

Co-op Academy Walkden

Pupil Premium & Covid-19 recovery funding plans

Review of the impact of the 2019/20 pupil premium strategy

Pupil premium strategy for 2020/21 plus

Covid-19 recovery funding plan

Approved by the Local Governing Body: 19/09/20

Review of the impact of the 2019/20 Pupil Premium strategy

Summary of objectives	Impact	Lessons learned															
<p>Improved pupil progress as a result of sustained quality T&L. PP P8 score to be inline with that of non PP.</p>	<ul style="list-style-type: none"> Summer 2019: PP -1.27 Non PP -0.71 Gap 0.55 Summer 2020 PP -1.13 Non PP -0.55 Gap 0.58 <p>% pupils on or above target in 75% of subjects or more. (based on the last data collection)</p> <table border="1" data-bbox="920 895 1420 1198"> <thead> <tr> <th></th> <th>ALL</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>30</td> <td>31</td> </tr> <tr> <td>8</td> <td>31</td> <td>28</td> </tr> <tr> <td>9</td> <td>41</td> <td>30</td> </tr> <tr> <td>10</td> <td>25</td> <td>20</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Consistent QA system via lesson QA and ITOL in place ensures that SLT, Subject leaders and class teachers have a clear 		ALL	PP	7	30	31	8	31	28	9	41	30	10	25	20	<ul style="list-style-type: none"> Whilst QA / ITOL: process embedded into the workings of the school, more rigour needed to ensure that conversations are challenging and result in improved practice. Whilst there is improved analysis of data via QA following Data Captures both at SLT, Subject Leader and class teacher level development is still needed at teacher level to ensure analysis of data outcomes are reflected in amended T&L practice. Progress is significantly below where we would want it to be. Y10 is of particular concern. Increased focus on pupil progress and targeted strategies to support pupils is needed.
	ALL	PP															
7	30	31															
8	31	28															
9	41	30															
10	25	20															

	<p>picture of standards of T&L and key areas for development.</p> <ul style="list-style-type: none"> • Regular line management meetings holding Zone leaders and therefore staff, to account. Meetings are tailored to the needs of the school to ensure a focused discussion. • Line Management of Subjects 2019-20 • Copy of Inset Day sept presentation • Progress review meetings take place following each Data Collection working at subject and teacher level. This has developed all staff understanding and analysis of class data. 	
Improved pupil progress as a result of quality feedback	<ul style="list-style-type: none"> • Regular monitoring via ITOL and ZIW allow a clearer picture of standards of T&L. • Staff CPD ongoing as appropriate based on needs identified through the QA process. 	<ul style="list-style-type: none"> • New marking policy in place and being used by staff. • Book scrutinies highlight that modeling is being used effectively but further development is needed to ensure whole class feedback is regular and impactful.
Quality CPD developing staff expertise.	<ul style="list-style-type: none"> • All staff are to be held accountable for the progress of all students they teach. • Appropriate CPD supports them in their ability to do this. • CPD driven by staff needs and school priorities. 	<ul style="list-style-type: none"> • TLC groups running effectively focusing on key areas of development for the school. • CPD records show a high level of engagement. • This will continue.
Pupils develop their understanding of metacognition and self regulation External examination results: P8 score of 0 for all pupils.	<ul style="list-style-type: none"> • Staff training September 2019 to launch the programme ensured a clear understanding of the rationale behind the programme. 	<ul style="list-style-type: none"> • Staff roll out has been effective with clear resources and a learning journey evident. • Form time has become very prescriptive, leaving little time for tutors to talk with

	<ul style="list-style-type: none"> ● Metacognition and Self Regulation ● Comprehensive resources provide a clear learning journey from Y7 - Y11. ● Staff expertise to be developed via CPD, ● Pupil and staff voice to be collected - this was due to take place in the summer term. ● P8 Summer 2020 PP -1.13 / Non PP - 0.55 	<p>their form group. The metacognition programme will run over one form period per week with additional assemblies to reinforce key ideas and concepts.</p> <ul style="list-style-type: none"> ● The VESPA model to be used in Years 9-11 and to be developed across the curriculum to ensure a common message and approach. ● Closer monitoring of progress to be carried out by the Progress Leaders.
<p>A coherent revision and retention programme across all year groups. External examination results: P8 score of 0 for all pupils.</p>	<ul style="list-style-type: none"> ● The curriculum builds in regular opportunities for daily, weekly and monthly review - staff build in retrieval activities into lessons and curriculum plans use interleaving to develop pupil retention. ● Support materials guiding pupils through the revision process available on the pupil intranet. Copies given to all Y11 pupils. ● Pupil Booklet Revision Tips ● Regular input to Y11 with strategies for effective study techniques and revision. ● Parental Information evening: Supporting your child through the GCSE examinations. This was very well received and will be rolled out to all KS4. ● Y11 Parental evening ● Elevate Study Session to Y11 ● Elevate Support sessions to parents during Covid-19 pandemic: 107 parents 	<ul style="list-style-type: none"> ● The current provision is working well. ● It needs to be developed to begin earlier so as to develop strategies over time and help pupils build on their expertise prior to Y11. ● The metacognition programme will be more exam focused in Y9-11.

	signed up to the session, third highest school nationally.	
Year 11 Subject Study Evenings	<p>Pupils have the opportunity to revise alongside the teaching staff with access to necessary resources.</p> <ul style="list-style-type: none"> All subjects were offered (until March 2020) and pupil uptake was on average 50% for all pupils and 40% for PP students. 	<ul style="list-style-type: none"> The amount of time available for the sessions was restricted by staff CPD. This did not allow an extended revision period as desired. The format and scheduling of the evenings to be revised next year as additional support will be imperative for the Y11 pupils given the impact of Covid-19
Progress Leaders support the academic progress of a year group and work alongside the pastoral Head of Year ensuring	<ul style="list-style-type: none"> This was postponed due to financial constraints. Progress Leaders have been appointed beginning September 2020 	<ul style="list-style-type: none"> A clear action plan is in place for all year groups focusing on progress and intrinsic motivation. Progress Leaders to focus on 4 key areas: <ol style="list-style-type: none"> Pupil Progress Pupil Aspirations Attitude to Learning Parental Engagement Pupil progress will be monitored and actioned via a tiered system of support. Progress Leaders Development Plan 2020-21 All staff to receive SISRA training to allow greater understanding of progress data.
Increased literacy skills for Y7 pupils to ensure all pupils have a reading age in line with their chronological age.	<ul style="list-style-type: none"> The Literacy Coordinator drives the programme. 	<ul style="list-style-type: none"> This programme will continue in the next academic year as evidence over previous years proves it to be successful and given

