

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



Common to all institutions, when our pupils return in September 2020 most will be returning to the classroom for the first time in almost 6 months. The impact on these pupils both in terms of their emotional state and academic position must not be underestimated. Coop Academy Walkden has provided an effective online learning program that has allowed pupils to continue with their education. However, the lack of teacher input will have negatively impacted on all pupils and as we know, the impact of this will be more severe on our disadvantaged students. We have accurate information that allows us to monitor the engagement and welfare of our pupils and this will be used to inform our recovery plan. We will identify those who are likely to have the biggest learning gaps and will target our support accordingly in order to provide a sustained and strategic response.




Allocated funding from the government




The funding allocated to Co-op Academy Walkden for 2020/21 is £115,000





The Plan for 2020/21



Focus area: Quality of T&L					
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
<p>Consistent quality teaching and learning enables pupils to reconnect seamlessly with their learning.</p> <p><i>“Great teaching is the most important lever schools have to improve outcomes for their pupils” (EEF: Covid-19 support guide for schools)</i></p>	<p>Staff responsible: Rachel Ball: Assistant Principal T&L</p> <p>Focus on re-connecting pupils with their learning. Low stakes quizzes and retrieval to gauge gaps in learning.</p> <p>Clear choice of language focusing on reconnecting as opposed to catch up to ensure a smooth return to learning. Disseminated to all staff.</p> <p>Staff to begin the</p>	<p>Pupils return to school is seamless and does not cause undue anxiety nor stress.</p> <p>Any gaps in learning are addressed swiftly enabling all pupils to make expected progress.</p> <p>The full curriculum is studied by all pupils and learning is uninterrupted.</p>	<p>BlueSky learning CPD £500</p>	<ul style="list-style-type: none"> - Informal QA via whole school walks - <p>HOY based in the year group area to gauge attitudes to learning.</p> <p>Track staff engagement with the CPD modules and evaluate impact on quality of T&L via QA.</p>	<p>SLT HOY Progress Leaders</p>



	<p>lesson with a “Do now” activity in order to ensure learning begins immediately despite room movements.</p> <p>HOY based in the Year group allocated area to provide support as needed</p> <p>Focused CPD to drive the quality of T&L. Investment in BlueSky Learning Online professional development library</p>	<p>Staff can access a library of research driven and practitioner lead learning modules focused on individual needs.</p>			
<p>Appointment of two additional members of staff; one maths and one science to provide small group tuition at KS4.</p> <p>Small group tuition <small>Moderate impact for moderate cost, based on limited evidence.</small></p> <p> </p>	<p>Staff Responsible: PHE (Head of Maths) and KWA (Head of Science)</p> <p>Additional support provided in maths and science. Focussed on pupil need, providing small group tuition in two core subjects. Implemented September 2020.</p>	<p>Pupils are supported to reduce identified gaps in learning.</p>	<p>Staffing Contribution: £51,719.95</p>	<p>Progress is monitored informally in class and formally via data collections.</p>	<p>SPH / KWA / CEA</p>
<p>Maths Private Tuition</p> <p><i>“It is estimated that around 80% of disadvantaged pupils</i></p>	<p>Staff Responsible: Catherine Earley: Assistant Principal Progress</p>	<p>Pupils starting points to be identified by the class teacher with key areas of knowledge to be addressed.</p>	<p>Tutoring fully funded by Coop Academies</p> <p>Headphones x30 £329.70</p>	<p>Entry and exit points informally assessed low stakes quizzes and knowledge checks.</p>	<p>CEA / SPH</p>

