

Covid-19 recovery funding plan

On 19 June, the government announced a [one billion pound Covid catch-up plan to tackle the impact of lost teaching time](#) which included new measures to help primary and secondary pupils catch up.

The government has said:

- head teachers will decide how the money is spent; however, the government expects this to be spent on small group tuition for whoever needs it
- this is a one-off grant to support pupils in state education, regardless of their background or parental income.

Separately, a National Tutoring Programme, worth £350 million, will, according to the government, increase access to high-quality tuition for the most disadvantaged young people over the 2020/21 academic year. The aim of this is to help accelerate the academic progress of disadvantaged pupils' and prevent the gap between them and their more affluent peers widening. The Education Endowment Foundation has published [support guidance for schools](#) and academies plus information on the [National Tutoring Programme](#).

While, at this point, the amount of funding per school is unknown, it is clear that, like the pupil premium funding, schools will be accountable for how well the additional money is spent. It is therefore essential that our academies have a plan in place and agreed by local governing bodies which identifies what the funding will be spent on and how successful it has been.

The academy context

Covid-19 has had a significant impact on students in the academy. As well as gaps in academic knowledge and retention of previous learning students have also suffered from the lack of routines and structure associated with being in school. Students have returned with often multiple safeguarding and mental health issues. Consequently we have invested a lot of time inbedding new routines and immersing students back in to learning.

Internal Barriers	
1	Teaching in a Covid-19 secure environment
2	Unknown academic gaps from across the curriculum
3	Availability of specialist staff and resources due to Covid-19
4	Issues related to memory retention
5	Lack of communication skills (oracy) and vocabulary loss
6	Lack of basic literacy and numeracy skills
7	Lack of basic routines constructive to learning
8	Access to and engagement with remote learning including a lack of basic ICT skills
External Barriers	
9	Attendance (including self isolation)
10	Lack of routines constructive to learning (sleep, food)
11	Student wellbeing (physical, mental and safeguarding issues)
12	Availability of electronic devices outside of the academy
13	Lack of basic learning resources (pens, pencils etc)
14	Reduction in self worth (lack of rewards and praise)
15	Pressures and challenges from social media
16	Lack of parental engagement, support

Allocated funding from the government

The funding allocated to Co-op Academy Manchester for 2020/21 is £120,000

The Plan for 2020/21

Focus area: Quality teaching first (Addressing barriers 1, 2, 3, 4, 5 and 6)					
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
<p>Teaching and learning strategies</p> <p>Further develop teaching and learning strategies to overcome Covid-19 secure teaching and ensure all students can catch up.</p> <p>Metacognition </p> <p>Collaborative learning </p>	<p>Purchasing sets of props for all bubbles/learning zones</p> <p>Pedagogical books</p>	<p>Props used to make links between learning and encourage creativity. Assisting in long term recall of key concepts/terminology</p> <p>Used in departments and shared via meetings to disseminate good practice/novel ideas/methods to support catch up for students/long term retrieval</p>	<p>£3,000</p>	<p>RHA and CLIFE team to monitor through learning walks and lesson observations.</p> <p>RHA and CLIFE team to monitor through department meetings and MTO</p>	

	<p>Oracy - Big voices programme</p> <p>Targeted whole staff training.</p> <p>Subject specific training delivered through departmental meetings.</p> <p>Sharing of best practice across the academy via the use of IRIS and recorded briefings.</p>				
<p>Feedback</p> <p>Students receive targeted and detailed feedback that enables them to understand their strengths, areas for improvement and how to improve.</p> 	<p>Visualisers for modelling processes as part of T&L</p>	<p>Used to model processes/class assessing student work/exam technique practice</p>	<p>£5,000</p>	<p>RHA and CLIFE team to monitor through learning walks and lesson observations.</p>	
<p>Homework</p> <p>Students receive and engage in high quality work that they complete at home to reinforce learning and support</p>	<p>IT hardware for students without devices to access new ILTs (Google Classroom) (links to 1:1 device scheme)</p>		<p>IT hardware provided through DfE scheme.</p>	<p>RHA and CLIFE team to monitor through student engagement.</p>	