	<ul style="list-style-type: none"> ● Pupils receive 1:1 support for 15 minutes on a fortnightly basis. ● Support is on a rolling programme ensuring no lesson is negatively impacted. ● Regular testing will ensure appropriateness of content ● Data to demonstrate impact is not available due to Covid-19 pandemic. 	<p>the amount of time out of the classroom will be imperative for a number of pupils.</p> <ul style="list-style-type: none"> ● 2020-2022 Literacy Development plan <p>Register, Read, Respond 2020-2021</p>
<p>Literacy support for pupils beginning in Year 7 with a SAS score of less than 100 All identified PP to be able to access the secondary curriculum.</p>	<ul style="list-style-type: none"> ● The Literacy Coordinator drives the programme. ● Strong practitioners delivering the programme ensure maximum progress. ● Data to support the impact of this initiative is limited due to the Covid-19 pandemic. 	<ul style="list-style-type: none"> ● Literacy Development Plan as above ● Catch up Literacy Intervention action plan attached. ● Copy of 2020-2022 Literacy Development plan
<p>All staff have a greater understanding of literacy and its impact on the curriculum</p>	<ul style="list-style-type: none"> ● CPD has been targeted at staff need. ● Impact monitored through the T&L QA process. 	<ul style="list-style-type: none"> ● To be continued in the next academic year in order to ensure that Literacy remains a school priority.
<p>Numeracy support for pupils beginning in Year 7 with a SAS score of less than 100</p>	<ul style="list-style-type: none"> ● A personalised curriculum is used to target and motivate students who achieve below the expected standard in maths KS2 assessments. ● 36 pupils took part in the programme. ● 22% improved their emerging grade band. This appears to be a low number. However, it does not reflect progress within an emerging grade band. 	<ul style="list-style-type: none"> ● The evaluation of impact needs to be more concise in order to fully ascertain the impact of the programme. ● In the next academic year SISRA will be set up to recognise pupil progress within a grade band allowing for a clearer picture of progress.

<p>A targeted tuition programme ensures that pupils of concern, with a focus on PP, receive additional support to overcome potential barriers to learning.</p>	<ul style="list-style-type: none"> • Subject teachers to identify small groups of pupils in need of additional support. • Subject leaders identify curriculum areas of need and to deliver via small group sessions after school once per week. • Target Tuition Lists • 253 pupils were able to access targeted tuition in the autumn term, a maximum of two subjects per pupil. 	<ul style="list-style-type: none"> • The strategy has worked well. Moving forward, staff and subject leads need to be more proactive in chasing non attendance in order to ensure that those who need it most benefit from the additional support. • This programme will form part of the Covid-19 recovery strategy.
<p>Academic Mentoring of identified pupils by the year group Progress Leader.</p>	<ul style="list-style-type: none"> • In the absence of Progress Leaders, HOY have completed 1:1 mentoring for pupils identified as having an Attitude to Learning score that places them in the bottom 10% of the year group. • The use of ATL data has been successful. It allows us to celebrate success and identify pupils where there is a concern. • Comparative data is not available as this system was implemented in the spring term and summer term data is not available. 	<ul style="list-style-type: none"> • Progress leaders appointed. • Year group action plans in place tailored to the needs of the cohort. • The Progress Leaders will support the academic mentoring of pupils via a tiered system of support. • Use the ATL from Spring 2020 as a benchmark against progress 2020 - 2021
<p>Increased attendance and attainment and , reduced behaviour incidents via a personalised curriculum Attendance target of 97% and P8 target of 0</p>	<ul style="list-style-type: none"> • A dedicated member of staff works with a group of students with the Prince's Trust Initiative in order to engage them in school life. • All pupils will achieve level 1 Qualification in Personal development and Employability. 	<ul style="list-style-type: none"> • The Prince's Trust will finish in October half term. Pupils will complete additional english and Maths which will have increased impact on outcomes. • Attendance rates for PP students remain lower than those of non PP. W/C 26/02 Whole school attendance for the year 93.6%, PP attendance 89.52% • A focus on attendance will remain a

	<ul style="list-style-type: none"> V Certs are also offered as an alternate curricula. The V Certs are a qualification offered to pupils initially who have an attendance below 85% or are 'at risk' of going to PA or becoming school refusers. However, the attainment of pupils was very low and they did not serve the intended purpose. 	<p>priority in the forthcoming academic year and will form part of the Covid-19 recovery programme</p> <ul style="list-style-type: none"> VCerts will no longer continue outside of the HIVE provision as there was insufficient evidence to show impact. 																														
<p>A decrease in behaviour incidents involving PP resulting in there being no difference between the two groups.</p>	<ul style="list-style-type: none"> Sanctions data available shows that the percentage of PP students increases with the severity of the sanction. Data expressed as a percentage of the total for Autumn term <table border="1" data-bbox="920 756 1417 1174"> <thead> <tr> <th></th> <th colspan="2">1:1</th> <th colspan="2">1:2</th> </tr> <tr> <th></th> <th>Non PP</th> <th>PP</th> <th>Non PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>C1</td> <td>60</td> <td>40</td> <td>59</td> <td>41</td> </tr> <tr> <td>C2</td> <td>51</td> <td>49</td> <td>51</td> <td>49</td> </tr> <tr> <td>C3</td> <td>37</td> <td>63</td> <td>38</td> <td>62</td> </tr> <tr> <td>C4</td> <td>44</td> <td>56</td> <td>46</td> <td>54</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Behaviour Info There is a clear system of pupil accountability via the new behaviour system. 		1:1		1:2			Non PP	PP	Non PP	PP	C1	60	40	59	41	C2	51	49	51	49	C3	37	63	38	62	C4	44	56	46	54	<ul style="list-style-type: none"> This strategy will continue next year with some amendments to accommodate the social distancing requirements needed in term 1 initially. A key focus will be to reduce the number of PP students particularly at C3 level where the PP / Non PP discrepancy is most significant. The behaviour team to work with PP students who need additional support to ensure behaviour does not impact on their progress.
	1:1		1:2																													
	Non PP	PP	Non PP	PP																												
C1	60	40	59	41																												
C2	51	49	51	49																												
C3	37	63	38	62																												
C4	44	56	46	54																												