<p><i>don't have access to quality tuition" (EEF: Covid-19 support guide for schools)</i></p> <p>Extending school time <small>Low impact for moderate cost, based on moderate evidence.</small></p> <p> +2</p> <p>Small group tuition <small>Moderate impact for moderate cost, based on limited evidence.</small></p> <p> +4</p>	<p>15 Y11 pupils to receive 15 hours of Maths Private Tuition over the course of the autumn term.</p> <p>SPH to identify pupils who have not engaged with home learning and are in need of additional support.</p> <p>Class teachers to provide regular input to the tutors in order to maximise effectiveness. Tuition to be guided by the class teacher, linked to the curriculum and focused on the areas where the pupils will benefit most from additional support.</p> <p>Pupil identification 21/09 Sessions begin 12/10 until 09/02</p>	<p>Low stakes AFL to be used to gauge impact and progress against the identified gaps.</p> <p>Use of attainment data at data collection points to monitor progress</p> <p>Attendance records</p>		<p>Attendance of pupils</p> <p>Use of attainment data at data collection points to monitor progress.</p>	
<p>The National Tutoring Programme</p> <p>Extending school time <small>Low impact for moderate cost, based on moderate evidence.</small></p> <p> +2</p>	<p>Staff Responsible: Catherine Earley: Assistant Principal Progress</p> <p>High quality tuition provided to schools to support pupils who have suffered the most</p>	<p>Pupils starting points to be identified by the class teacher with key areas of knowledge to be addressed.</p> <p>Low stakes AFL to be used to gauge impact and progress against</p>	<p>75% of the total cost funded by DFE.</p> <p>Coop Walkden Contribution £5163.75</p>	<p>Entry and exit points informally assessed via low stakes quizzes and knowledge checks.</p> <p>Data evaluation formally at key points.</p> <p>Attendance records</p>	<p>CEA / Subject Leaders</p>



<p>Small group tuition</p> <p><small>Moderate impact for moderate cost, based on limited evidence.</small></p> 	<p>as a result of school closures.</p> <p>NTP partners will provide one hour of tutoring per week for a course of 12-15 weeks. 51 pupils in groups of 3. Confirmation of provider - beginning November Identification of pupils - w/b 9/11 Sessions begin - w/b 23/11</p>	<p>the identified gaps.</p> <p>Pupil attendance records</p> <p>Lesson reports highlight pupil engagement and progress.</p>		<p>All sessions monitored by CEA.</p>	
<p>Maths and Science additional tuition</p> <p>Extending school time</p> <p><small>Low impact for moderate cost, based on moderate evidence.</small></p>  <p>One to one tuition</p> <p><small>Moderate impact for high cost, based on extensive evidence.</small></p> 	<p>Staff Responsible: Catherine Earley: Assistant Principal Progress</p> <p>1:1 tuition for 50 pupils in maths / science. Assessment data used to identify pupils.</p> <p>Identification of pupils 05/10 w/b 12/10 Sessions begin</p>	<p>Pupils starting points to be identified by the class teacher with key areas of knowledge to be addressed.</p> <p>Low stakes AFL to be used to gauge impact and progress against the identified gaps.</p> <p>Pupil attendance records</p> <p>Lesson reports highlight pupil engagement and progress.</p>	<p>£26,400</p>	<p>Entry and exit points informally assessed low stakes quizzes and knowledge checks.</p> <p>Attendance of pupils</p> <p>Use of attainment data at data collection points to monitor progress.</p>	<p>CEA monitoring pupil engagement and progress</p>
<p>Targeted Tuition: All subjects to support the pupils who are most beyond with their</p>	<p>Staff Responsible: Catherine Earley: Assistant Principal Progress</p>	<p>Pupils starting points to be identified by the class teacher with key areas of knowledge to</p>	<p>Resources Cost only</p>	<p>Entry and exit points informally assessed via low stakes quizzes and knowledge checks</p>	<p>CEA / Subject Leaders</p>

