Catch-Up Funding Received 2020-21	£65,825
Total number of pupils	697	% Disadvantaged Pupils	45.4%

Contextual Information (if any)

The school has had an extremely positive response from our families with regards to pupils getting back to school. All information contained in our risk management plan was shared with parents prior to opening. We have continued to run our successful Virtual School for students who have been unable to attend due to COVID. We are now starting to see a steady increase in cases nationally and also a rapid increase in our local community. We have already had a significant impact as a result of positive cases in the school amongst both staff and students, which led to 40% of secondary staff having to self-isolate for one period and two year group bubbles temporarily close.

The full return of school in September has meant that greater numbers of people are mixing and travelling through the city and this will increase risk. Currently, attendance is sitting at around 87%. The biggest impact on attendance though has been pupils showing 1 of the COVID-19 symptoms and then having to isolate for 10 days, or until a negative test result or as a result of track and trace.

We have a very high proportion of Pupil Premium students at 45% and are aware that many more of our families have no recourse to public funds, Internet access at home and many do not speak English. Running alongside our focus to support PP pupils in the catch up strategy, will be a commitment to supporting these families through our wider strategies.

Summary of Key Priorities <i>(related to overcoming challenges for pupils catching up on lost learning)</i>	
A.	Ensure excellent relationships are rebuilt through an establishment phase that focuses on pupils' well-being; enabling pupils to be ready to learn
B.	A whole-school CPD focus to ensure a consistently high standard of practice every day as we know quality first teaching will have the biggest impact on pupils 'catching up' and achieving well over time. All teaching staff and TAs will complete a programme of CPD based on Rosenshine's 'Principles of Instruction'.
C.	To carry out an in-depth analysis of baseline assessments (both emotional and cognitive) in order to plan an effective programme of intervention in which we will ensure spending of the additional funding is well considered and impactful and meets the needs of pupils and parents through for Key Stages 1 to 3 and subject specific assessments for Key Stage 4.
D.	All pupils will be reassessed in the Autumn term to determine gaps in order to plan specific provision to catch up.
E.	Develop the 'Virtual School' in order that pupils at home are accessing consistent learning and to ensure the school is fully prepared for further possible closures. Ensure that this can be accessed by all of our parents and that where this is not possible that paper based packs are available.

Summary of Expected Outcomes	
A.	We know the anxious child is not a learning child. This period of establishment is crucial. Our learners will have a holistic recovery, some a focused intervention programme, others a longer lasting recovery period that explores the severity of their trauma. Mental wealth will have been restored in our pupils.
B.	Developing teachers' pedagogy around quality first teaching; with a particular focus on review, modelling and questioning will have a significant impact on outcomes for all pupils. This will be checked and verified through the monitoring plan and will be the focus for the Autumn term. Additional CPD on Virtual School and Blended Learning is also planned in for Autumn.
C.	We expect most pupils will catch up with quality first teaching and get to where they need to. Those that won't (based on an in-depth analysis of baseline assessment) will fall into 2 groups; those that need a short term boost (through additional session 6 lessons, for example) and those that will need intensive, prolonged support both emotionally and cognitively. This is where we are going to spend most of our catch up funding. This will be split between the employment of a member of staff who will work with small groups to support in Maths at secondary level as well as new online packages to support maths and literacy and 1:1 support for English. At primary we have invested in new online packages to support reading and writing and will provide pre-teaching to identify and address gaps. Due to shortage of space to maintain bubbles, we have also invested in additional classroom space in an adjacent building which is currently housing Year 11, leaving more room available in the main building for other year groups.
D.	Reading assessments are accurate; book banding matches the ability of each child and teachers/Tas are confident in the process of 1:1 reading. All teachers are aware of specific gaps for their whole class and individuals. Planning will be informed by this and specific intervention planned for those with significant gaps.
E.	Pupils self-isolating are receiving quality first teaching in line with the learning taking place in the classroom. Parents are confident and able to access this and have appropriate devices for their children to use at home.

Strand 1: Teaching and whole-school strategies (Supporting great teaching, pupil assessment and feedback, transition support)						
Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Supporting Excellent Teaching - Autumn term CPD - Rosenshine's Principles and Visible learning	All	Improvement in classroom teaching and pedagogy leads to improved outcomes for pupils	SLT	Lesson observations termly weekly learning walks	built into MAT slice	£0
Supporting Virtual teaching - CPD on blending learning and online teaching and learning approaches	All	Improved and teaching and learning in virtual school will lead to fewer gaps in learning for students.	SLT	Virtual school tracking student engagement tracking	built into MAT slice	£0
Cost					£0	£0

Strand 2: Targeted support (1:1 and small group tuition, intervention programmes, extended school time (before and after school interventions))						
Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Period 6 lessons for core and option subjects plus additional mentoring for English	Year 11	Improved outcomes for students	Faculty leads	half termly review - mock exam results Nov		£1,200
Revision guides for all Year 11 in core subjects	Year 11	Improved outcomes for students	Faculty Leads	Mock exam results and summer exam results		£2,400

GL Assessment CATs	Key Stage 3	Identify gaps in knowledge and ability to inform interventions and teaching	SLT	An analysis of results by HT2		£3,500	
Additional Maths teacher secondary	Year 10/11	Improve outcomes in mathematics	SLT	November mock exam results and summer exam results		£8,050	
Use of SLE maths secondary	Years 7 to 11	Improve outcomes in mathematics	SLT	November mock exam results and summer exam results	£2,500	£0	
Bedrock Vocabulary	Key Stage 3/4	Improve literacy, vocabulary	Head of English			£5,000	
Sparx KS3 classroom package for maths	Key Stage 3	Improve gaps in learning in mathematics. Support teaching and rectify gaps and misconceptions	Head of Maths	Progress assessments half termly. Learning walks and book scrutinies		£2,500	
Addressing gaps in reading and writing with specific programmes - Read/Write Inc and Fresh Start	Key Stage 1 and 2	Addressing identified gaps in learning	primary SLT	6 weekly pupil progress review meetings with ILPs for every child		£12,000	
Pre teaching and booster groups	Key Stage 1 and 2	Improve gaps in learning	primary SLT	6 weekly pupil progress review meetings with ILPs for every child		£5,000	
					Cost	£2,500	£39,650

Strand 3: Wider Strategies (Supporting parents and carers, access to technology, holiday support)						
Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Access to devices for students without devices at home	PP without access to devices	Pupils will be able to join in virtual school reducing gaps in learning	SLT			£10,000
Rental of additional space Millbay 6	Year 11/All	Provision of more suitable teaching spaces will lead to better quality of teaching and enhanced student outcomes.	SLT	Weekly Learning walks student voice staff feedback	£36,973	£16,175
Cost					£36,973	£26,175
Total Cost					£39,473	£65,825