	<ul style="list-style-type: none"> Additional support is provided as appropriate allowing pupils to explore the reasons for their behaviour and make the necessary changes. 	
<p>An increase in the attendance figures for PP. Target Attendance for all pupils: 97%</p>	<ul style="list-style-type: none"> The Attendance Welfare leads to proactively challenge poor attendance and absenteeism, The Attendance Welfare lead records and monitors contact with parents The Attendance Welfare lead evaluates the impact of the strategy. Target attendance for all pupils: 97%. W/b 26th February whole school attendance was 93.6%, PP attendance 89.52% Y10 was a particular concern in terms of PP attendance being significantly below the non PP average The attendance lead is proactive in chasing attendance with 84 students on Level 1 intervention and 129 on stage 2 intervention. 	<ul style="list-style-type: none"> PP attendance must continue to be an Academy priority with a particular focus on Y10. A drive on parental engagement will help to reduce the barriers between home and school for some families. See strategy 2020-2021.
<p>An increase in the attendance figures for PP and a reduction in rates of persistent absenteeism. Gap between PP and non PP to be eliminated.</p>	<ul style="list-style-type: none"> The Family Support worker liaises with difficult to reach families. The Family Support worker provides support and advice for parents with a view to removing barriers to learning The Family Support worker works with approximately 5% of each year group with an increased caseload in Y10 due to pupil need. 	<ul style="list-style-type: none"> The work of the Family Support worker will continue. The role will be broadened to include LAC and Young Carers.

<p>Reduction in lateness, increase in attendance and persistent absenteeism. Gap between PP and non PP to be eliminated.</p>	<ul style="list-style-type: none"> ● Ensure that all PP students are able to access breakfast prior to the beginning of the school day. ● On average 50 PP pupils per day have accessed this provision. ● W/B 14th October was the first full week of PP breakfast. PP attendance increased from 90.71 to 90.77. All year group increased attendance with the exception of Y10. Excluding Y10 the average increase was 0.26% ● Provide a safe and purposeful working environment prior to the beginning of the school day. This element of the breakfast provision has not been as successful. 	<ul style="list-style-type: none"> ● The breakfast provision will continue next year. ● Focus on Y10 to increase take up here. ● Increased communication with parents to ensure a greater take up of the provision. ● £1000 grant has been secured from Kelloggs to launch a Breakfast and Book club for Y7 pupils
<p>Enhanced enrichment and participation for PP. (The Army Proficiency Certificate (APC) training syllabus)</p>	<ul style="list-style-type: none"> ● The take up in 2019-2020 has been positive, with 39% of those involved being PP, significantly above the whole school PP cohort of 28.3% ● The skills that they are learning transfer to both their academic and personal lives. 	<ul style="list-style-type: none"> ● This provision is working well with a high proportion of PP pupils taking part. It will continue next year.
<p>Enhanced enrichment and participation for PP. PP participation in year group trips to be in line with the percentage of disadvantaged pupils in that year group.</p>	<ul style="list-style-type: none"> ● A clear rationale for trips and visits driven by educational value and equity for all is in place. ● PP funding is available to enable all pupils to play a full and active role in school life. ● 12 Y8 pupils took part in a residential trip to Jamie's Farm, Monmouth. This was an outstanding opportunity for them 	<ul style="list-style-type: none"> ● This strand of the strategy is having a positive impact and will continue next year. ● 2 pupils have already completed the Universify online summer school. ● Jamie's Farm is provisionally booked for early March.

	<ul style="list-style-type: none"> ● 4 Y10 pupils took part in the University Programme. This was a very positive experience ● P8 Scores for the 4 pupils involved: <ul style="list-style-type: none"> ❑ 1.89 ❑ 1.29 ❑ 0.62 ❑ -1.78 	
Increasing opportunity	<ul style="list-style-type: none"> ● All students fully participate in school life and not to be held back by a lack of resources. The hardship fund can be accessed to support pupils. Staff are aware of this and use it appropriately. 	<ul style="list-style-type: none"> ● This strand of the strategy is having a positive impact and will continue next year. ● Music lessons to be offered free of charge to PP students who are interested in pursuing playing an instrument. The instrument to be provided by MAPAS. ● A clear protocol for accessing School Uniform via the hardship fund in light of significantly increased demand this year. ● A social media strategy to ask for unwanted uniforms and create a stock in school and reduce costs.
Increased parental engagement	<ul style="list-style-type: none"> ● By engaging the parents from Y7 onwards we aim to encourage a positive relationship between parents and the school thus creating a mutually supportive relationship. ● Progress here has been limited and there is work to do particularly in terms of PP attendance at Parents evenings. 	<ul style="list-style-type: none"> ● This is to be a key focus for the next academic year led by the year rounp Progress leaders (see strategy 2020-2021) ● Progress Leaders Development Plan 2020-21

Increased engagement with school and reduced behaviour incidents.	<ul style="list-style-type: none">• Use of an Educational Psychologist to support 10 students.	<ul style="list-style-type: none">• This strand of the strategy will continue next year.
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NB: In future years, data from the previous year's cohorts will need to be included; however, we are conscious there will be no published data for 2020/21

Pupil Premium Strategy for 2020/21 plus

1. Summary of the pupil premium strategy key objectives for 2020/21, 2021/22 and 2022/23

2. The Pupil Premium Strategy for 2020/21 highlighting:

- ★ the academy context, including pupil numbers
- ★ the funding allocated in the pupil premium grant for 2020/21
- ★ a summary of the barriers to future attainment
- ★ a brief rationale to explain why the funding is to be spent as such at the academy
- ★ the plan for the year, including:
 - a publish date
 - a review date
 - name of the senior leader signing off the strategy
 - focus area

- Desired outcomes
- actions to be taken with timescales and identification of those responsible for leading
- success criteria
- costs
- monitoring arrangements
- an ongoing evaluation of success.

Summary of the pupil premium strategy key objectives for 2020/21, 2021/22 and 2022/23

Year	Summary objectives
2020/21	<ul style="list-style-type: none"> ● To ensure that there is consistency in the quality of T&L with a specific focus on core subjects to enable all pupils to make expected progress and ● To ensure that behavioural issues do not impede pupil progress. ● Identify and implement a range of strategies to raise the aspirations of pupil premium students ● To develop ways to ensure a smooth return to school of all pupils with a particular focus on pupil premium students in terms of their learning and their well being
2021/22	<ul style="list-style-type: none"> ● To further improve the progress of pupil premium students with particular reference to Ebacc subjects. ● To develop enrichment experiences for pupil premium students

2022/23

- To ensure that disadvantaged pupils and their families play a full and active role in all aspects of the life of the academy

The Pupil Premium Strategy for 2020/21

Publish date: September 2020

Review date:

Name of the senior leader signing off the strategy: Matt Hacker

The academy context, including pupil numbers

The Pupil Premium is funding additional to the main academy budget, which is based on the number of students who have received Free School Meals within the last 6 years. Additional funding is also provided for Children who are Looked After. It is for schools to decide how the additional funding is spent, provided it is used to close the well reported gap between the achievement of students who receive the Pupil Premium and their peers. Other sources of funding, Sports (primary), Catch up (secondary) and COVID-19 recovery (all) is separate to the pupil premium.