<p>learning.</p> <p><i>“In order to support pupils who have fallen behind furthest structured interventions...are likely to be necessary” (EEF: Covid-19 support guide for schools)</i></p> <p>Extending school time <small>Low impact for moderate cost, based on moderate evidence.</small></p> <p> </p> <p>Small group tuition <small>Moderate impact for moderate cost, based on limited evidence.</small></p> <p> </p>	<p>Y11 pupil engagement spreadsheet and teacher judgement to be used to identify those pupils who are unlikely to catch up with the planned consolidation lessons.</p> <p>After school sessions created as a P6 , focused on key knowledge and concepts to target specific gaps.learning to be aligned with what is taking place in the day and not to be seen as an add on.</p>	<p>be addressed.</p> <p>Low stakes AFL to be used to gauge impact and progress against the identified gaps.</p> <p>Attendance to be monitored</p>		<p>Half termly evaluation of progress and update of the groups.</p>	
<p>Contingency plans are in place in case of Tier 2-4 activation</p>	<p>Staff responsible: J. Sharrock: Deputy Head Curriculum</p> <p>Co-op Academy Walkden Covid-19 Contingency Curriculum Delivery Plan</p> <p>Clear guidelines in place outlining the requirements for the first 24h and thereafter.</p>	<p>Pupils learning is uninterrupted as the move to a rota system is planned for and occurs seamlessly.</p>		<p>SLT</p>	<p>J. Sharrock: Deputy Head Curriculum SLT</p>

<p>All pupils are able to access online learning via the provision of a device.</p> <p>Digital technology Moderate impact for moderate cost, based on extensive evidence.</p> 	<p>All pupils surveyed to gauge the need for device loan.</p> <p>In the case of isolating pupils devices are in place prior to them leaving the building.</p>	<p>Pupils can access online learning and their education is seamless when isolating.</p>	<p>Devices Funded via:</p>	<p>Loan of devices monitored by the IT manager: ZM.</p> <p>All loans logged and monitored. Evaluation of devices loaned by year group / gender / PP / non PP</p>	<p>Zee Mirza: IT Manager</p>
<p>Elevate Education provision for all pupils across all year group to allow pupils to reconnect with their learning and develop their metacognitive and study skills.</p> <p>Metacognition and self-regulation High impact for very low cost, based on extensive evidence.</p> 	<p>Each year group to receive a tailored study skills session with follow up work in form time. This will develop their metacognitive and self regulatory skills and their ability to manage their workload.</p> <p>To be delivered remotely over the autumn and spring terms.</p>	<p>Pupils develop the necessary skills to effectively manage their studies particularly when faced with the implications of lockdown.</p> <p>PASS Factor 4 Preparedness for Learning 79.9%</p>	<p>One session per year group £6480</p>	<p>Form tutors monitor the remote delivery of the programme.</p> <p>All pupils complete a survey on completion.</p> <p>CEA to analyse the results.</p>	<p>CEA</p>
<p>Y11 - Y7 Maths mentoring - Y7 pupils who have lost key learning time are supported to develop their understanding of KS2 / KS3 maths by Y11 pupils.</p> <p>Peer tutoring</p>	<p>Staff responsible: CEA Assistant principal. ABA Progress Leader Y11 and ALA Progress Leader Y7</p> <p>Y11 pupils are trained to use the Bar modeling method with the Y7 pupils and work with them one morning per</p>	<p>Y7 pupils work on basic maths allowing them to develop their skills and confidence.</p> <p>Attainment of the group to be tracked and impact evaluated via informal and formal assessments.</p>	<p>Copying costs £500</p>	<p>CEA / ABA / ALA to monitor the impact via the attainment of Y7 and engagement of Y11.</p> <p>Data collection 2 - 02/02</p>	<p>Potential to continue after Easter with Y10 leading as Y11 prepare for their GCSE examinations.</p>



 	<p>week. Beginning January 2021 and running till Easter in the first instance. Training of Y11 JKU</p>	<p>Pupil voice to be collected from both Y11 a Y7 prior to Easter.</p>			
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Focus area: Behaviour and Attendance




Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
<p>Anxiety support</p> <p>Social and emotional learning</p>  	<p>Staff Responsible: Catherine Earley: Assistant Principal Progress</p> <p>All pupils receive anxiety support in the first full week of the term with support systems highlighted.</p>	<p>Pupils to be supported in order to feel emotionally settled and feel secure in school.</p> <p>PASS data reflects increased learner self regard and confidence in learning the course of the academic year. Autumn Term, average % Learner Self regard: 59.4% Response to curriculum demands: 54% Confidence in learning 64.1%</p>	<p>N/A</p>	<p>CEA and Progress Leaders to monitor delivery in form time.</p> <p>CCR to monitor the uptake of support</p>	<p>CEA / CCR</p>