<p>catch up and revision.</p> 	<p>Running after/before school ILT clubs with access to internet</p> <p>Celebrating success of students who are ILT champions for each year</p> <p>Show My Homework</p>				
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Focus area: Academic catch up and support (Addressing barriers 1, 2, 3, 6, 8, 12 and 13)

Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
<p>Identifying the gaps</p> <p>High quality diagnostic assessment is used to highlight gaps in learning and retention so that catch up can be planned and targeted effectively</p>	<p>Introduction of GL assessment for baseline and monitoring progress for Key Stage 3</p> <p>Use of normal data capture points to carry out diagnostic assessments.</p> <p>Use of question level analysis tools to identify areas of focus for each</p>	<p>All Key Stage 3 (Year 7 and 8) students complete GL Assessment PTM, PTE and PTS through the year.</p> <p>Subject data is analysed and used to identify gaps in learning.</p>	<p>£8,000</p>	<p>DLZ to monitor use in the department and that it has informed planning and targeted support.</p> <p>ALT links to check and monitor through line management meetings.</p> <p>CBE to QA across the academy.</p>	

	student.				
<p>Academic Mentors</p> <p>Students receive targeted academic support and mentoring.</p>	<p>Register with TeachFirst and Trust with expression of interest to hire 2 Academic Mentors (Sep 2020 - CBE)</p> <p>Recruit and train mentors (Oct 2020 - CBE/DWH/TCH)</p> <p>Identify target students and begin mentoring sessions.</p> <p>Evaluate effectiveness through data captures and student voice.</p>	<p>Academic mentors recruited for Maths and Humanities.</p> <p>Students identified for small group and individual mentoring support.</p> <p>Improved progress, attainment and student voice.</p>	<p>£9,000</p> <p>(Salary paid by the government in Year 1, costs covered by CAM)</p>	<p>DWH and TCH to monitor through department and line management.</p> <p>ALT links to check effectiveness through line management meetings.</p> <p>CBE to QA across the academy.</p>	
<p>One to one tuition</p> <p>Students receive targeted one to one revision to enable them to address gaps</p>	<p>Register and expression of interest (Sep 2020 - CBE)</p> <p>Identify target students and groups (5 sessions for 200 students)</p> <p>Evaluate effectiveness through data captures and student voice.</p>	<p>Registration in target areas.</p> <p>Students identified.</p> <p>Improved progress and attainment in targeted subjects.</p>	<p>£12,000</p> <p>(£12 per session)</p>	<p>DLZ's to monitor and check effectiveness through data captures.</p> <p>ALT links to check effectiveness through line management meetings.</p> <p>CBE to QA across the academy.</p>	

	<p>Buy in the Bedrock vocabulary program to be used with Year 7 and 8 across the academy.</p> <p>Train WSLC in the program and then roll it out across key subject areas (Humanities being key)</p> <p>Bedrock to be used as part of Year 7-8s ILTs (also used as part of remote learning)</p>	<p>his book 'Closing the reading gap'</p> <p>Whole School Literacy Coordinator to take lead and develop sessions which are subject appropriate.</p> <p>Develop students' range of vocabulary and confidence in using Tier 3 language.</p> <p>Tier 2 / 3 vocabulary embedded in students 'use - highlighted in CLIFEs and in work scrutinies.</p>		<p>WSLC to liaise with KS3 leads in departments to discuss how to use in (in class / ILTs / Remotely)</p>	
<p>Numeracy</p> <p>Provide targeted support to ensure all students are at the required standard to be able to access the curriculum.</p>	<p>Appointment of a numeracy lead.</p> <p>Development of a numeracy age test.</p>	<p>Numeracy is embedded across the curriculum so that all subjects work towards improving numeracy.</p> <p>All students are assessed on the basis of numeracy skills.</p>	£3,750	DLZ Maths to monitor	