At Co-op Academy Walkden we will use an evidence informed approach that will give us the best chance of maximising impact and hence progress of our disadvantaged pupils. The proportion of pupils eligible for the pupil premium is 29% (excluding Y7). The number of pupils eligible for Pupil Premium funding remains relatively static around the 28% mark. There is little variation year on year as the student population is static with few transient families.

The table below breaks down numbers further.

		Pupil premium cohort				
Year group	Cohort size	B	G	SEND	Total	Percentage of pupil premium pupils in the year group
7	304	43	25	50	68	22 (data to be verified following census)
8	296	39	47	26	86	29
9	299	41	47	22	88	29

10	278	33	44	24	77	28
11	281	41	45	21	86	31
Totals	1458	197	208	143	405	28

Allocated funding from the government

The funding allocated in the pupil premium grant for Co-op Academy Walkden for 2020/21 is £396,325 based on £415 per pupil.

A summary of the barriers to future attainment

Internal barriers	<ul style="list-style-type: none"> • The quality of teaching and learning is not consistently high enough to ensure positive outcomes for all pupils • Behaviour incidents are higher for disadvantaged pupils and impact on PP attainment. • Literacy skills for Y7 PP students are lower than for other pupils. • Based upon teacher predictions 33% of PP students are working below age related expectations.
External barriers	<ul style="list-style-type: none"> • Parental engagement for our PP pupils remains a concern and is lower than that of the non PP peers • Attendance rates for PP students are lower than those of non PP.

Our rationale to explain why the funding is to be spent as such at the academy

Progress of disadvantaged pupils is significantly behind that of their peers. In 2019 the P8 score was -1.38 in comparison to -0.73. Attainment was also significantly lower with an A8 of 28 for disadvantaged pupils in comparison with 41.2 for all pupils.

In 2020 CAG predicts a whole school P8 of -0.36 with the P8 for disadvantaged pupils at -0.94, a slight reduction in the gap. A8 is showing signs of improvement with a whole school A8 of 45.71 and a PP A8 of 34.16, an increase of 6.16. However, a key area for development remains attainment in English and Maths particularly at grade 5+ where there is a 21.9% gap between PP and non PP.


“...the quality of teaching in formal education holds huge potential in reducing, and in some cases even eliminating, the attainment gap.” (EEF, 2017)




The key drive to improving outcomes for our disadvantaged pupils lies in the quality of teaching they receive on a day to day basis. We will ensure that our vulnerable pupils are supported with high quality teaching and learning strategies. We will drive the concept of Teach to the Top so that we do not limit what pupils are able to achieve. The inclusion of all stakeholders in their educational journey will develop a culture of shared accountability and we will strive to develop a culture where staff really know their pupils. We will endeavour to minimise intervention strategies that remove our pupils from the classroom teacher and will ensure rolling programmes of support and before and after school activities to provide additional intervention as appropriate.

The Plan for 2020/21


Focus area (eg to address Barrier): Quality of Teaching and Learning					
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
Improved pupil progress as a result of sustained quality T&L.	Staff Responsible: Rachel Ball: Assistant Principal T&L.	Improved pupil progress in the basics reducing the current PP / Non PP gap from	Contribution to staffing: £184,051	Lesson drop-ins a minimum of once per half term, which can be increased dependent	RBA / CEA / JSH Tracking document in place to monitor




<p>PP P8 score to be inline with that of non PP. <i>"...the quality of teaching in formal education holds huge potential in reducing, and in some cases even eliminating, the attainment gap."</i> <i>(EEF, 2017)</i></p>	<p>Consistent QA system via lesson QA and ITOL.</p> <p>Fortnightly line management meetings holding Zone leaders and therefore staff, to account.</p> <p>Progress review meetings following each DC working at subject and teacher level: November / February / June</p>	<p>21.9% to less than 10% at 5+ and from 23.8% to less than 10% at 4+.</p> <p>Whilst not eradicating the gap, it will be a significant move forward.</p> <p>Increase the number of pupils on or exceeding their target. Data form the last available data collection:% of pupils on/above target in 75% or more of their subjects.</p> <table border="1" data-bbox="824 794 1106 1098"> <thead> <tr> <th></th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>30%</td> <td>31%</td> </tr> <tr> <td>9</td> <td>31%</td> <td>28%</td> </tr> <tr> <td>10</td> <td>41%</td> <td>30%</td> </tr> <tr> <td>11</td> <td>25%</td> <td>20%</td> </tr> </tbody> </table>		All	PP	8	30%	31%	9	31%	28%	10	41%	30%	11	25%	20%		<p>upon need. (RBA)</p> <p>ITOL book scrutinies, once per half term, which can be increased depending upon need. (RBA)</p> <p>Support plans to be put in place as necessary (RBA)</p> <p>Data analysis following data collection points and key assessments (CEA / JSH)</p> <p>Close monitoring of progress by the Year group Progress Leader Tiered intervention programme to support pupils.</p>	<p>attainment data over the academic year (JSH)</p> <p>Ongoing evaluation of the tracking document at middle and senior leader level providing a clear focus for subject leaders and line managers.</p> <p>Regular Middle leader and SLT agenda item</p>
	All	PP																		
8	30%	31%																		
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<p>Quality CPD developing staff expertise.</p> <p><i>"Maximising the quality of teaching through the</i></p>	<p>Staff Responsible: Rachel Ball: Assistant Principal T&L.</p>	<p>Review of the CPD following each session. Impact to be gauged via lesson QA / ITOL, quality of T&L and PP</p>	<p>Copying costs / external provision: £3000 contribution</p>	<p>Lesson drop-ins a minimum of twice per half term. (RBA)</p> <p>ITOL book scrutinies, three per half term.</p>	<p>RBA / CEA</p> <p>SLT weekly agenda item</p> <p>Ongoing evaluation of</p>															