<p>Transition</p> <p><i>"..dedicated transition events.. (are) likely to be an effective way to ensure pupils start the new year ready to learn"</i></p>	<p>Staff Responsible: Chelsea Wallwork: Transition Manager</p> <p>Prospective Y7 pupils are offered a range of online support to bridge the transition between primary and secondary school.</p> <p>Y7 completes a day in school prior to the arrival of other year groups in order to help them settle into school.</p> <p>HOY to be based in the Y7 classroom areas to support pupils as necessary</p>	<p>Pupils feel supported and are given the necessary tools to integrate smoothly into school life and are ready to begin the year ready to learn.</p>		<p>CWA / ER / to monitor the transition of Y7</p>	<p>CWA / ER</p>
<p>Identification of pupils likely to be attendance issues</p>	<p>Staff Responsible: Chris Corbett: Deputy Head Pastoral</p> <p>Pupils who have not engaged with the support offered by school over the lockdown period have been identified and offered LA support over the summer.</p> <p>These pupils remain a focus of the Attendance welfare officer on the return in September</p>	<p>Pupil attendance is 97% or above</p> <p>PASS Factor 8</p> <p>Attitudes to attendance figure Autumn term: 68.6%</p> <p>36.3 percentile KS4</p> <p>50.3 KS3</p>		<p>Attendance Welfare officer and his team to proactively;ly monitor and address any concerns on a daily basis.</p> <p>Weekly attendance reports and half termly attendance summaries</p>	<p>CCO / LT</p>

	whp will monitor closely attendance.				
Behaviour plan	<p>Staff Responsible: Chris Corbett: Deputy Head Pastoral</p> <p>Following an extended period away from school three are likely to be increased behaviour concerns as pupils reintegrate into school life.</p> <p>The behaviour team to provide personalised support to students to support their needs.</p> <p>HOY to be based in the Year group hub to support staff with any behaviour concerns.</p>	<p>Pupils are supported and receive the necessary help to ensure a smooth reintegration into school life.</p> <p>Behaviour sanctions are monitored and reviewed.</p> <p>Pupils with specific needs are supported and mentored in the inclusion centre with the aim of full reintegration into the main body of the school.</p>		Weekly, half termly and termly monitoring of behaviour sanctions being issues and behaviour support programmes being offered.	CCO / KPE
<p>Attendance: Breakfast provision to ensure that hunger is not a barrier to learning.</p> <p><i>Hunger is a major barrier to engaging</i></p>	<p>Breakfast to be made available to PP students throughout the Covid-19 pandemic.</p> <p>Breakfast bars to be provided in place of the normal breakfast items</p>	All pupils are able to begin their day having had something to eat.	Breakfast bars: £1000	CEA to liaise with HOY to monitor uptake and ensure full awareness of the programme.	<p>CEA</p> <p>Ongoing monitoring of the uptake of breakfast provision.</p>