	Implement a Times Tables Rock Stars program to increase core skills in Year 7.	Key Stage 3 students know their times tables.			
<p>Extended school</p> <p>Plan, implement and evaluate a range of XL and Boost sessions throughout the year for target subjects in year groups.</p>	<p>Onsite XL sessions planned and delivered</p> <p>Off side subject boost sessions delivered</p>	<p>Attendance of 70%+ of those targeted students. Gaps in knowledge filled, increasing attainment and accelerating progress.</p> <p>Bespoke interventions for key students offsite to help motivate them and re-engage them in their learning</p>	£5,000	<p>MHE to manage.</p> <p>MHE/JKI/PJA to facilitate/manage.</p>	
<p>Resources</p> <p>Provide learning resources for students to enable them to catch up both inside and outside of the academy.</p>	<p>Provision of revision guides and workbooks for targeted students.</p> <p>Provision of learning packs including the basics for use both inside and outside of the academy (e.g. pens, pencils, calculators)</p>	<p>To support independent learning, addressing gaps from remote learning and reduced study time over KS4</p> <p>To remove barriers to ensure all students can access the curriculum regardless of access to resources.</p> <p>Students have access</p>	<p>£10,000</p> <p>Through current budget</p>		

	Provision of laptop and internet dongles for students who have no access to electronic device.	to an appropriate device to use for remote learning.	and DfE scheme		
Focus area: Social, emotional and behaviour learning and intervention (Addressing barriers 7, 9, 10, 11, 14, 15)					
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
Outdoor learning Use of outdoor learning to implement a range of social, emotional and positive behavior learning and interventions.	Establish an on-site 'Forest School' for use by all students with SEMH need and for use during the transition process. This will involve a designated member of the SEN and AP departments and technicians from Science and Technology. Tracy Cherry could also contribute from her DofE involvement.	Students will have access to learn in an environment that is focused on their SEMH need rather than just academic success. Students will be stimulated by the outdoors and typically experience, over time, an increase in their self belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional	£10,000	JBA to over see until staff trained	

		well-being. Students will gain valuable life skills.			
Counselling	Employ additional counsellor to accommodate the increase in mental health issues due to COVID or train existing members of the AP or SEN team. Staff could be trained to specialise in different areas of counselling for example trauma Employ a full time play/art therapist.	Increase capacity of the academy team to accommodate more students within our internal counselling rather than waiting for referrals to outside providers. To support students that have experienced trauma or who have difficulty with communication skills/expressing thoughts and emotions	£34,000	RPA AMS as SSC lead	
Behaviour intervention	Run a range of behaviour programmes across year groups with targeted students.	Increased number of positive behaviours. Reduced number of behaviour incidents, fixed term and permanent exclusions.	Within current budget costs	GMA and JBA	

Focus area: Parental engagement (Addressing barriers 8 and 16)					
Learn together course Increased parental engagement with parents feeling confident on how to support their child at home. 		10 Key Stage 3 course provided 10 Key Stage 4 workshops provided 1 Google Master Class provided Improved confidence demonstrated from pre and post course evaluation.	£10,500		
Focus area: Professional development (Addressing barriers 1 and 3)					
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
Effective use of teaching assistants	Utilise the training and resources from maximisingtas.co.uk as		£3,000	JBA/JRu to disseminate	

	<p>advised by the trust.</p> <p>MITA - strategic course for school leaders for JBA and JRU to attend</p> <p>MPTA - training for TA's on improving pupil independence</p> <p>Trust advisor to come in</p> <p>Grange SENCO already coming in</p>	<p>Greater focus for the leadership of the TAs</p> <p>Developed understanding and specific TA training giving staff much more confidence in their roles. Supporting those staff new to the TA role and developing those that have been in the role for a while.</p> <p>Observe and feedback on current practice.</p> <p>As above</p>		<p>JBA/JRU to attend</p> <p>All TAs to attend, JRU to organise.</p> <p>JRU</p> <p>JRU</p>	
<p>Kagen/Focus on retrieval training</p>	<p>Use learning walk for focus and need.</p> <p>Investigate providers for external training.</p> <p>Provide training.</p> <p>Evaluate impact</p>	<p>More confident orators due to staff having access to more oracy structures to imbed in learning.</p>	<p>£3,000</p>	<p>RHA and CLIFE team to monitor through learning walks and observations.</p>	

Total costs		£120,000	
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