<p><i>effective deployment and development of teachers and teaching assistants will therefore be at the top of any school's priorities."</i> (EEF)</p> <p>Feedback High impact for very low cost, based on moderate evidence.</p> 	<p>Tailored CPD linked closely to the ADP and focused on developing the quality of T&L.</p> <p>8 TLC sessions over the course of the year.</p>	<p>progress. QA highlights strategies from the TLC sessions are being employed in lessons.</p> <p>Staff voice collected and evaluated termly.</p> <p>Review of staff engagement with CPD ongoing</p>		<p>(RBA)</p> <p>Data analysis following data collection points and key assessments (CEA)</p>	<p>staff need alongside the ADP priorities.</p>
<p>Pupils develop their understanding of metacognition and self regulation</p> <p>External examination results: P8 score of 0 for all pupils.</p> <p><i>"Metacognition and self regulation approaches have consistently high levels of impact, with pupils making an average of seven months additional progress."</i> (EEF, 2019)</p>	<p>Staff Responsible: Catherine Earley, Assistant Principal: Progress</p> <p>Dedicated form period once per week focusing on developing metacognition and study skills.</p> <p>Comprehensive resources provide a clear learning journey from Y7 - Y11.</p> <p>Staff expertise to be developed via links to</p>	<p>Improved pupil outcomes across all year groups due to improved understanding of how we learn. Evidenced by the subject tracking document.</p> <p>Evidenced via data analysis , pupil voice, impact on pupil attainment.</p> <p>All pupils complete the GL Assessment PASS survey at the beginning and the end of the academic year</p>	<p>VESPA £1000</p> <p>Elevate Education: 2 sessions scheduled £6000 (see Covid recovery plan)</p>	<p>Termly review of the materials via pupil and staff voice.</p> <p>Form time learning walks conducted by the Year Group Progress Leader and CEA, once per half term, to increase should there be a concern re lack of engagement from pupils or staff.</p> <p>Impact on the attainment of pupils as</p>	<p>CEA / Progress Leaders</p> <p>Ongoing evaluation of the impact of the metacognitive strategy against pupil progress data.</p>




<p>Metacognition and self-regulation <small>High impact for very low cost, based on extensive evidence.</small></p> 	<p>wider reading and research.</p> <p>Elevate Education to support the progress of all pupils via tailored study support sessions (Covid 19 recovery Strategy)</p>	<p>Metacognition strategies embedded across all subjects providing a consistent approach to learning.</p>		<p>evidenced via data collection analysis.</p> <p>Review of the materials with staff to ensure pupil engagement.</p>	
<p>A coherent revision and retention programme across all year groups. External examination results: P8 score of 0 for all pupils.</p> <p>Extending school time <small>Low impact for moderate cost, based on moderate evidence.</small></p>  <p>Small group tuition <small>Moderate impact for moderate cost, based on limited evidence.</small></p> 	<p>Staff Responsible: Julie Sharrock Deputy Head: Curriculum</p> <p>The curriculum to build in regular opportunities for daily, weekly and monthly review.</p> <p>Staff Responsible: Catherine Earley, Assistant Principal: Progress</p> <p>A whole school revision programme is in place for all pupils. Research based and focused on a three step strategy:</p> <ol style="list-style-type: none"> 1. Miniturise 	<p>P8 score for all pupils to be 0.</p> <p>Pupils develop their confidence and adopt a positive approach to their studies.</p> <p>PASS survey conducted at the beginning and the end of the academic year with results disseminated to staff.</p>	<p>Copying Costs: £500</p>	<p>CEA / JSH to overview the whole programme.</p> <p>Ongoing staff CPD</p> <p>Evaluation of impact on attainment and progress of pupils.</p> <p>Pupil engagement to be monitored to ensure that those most in need are accessing the provision.</p> <p>PASS Survey evaluation between beginning and end of the academic year.</p>	<p>CEA / JSH</p> <p>Impact of the revision programme ascertained through data analysis in November / February / June and via the GCSE examination results.</p>



	<p>2. Produce 3. Retrieve Revision Overview</p> <p>Small group target tuition in Y11 ensures pupils who need it most receive high impact tuition fortnightly.</p> <p>25 minute sprint Y11 revision sessions available in all subjects over a two week period, beginning October 2020.</p> <p>Support materials and sessions for pupils and parents helping them to manage the KS3 and GCSE examinations - available via school, website November 2020.</p> <p>Elevate parental support sessions</p>				
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	<p>disseminated via MyEd.</p> <p>Effective masterclass programme prior to GCSE examinations.</p>				
<p>All pupils have the tools and resources needed to enable effective revision for GCSE examinations.</p> <p>Metacognition and self-regulation <small>High impact for very low cost, based on extensive evidence.</small></p> 	<p>Staff Responsible: Catherine Earley, Assistant Principal: Progress</p> <p>Subjects Leaders to identify the pupils most in need of Targeted Tuition.</p> <p>Subjects leaders to access funding to provide the necessary revision resources for pupil premium students.</p>	<p>Targeted tuition facilitates focused intervention targeted at those who need it most.</p> <p>All pupils will be able to have full access to revision materials and exam guides.</p>	<p>Copying costs, Revision Guides £500</p>	<p>Review of attainment following each Data Capture.</p> <p>Review of pupil engagement with the Targeted Tuition programme.</p> <p>Review of external examination results.</p>	CEA
<p>Progress Leaders support the academic progress of a year group and work alongside the pastoral Head of Year.</p> <p>Parental engagement <small>Moderate impact for moderate cost, based on moderate evidence.</small></p>	<p>Staff Responsible: Catherine Earley, Assistant Principal: Progress</p> <p>Progress leaders will ensure they have a clear overview of the</p>	<p>Close review of the progress within a year group. Tiered system of intervention.</p> <p>Clear lines of communication between subjects leaders, progress leaders and SLT PP</p>	<p>TLR 2B x5 £116,525</p> <p>Progress Postcards and postage (Covid Recovery Plan)</p>	<p>Half termly review of progress against the Year group action plan.</p> <p>Formal evaluation of data at the three data collection points.</p>	<p>CEA</p> <p>Continual monitoring of the effectiveness of the role via fortnightly LM meetings and data analysis.</p>