<p><i>effectively in a lesson.”</i> (<i>Narrowing the attainment gap, Daniel Sobel</i>)</p>	<p>during the pandemic.</p>				
<p>Increased attendance within an identified group of students whose attendance has been negatively affected by the emotional impact of Covid -19.</p> <p>Social and emotional learning</p>  <p>Parental engagement</p> <p><small>Moderate impact for moderate cost, based on moderate evidence.</small></p> 	<p>Staff Responsible: Lance Thomas; Attendance Officer</p> <p>Additional one day per week support from the Educational Welfare Officer. The EWO will focus on pupils with emotionally based school avoidance which is exasperated by Covid -19</p>	<p>Pupils who are experiencing difficulties attending school due to the emotional effects of Covid 19 receive support from the EWO and associated teams to help them reintegrate back into full school attendance.</p>	<p>Additional one day per week over the next 6months £4047</p>	<p>LT to liaise with the EWO and monitor the impact of their work on the identified pupils.</p>	<p>LT / CEA</p> <p>Ongoing monitoring over the specified 6 month period.</p>
<p>Focus area: Pupil and Parental Engagement</p>					
<p>Desired outcome</p>	<p>Actions, including timescales and identification of those responsible for leading</p>	<p>Success criteria</p>	<p>Costs</p>	<p>Monitoring arrangements</p>	<p>Ongoing evaluation of success</p>
<p>Parental Information sessions</p>	<p>Staff Responsible: Catherine Earley; Assistant Principal Progress</p>		<p>N/A</p>		<p>MHA / CEA</p> <p>Ongoing update to SLT and evaluation of</p>

<p>Parental engagement</p> <p><small>Moderate impact for moderate cost, based on moderate evidence.</small></p> 	<p>Clear communication to parents regarding the full reopening plans. Online support for parents to help them support their child on the return to school. To include anxiety support and study techniques to re-engage.</p> <p>Parental support sessions in the Autumn term (remotely) on Supporting your child with the GCSE examinations / study skills.</p>	<p>Parents feel reassured that pupils will be fully supported on their return to school and are provided with the necessary tools to help them.</p>		<p>Regular communication with parents via Newsletters, Principal's communications, MyEd</p> <p>Upload to the School website.</p> <p>CEA / JSH contact emails provided to offer any additional support as requested.</p>	<p>parental feedback.</p>
<p>Parent Consultation evenings: beginning Autumn term November 26th</p> <p>Parental engagement</p> <p><small>Moderate impact for moderate cost, based on moderate evidence.</small></p> 	<p>Staff Responsible: Catherine Earley: Assistant Principal Progres</p> <p>CEA to investigate online options for parents evenings. Provision to be in place by the end of half term 1.</p> <p>IT support to be made available to families who cannot access the provision</p>	<p>Parents are able to continue to receive verbal feedback on their child's progress via video conferencing links.</p> <p>Attendance to parents evenings is at least maintained.</p>	<p>School Cloud Online £1257.60</p>	<p>CEA to monitor overall attendance.</p> <p>HOY / PL to assess attendance confirmation and to contact hard to reach families prior to the event.</p>	<p>CEA to evaluate the success of the system over the course of the academic year.</p>

<p>Increased presence on Social media to promote good work / progress and connect with parents.</p> <p>Parental engagement <small>Moderate impact for moderate cost, based on moderate evidence.</small></p> 	<p>Staff Responsible: Catherine Earley: Assistant Principal Progres</p> <p>Progress Leaders to celebrate progress of pupils via</p> <ul style="list-style-type: none"> • Social media posts • Progress postcards home 	<p>Parents / Carers feel connected with school and can see positive progress celebrated.</p>	<p>Postcards Cost: £267 Postage: £520</p>	<p>CEA Progress leaders to maintain social media presence.</p>	<p>CEA</p>
<p>Home Learning Officer</p> <p>Parental engagement <small>Moderate impact for moderate cost, based on moderate evidence.</small></p>  <p>Digital technology <small>Moderate impact for moderate cost, based on extensive evidence.</small></p> 	<p>Staff Responsible: Bailey Morrow Line Manager: Nicola Taylor</p> <p>A dedicated role is in place to ensure that all home learning concerns are followed up and support is put in place where needed to allow all pupils to continue their learning in the case of having to isolate.</p>	<p>Pupils and parents are supported when working from home and any issues are resolved quickly to ensure pupils maintain engagement and progress.</p>	<p>Cost for one year: £16,815</p>	<p>NTA to hold regular line management meetings to monitor the impact of the role.</p> <p>CEA to monitor pupils of concern and support BMO as appropriate.</p>	<p>BMO / NTA / CEA</p>
<p>Total costs</p>			<p>115.000</p>		