 <p>+3</p> <p>Individualised instruction <small>Moderate impact for very low cost, based on moderate evidence</small></p>  <p>+3</p> <p>Metacognition and self-regulation <small>High impact for very low cost, based on extensive evidence</small></p>  <p>+7</p>	<p>progress / strengths / areas for development of their year group and action as necessary. Role commencing September 2020</p> <p>Progress leader action plan ties into the ADP.</p> <p>Copy of Progress Leaders Development Plan 2020-21</p> <ol style="list-style-type: none"> 1. Pupil Progress 2. Attitudes to Learning 3. Pupils Aspirations 4. Parental Engagement 	<p>Lead.</p> <p>Clear and responsive leadership based upon the needs of each year group</p>		<p>Informal evaluation via class charts data.</p> <p>Use of the PASS data to evaluate progress.</p>	
<p>Academic Mentoring of identified pupils by the year group Progress Leader.</p> <p>EEF Research <i>“The impacts of individual programmes vary. Some studies have found positive impacts</i></p>	<p>Staff Responsible: Catherine Earley, Assistant Principal: Progress</p> <p>Progress Leaders to monitor the progress of the pupils and to evaluate the success of any intervention.</p>	<p>Pupil progress is improved.</p> <p>Pupils are able to move through the tiers of support thus highlighting progress.</p> <p>Success to be celebrated at every level to encourage and motivate pupils.</p>		<p>Progress Leaders to monitor the progress of the pupils and to evaluate the success of any intervention.</p> <p>Progress Leaders to ensure clear channels of communication with</p>	<p>CEA / Progress Leaders</p> <p>Fortnightly agenda item in the Progress Leader Line management meetings.</p> <p>Evaluation of the impact throughout the year.</p>


<p><i>for pupils from disadvantaged backgrounds...However, there are risks associated with unsuccessful mentor pairings, which may have a detrimental effect on the mentee.”</i></p>	<p>Launched September 2020.</p> <p>Progress Leaders to ensure clear channels of communication with subject teachers and parents.</p>	<p>By pairing our most in need pupils with our Progress leaders we are ensuring the academic conversations are meaningful and impactful.</p>		<p>subject teachers and parents.</p> <p>Evaluation of progress within the identified group of students half termly.</p>	
<p>Focus area (eg to address Barrier):Improved Literacy and Numeracy</p>					
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
<p>Increased literacy skills for Y7 pupils to ensure all pupils have a reading age in line with their chronological age.</p> <p>Phonics <small>Moderate impact for very low cost, based on very extensive evidence.</small></p> <p> +4</p> <p>Reading comprehension strategies <small>High impact for very low cost, based on extensive evidence.</small></p> <p> +6</p>	<p>A catch up literacy programme to be implemented to ensure that pupils are not held back by basic reading and writing limitations.</p> <p>Copy of 2020-2022 Literacy Development plan</p>	<p>The Literacy Coordinator will drive the programme.</p> <p>Pupils will receive form time reading groups and 1:1 session per week .</p> <p>Support to be on a rolling programme ensuring no lesson is negatively impacted.</p> <p>Home reading packs have been shared with</p>	<p>Literacy Contribution staffing and resources: £10000</p>	<p>Report to be compiled termly RJO</p> <p>Termly reading age tests for students on Catch up Literacy RJO</p> <p>Final figures to be analysed and compared to previous year's figures RJO</p>	<p>RJO / RBA</p> <p>Fortnightly line management meetings to evaluate the success of the strategy in place.</p>

<p>Small group tuition Moderate impact for moderate cost, based on limited evidence.</p> 		<p>parents with comprehension questions. A rewards programme is in place to encourage home participation.</p> <p>Regular testing will ensure appropriateness of content</p>			
<p>Literacy support for pupils beginning in Year 7 with a SAS score of less than 100 All identified PP to be able to access the secondary curriculum.</p> <p>Phonics Moderate impact for very low cost, based on very extensive evidence.</p>  <p>Reading comprehension strategies High impact for very low cost, based on extensive evidence.</p>  <p>Small group tuition Moderate impact for moderate cost, based on limited evidence.</p>	<p>A SATS based curriculum is used to target and motivate students who achieve below the expected standard in reading, writing and SPAG in the KS2 assessments.</p> <p>This year CATS tests and the Assessing Primary Writing Assessment will also be used to inform the cohort of pupils needing additional support.</p>	<p>Pupils meet the expected standard and are able to access the secondary curriculum.</p> <p>Improved reading ages from entry points.</p>		<p>Review of assessment data: November 2020 / February 2021 / June 2021</p> <p>Report to be compiled following formal assessment.</p>	<p>RJO / RBA</p>

 <p>Numeracy support for pupils beginning in Year 7 with a SAS score of less than 100.</p> <p>Small group tuition <small>Moderate impact for moderate cost, based on limited evidence.</small></p> 	<p>A personalised curriculum and small group tuition is used to target and motivate students who achieve below the expected standard in maths KS2 assessments.</p>	<p>Pupils master the KS2 curriculum so that they are given the basic skills needed, allowing them to access the KS3 Maths curriculum and other subjects.</p>	<p>Numeracy Contribution staffing and resources: £10000</p>	<p>Review of assessment data.</p> <p>Report to be compiled following each Data Capture.</p>	<p>RSI / SP</p> <p>The numeracy coordinator to meet half termly with the Head of Maths to ensure progress.</p> <p>Discussion point in Head of Maths line management meeting with JSH.</p>
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Focus area (eg to address Barrier): 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>Increased attendance and attainment. Attendance target of 97% and P8 target of 0</p> <p><i>PASS Interventions:</i> <i>Good attendance results in better academic achievement (Strickland, 1998; Lukkarinen et al., 2016; Oghuvbu, 2017; Dey, 2018)</i></p>	<p>Attendance Development Plan 2020-21 Key Points:</p> <ul style="list-style-type: none"> • Daily monitoring of attendance • Weekly evaluation by Vice Principal • Monthly evaluation to SLT 	<p>There is no difference between PP attendance and that of the whole school.</p> <ul style="list-style-type: none"> • 25% reduction in lateness to school • Improved attendance of PP compared to 2019-2020 • Improved relationships 	<p>Attendance officer Contribution: £7134</p>	<ul style="list-style-type: none"> • Daily monitoring of attendance • Weekly evaluation by Vice Principal • Monthly evaluation to SLT 	<p>Vice Principal: Pastoral Chris Corbett</p> <p>Regular agenda item at leadership meetings.</p>

		between the school and parents/carers of PP			
<p>A decrease in behaviour incidents involving PP resulting in there being no difference between the two groups.</p> <p>Behaviour interventions Moderate impact for moderate cost, based on extensive evidence.</p> 	<p>Staff Responsible: Chris Corbett: Deputy Head Pastoral</p> <p>CCO to track the number of pupils issued C1, C2, C3 each week and to include this as part of his weekly report to SLT.</p> <p>KPE to lead Coop Academy walkden's inclusion centre supporting some of most vulnerable students to access school and the curriculum. Beginning September 2020.</p> <p>Staff CPD focused on the Walkthru model. (Tom Sherrington and Oliver Caviglioli)</p>	<p>The difference between behaviour incidents for PP and non PP is eradicated.</p> <p>Data analysis shows a decrease in behaviour incidents at all levels.</p> <p>The inclusion centre is able to successfully reintegrate pupils into the main school.</p>	<p>Behaviour staff and support contribution £5000</p>	<p>Half termly summary of behaviour figures.</p> <p>Termly summary of behaviour intervention programmes.</p>	<p>CCO / KPE</p> <p>Regular behaviour update to SLT</p> <p>Staff CPD evaluation</p>

	Beginning September 2020				
<p>An increase in the attendance figures for PP.</p> <p>Target Attendance for all pupils: 97%</p> <p><i>"..lower performance was associated with higher absence levels and lower proportions of disadvantaged pupils"</i> (Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good practice, NFER)</p>	<p>Staff responsible: Lance Thomas, Attendance Officer</p> <p>The Attendance Welfare lead to proactively challenge poor attendance and absenteeism on a daily basis.</p> <p>The Attendance Welfare lead to record and monitor contact with parents</p> <p>The Attendance Welfare lead to evaluate the impact of the strategy.</p> <p>Target attendance for all pupils: 97%</p> <p>Attendance Development Plan 2020-21</p>	Attendance for all pupils: 97%		<p>Daily monitoring of attendance</p> <p>Weekly evaluation by Vice Principal</p>	<p>LT / CCO</p> <p>Regular SLT agenda item .</p>


<p>An increase in the attendance figures for PP and a reduction in rates of persistent absenteeism. Gap between PP and non PP to be eliminated.</p>	<p>Staff Responsible: Claire Croft: Assistant Principal SEND</p> <p>The Family Support worker to liaise with difficult to reach families.</p> <p>The Family Support worker to provide support and advice for parents with a view to removing barriers to learning.</p>	<p>The Family Support worker provides support for our hard to reach families and builds up a relationship of trust.</p> <p>Attendance and behaviour shows improvement and the gap between PP and non PP is reduced.</p>	<p>Staffing contribution: £7615</p>	<p>Half termly monitoring by SLT line manager CCr.</p> <p>Regular communication between the Family Support worker and the Attendance officer.</p>	<p>CCr</p> <p>Regular updates to SLT.</p>
<p>Reduction in lateness, increase in attendance and persistent absenteeism via the provision of breakfast to all PP students.</p> <p>Gap between PP and non PP to be eliminated.</p> <p><i>“Students from poorer backgrounds, or who receive less attention in the home, are more likely to come to school hungry. Hunger is a major barrier to engaging effectively in a lesson.” (Narrowing the</i></p>	<p>Staff Responsible: Catherine Earley: Assistant Principal: Progress</p> <p>All PP pupils offered a free breakfast between 8-8.20am to encourage prompt attendance to school and to ensure they have eaten in the morning. To be offered in Year group bubbles initially until Covid-19 restrictions are eased.</p>	<p>Attendance and punctuality figures improve for PP students to ultimately ensure there is no gap between PP and non PP.</p> <p>Half termly reports from SPIE to show uptake of the provision.</p>	<p>PP Breakfast £10000</p> <p>Kellogg's grant Secured £1000</p>	<p>CEA and GKA to monitor the uptake of the provision of the PP breakfast.</p> <p>ALA to monitor the attendance to the Breakfast and a book club for Y7.</p>	<p>CEA / GKA / AL</p> <p>Half termly update via line management meetings.</p>


<p><i>attainment gap, Daniel Sobel)</i></p>	<p>Encourage prompt attendance and develop literacy skills by creating a breakfast and book club for Y7 (Progress Leader ALA).</p> <p>Attendance and punctuality figures to increase to eradicate the PP / Non PP difference</p>				
<p>Increased engagement with school and reduced behaviour incidents.</p>	<p>Staff Responsible: Claire Croft: Assistant Principal SEND</p> <p>Use of an Educational Psychologist to support PP.</p>	<p>Pupils with individual barriers are supported to enable them to engage with school life.</p>	<p>£7,000</p>	<p>Tracking of pupils who work with the Educational Psychologist and the impact on their attendance and behaviour.</p>	<p>CCR</p>
<p>BUILD programme to run with 15 Y9 pupils identified as at risk of becoming NEET.</p> <p><small>Social and emotional learning Moderate impact for moderate cost, based on extensive evidence.</small></p>	<p>Staff Responsible: Progress Leader Y9 JSA</p>	<p>Aim to improve attendance by building a bridge back into education and developing strong foundations for GCSE and career prospects</p>	<p>No cost, funded by the Youth Endowment Fund</p>	<p>SIMS tracking sheet set up to monitor progress and attendance. Behaviour monitored via Class charts</p>	<p>JSA / CEA</p> <p>Regular discussion in Line Management meetings.</p>

 <p>Behaviour interventions Moderate impact for moderate cost, based on extensive evidence.</p> 		<p>PASS Results Autumn Term</p> <p>Attitudes to attendance 68.6%</p> <p>PASS Results Oct 2020</p>		<p>PASS data to be evaluated to ascertain impact.</p>	
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Focus area (eg to address Barrier) Pupil and Parental Engagement

Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
<p>Enhanced enrichment and participation for PP via the Army Proficiency Certificate .</p>	<p>Staff Responsible: Joshua Mangas, Senior Leader</p> <p>The Army Proficiency Certificate (APC) training syllabus teaches leadership skills, discipline and self confidence alongside transferable skills such as decision making, working under pressure and organisation.</p>	<p>Pupils play an active role in the life of the academy and develop confidence and skills that are transferable to their school and home life.</p> <p>The percentage of PP students enrolled on the program to remain higher than the school average of around 29%</p>	<p>£15,000</p>	<p>Attendance tracked and the impact on pupil attendance, behaviour and attainment monitored.</p>	<p>JMA</p> <p>Termly updates at SLT meetings.</p>

	To recommence once Covid-19 restriction are eased				
<p>Enhanced enrichment and participation for PP.</p> <p>PP participation in year group trips to be in line with the percentage of disadvantaged pupils in that year group.</p> <p>“Low income children do not get the outside enrichment opportunities their peers have, such as music, dance, art or sports lessons and trips to museums, historical sites and other places.” (Narrowing the Attainment gap, Daniel Sobel.)</p> <p>Arts participation Low impact for low cost, based on moderate evidence.</p> 	<p>Staff Responsible: Catherine Earley: Assistant Principal Progress</p> <p>A clear rationale for trips and visits driven by educational value and equity for all.</p> <p>Offer fully funded group music lessons to PP students. Instrument to be provided by MAPAS</p>	<p>All trips to have a clear rationale.</p> <p>Trips to be available to all pupils.</p> <p>Funding to be made available as necessary to enable full participation.</p> <p>Increase take up of music lessons by PP pupils by at least 50%</p>	<p>£5,000 trips support</p> <p>Music lessons: £7.50 per 15 mins £15 per 30 mins Reduced cost for group lessons Estimated total: £2000</p>	<p>MH to oversee all trips and visits.</p> <p>HOY to monitor the uptake of PP students in wider opportunities.</p>	<p>MHA / CEA / HOY</p> <p>Monitoring of the impact of the enrichment opportunities on attendance, behaviour, attainment and progress.</p>

<p>Increasing opportunity</p>	<p>Staff Responsible: Catherine Earley: Assistant Principal: Progress</p> <p>The availability of a hardship fund that can be accessed as needed to provide school uniform and other resources thus enabling PP to access and remain in school.</p>	<p>Enable all students to fully participate in school life and not to be held back by a lack of resources.</p> <p>Formal criteria for school uniform support to be put in place following increased need.</p>	<p>Hardship funding: £5000</p>	<p>HOY to monitor the use of this funding within their year groups and the potential impact on attendance.</p>	<p>CEA / HOY</p>
<p>Increased parental engagement</p> <p><i>“..meta analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months positive impact” (EEF, 2019)</i></p> <p>Parental engagement <small>Moderate impact for moderate cost, based on moderate evidence.</small></p> 	<p>Staff Responsible: Catherine Earley: Assistant Principal: Progress</p> <p>Parental, termly “My best work” sessions.</p> <p>Sessions to showcase pupil work and to be led by the pupils.</p> <p>A focus on hard to reach parents will help to bridge the potential</p>	<p>Difficult to reach parents engage more fully with school via a supportive, non threatening programme</p> <p>Increased attendance at Parents Evenings.</p> <p>Increased positive relationships between parents and school.</p>	<p>£1000</p>	<p>CEA and Progress Leaders to monitor engagement to the sessions.</p> <p>Monitor the impact on attendance at Parents Evenings.</p>	<p>CEA / Progress Leaders</p> <p>Regular agenda item in Progress Leader line management meetings.</p>

	<p>barriers between home and school.</p> <p>To begin Spring term once Covid restrictions are eased.</p> <p>Positive postcards posted home to recognise pupils who have made good progress half termly.</p> <p>Copy of Progress Leaders Development Plan 2020-21</p>				
Total costs			£396,325		

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 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</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>Staff can access a</p>	<p>BlueSky learning CPD £500</p>	<p>Informal QA via whole school walks</p> <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>


	the quality of T&L. Investment in BlueSky Learning Online professional development library	library of research driven and practitioner lead learning modules focused on individual needs.			
<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> +4</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 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>Staff Responsible: Catherine Earley: Assistant Principal Progress</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>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>Use of attainment data at data collection points to monitor progress</p> <p>Attendance records</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>Attendance of pupils</p> <p>Use of attainment data at data collection points to monitor progress.</p>	<p>CEA / SPH</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>The National Tutoring Programme</p> <p>Extending school time <small>Low impact for moderate cost, based on moderate evidence.</small></p>  <p>Small group tuition <small>Moderate impact for moderate cost, based on limited evidence.</small></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 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 -</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>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>All sessions monitored by CEA.</p>	<p>CEA / Subject Leaders</p>

	w/b 9/11 Sessions begin - w/b 23/11				
<p>Maths and Science additional tuition</p> <p>Extending school time <small>Low impact for moderate cost, based on moderate evidence.</small></p> <p> +2</p> <p>One to one tuition <small>Moderate impact for high cost, based on extensive evidence.</small></p> <p> +5</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>	£26,400	<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>	CEA monitoring pupil engagement and progress
<p>Targeted Tuition: All subjects to support the pupils who are most beyond with their 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>Staff Responsible: Catherine Earley: Assistant Principal Progress</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 ,</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>Attendance to be monitored</p>	Resources Cost only	<p>Entry and exit points informally assessed via low stakes quizzes and knowledge checks</p> <p>Half termly evaluation of progress and update of the groups.</p>	CEA / Subject Leaders

<p>Extending school time <small>Low impact for moderate cost, based on moderate evidence.</small></p>  <p>Small group tuition <small>Moderate impact for moderate cost, based on limited evidence.</small></p> 	<p>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>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 <small>Moderate impact for moderate cost, based on extensive evidence.</small></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 <small>High impact for very low cost, based on extensive evidence.</small></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 week.</p> <p>Beginning January 2021 and running till Easter in the first instance.</p> <p>Training of Y11 JKU</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>Pupil voice to be collected from both Y11 a Y7 prior to Easter.</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>Focus area: Behaviour and Attendance</p>					


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 complete a day in school prior to the</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>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>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 whp will monitor closely attendance.</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>
<p>Behaviour plan</p>	<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</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</p>		<p>Weekly, half termly and termly monitoring of behaviour sanctions being issues and behaviour support programmes being offered.</p>	<p>CCO / KPE</p>



	<p>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>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>			
<p>Attendance: Breakfast provision to ensure that hunger is not a barrier to learning.</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 during the pandemic.</p>	<p>All pupils are able to begin their day having had something to eat.</p>	<p>Breakfast bars: £1000</p>	<p>CEA to liaise with HOY to monitor uptake and ensure full awareness of the programme.</p>	<p>CEA</p> <p>Ongoing monitoring of the uptake of breakfast provision.</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>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</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>Parental engagement Moderate impact for moderate cost, based on moderate evidence.</p> 	<p>school avoidance which is exasperated by Covid -19</p>				
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Focus area: Pupil and Parental Engagement

Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
<p>Parental Information sessions</p> <p>Parental engagement Moderate impact for moderate cost, based on moderate evidence.</p> 	<p>Staff Responsible: Catherine Earley: Assistant Principal Progress</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</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>N/A</p>	<p>Regular communication with parents via Newsletters, Principal's communications, MyEd</p> <p>Upload to the School website.</p> <p>CEA / JSH contact</p>	<p>MHA / CEA</p> <p>Ongoing update to SLT and evaluation of parental feedback.</p>

	with the GCSE examinations / study skills.			emails provided to offer any additional support as requested.	
<p>Parent Consultation evenings: beginning Autumn term November 26th</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>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> +3</p> <p>Digital technology <small>Moderate impact for moderate cost, based on extensive evidence.</small></p> <p> +4</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>		