

Catch-Up Premium Plan

Derby Moor Academy

Summary information					
School	Derby Moor Academy				
Academic Year	2020-21	Total Catch-Up Premium	£107,560	Number of pupils	1601

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years 7 through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
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Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Student reading and comprehension skills

Targeted approaches

- Intervention programmes
- Transition support
- Access to online provision

Wider strategies

- Supporting parents and carers

- One to one and small group tuition
- Mental Health training of staff
- Summer support

Identified impact of lockdown

Ebacc Subjects (Excl. English)	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. This is the case in KS3 as well as KS4 and 5. Lack of a reduction in GCSE content means students will finish the course later than in previous years leaving less time for revision.</p>
English	<p>Children haven't necessarily missed 'units' of learning in the same way as other subjects, however they have lost essential practising of writing and analysis skills. Gaps specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. KS3 students especially require additional; literacy catch-up as missed learning in these years could be detrimental to future progress.</p>
Mental Health and Wellbeing	<p>Students have missed the day to day check in and support offered by Derby Moor Academy. They also feel uncertain and anxious about the future after lockdown. Our recovery curriculum has prioritised these issues from September – December 2020 but with the new lockdown from January 2021, these issues are being brought back to the fore. Furthermore, students maybe struggling with increased bereavements of family members and members of their community as a result of Covid -19. We have also seen an increase in the number of students self-harming and school based phobias. In addition, the instances of domestic violence have increased along with associated safeguarding risks.</p>
Non-core	<p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Students have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Strategy	Brief Outline of initiative	Evidence	Cost	Staff lead	Projected Impact
Reduced class sizes in those cohorts / sets that contain the students with catch up literacy and numeracy premium with targeted TA support. Specifically in English and Maths.	Smaller class sizes and increased intervention, improved teacher continuity. The range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.	Sutton Trust EEF evidence indicates that, on average, pupils make +3 months with reduced class size	£4,500	APO/JS C	Student progress will be tracked against their English / Mathematics end of year grade. Students will be expected to make national expected progress as a result of this intervention. Greater feedback from the teacher, more sustained engagement in smaller groups and work which is more closely matched to learners' needs
Reading comprehension strategies	Use reading levels to assess progress Reading Plus licence. This will be aimed at a targeted group of students in KS3 in the first instance with a view to a wider rollout if successful.	On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.	£4,250	GHI/ZS H	Chronological reading age increases over the year Formative data for teachers

Phonics	Targeted phonics support for KS3-Lexia - focusing reading instruction on specific gaps in skill mastery, students are more able to catch up with their peers.	Sutton Trust EEF estimates additional four months' progress over the course of a school year	£14,000	HBU/SMN	Improved reading (measured by sounds audit). Evident in July 2021.
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ii. Targeted approaches					
Strategy	Brief Outline of initiative	Evidence	Cost	Staff lead	Projected Impact
Y7 Progress Leader / CUP intervention coordinator	Someone focused on the academic achievement of Y7 identified students and coordinates a whole school approach to sessions, materials and resources. One person to get to know students, their families and barriers really well so a graduated personalised support plan can be put into place.	Sutton Trust EEF indicates that students can benefit by up to +2 months additional progress from mentoring.	£1,089	GHI	Close gap to national expectation by the end on 2020-21.
Bespoke Key Stage 3 (English and Maths) for students who are less secure in English / Mathematics will receive additional morning intervention focusing on specific areas of weakness. Small group tuition / withdrawal classes	Timetabled morning intervention skill-based lessons. Quality and continuity of the timetable. <ul style="list-style-type: none"> • Baseline testing at start / reassessment at the end • Ongoing assessment during literacy and numeracy sessions • Work sampling Data reported by staff during termly progress checks	Sutton Trust EEF indicates, on average, pupils make +4 additional months' progress per year from extended school time. Intensive tuition in small groups, effective due to being targeted at pupils' specific needs.	£4,500	ZSH/SMN/AMA	To close Literacy and Numeracy gaps between students with below national expectation end of KS2 TA scores and peers. Higher levels of support and extra challenge for those who need it.

Nurture group (Year7)	Nurture group for students who arrive not secondary ready and with levels of attainment in Literacy and Numeracy well below national expectations below.	Moderate impact for very low cost. Sutton Trust EEF estimates additional four months' progress	£4,000	SMN HBU	To close literacy and Numeracy gaps between students with lowest prior attainment and peers.
Ensuring all students have access to high quality remote education.	Students who do not have a laptop are disadvantaged compared to peers. At DMA we believe no child's achievement should be limited so to support students who are from families with low incomes but do not meet the DfE criteria, we will supply some hardware to those families. This will enable them to keep up with classroom learning during regular school time also. Furthermore, intervention for KS3, 4 and 5 has a virtual strand and providing ICT to those families ensures no student is denied the opportunity of intervention to support their progress.	Derby is one of the most deprived areas in the country (IDACI – 0.2) and as a result some families who do not qualify for additional funding still require IT support.	£14,000	CBH	To ensure as many students as possible do not fall behind peers who are more technologically affluent.
Ensuring there are high quality numeracy catch-up materials in place for KS3 and KS4 to specifically boost numeracy skills that are lacking due to COIVD closure	Effective use of QLA and teacher-assessments to target gaps and misconceptions. Resources will be rich, collaborative and create connections with prior knowledge to raise attainment. Tasks will embed Financial Literacy to support with real-life application of mathematics in the real world.	Sutton Trust EEF estimates additional three months' progress over the course of a school year.	£2,000	AMA	To close numeracy gaps between students with lowest prior attainment and their peers.

National Tutor Programme for Y10 students identified as significantly behind due to lock down in English and Maths	Specific group of students to be identified based on access and engagement during lockdown. This will enable targeted tuition on key English and Maths skills after school hours to ensure students do not miss out on learning during school time and are boosted with additional support.	EEF indicates, on average, pupils make +5 additional months' progress per year from tuition. Intensive tuition in small groups, effective due to being targeted at pupils' specific needs.	£25,000	AMA/ ZSH/ JPR/ JSC	Provide one to one mentoring to close achievement gap and catch up Y10 students. This will take place when students return in 2021 until summer term with a view to them being Y11 ready in September 2021.
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iii. Wider Strategies					
Strategy	Brief Outline of initiative	Evidence	Cost	Staff lead	Projected Impact
Intensive summer term workshops for Y7 catch-up students still not meeting the expectation towards end of academic year. Previous workshops with Pet-Xi have proven history of improving outcomes.	The programme will be delivered by experienced trainers and facilitators who have a track record of improving the confidence and progress of students.	Students will benefit from small group sizes and high staff ratios providing a proven learning experience that boosts attainment in a quantifiable scale. Sutton Trust EEF estimates approximately two additional months' progress	£6000	APO/GH I	Students will be expected to make above predicted progress as a result of this intervention. Measured in July 2021.
Employing a Teach First Academic Mentor in Maths and Science to coach underperforming KS4 and KS5 students in targeted areas of underperformance.	Using QLA, mocks and teacher assessments coaches will work in small groups either during lessons or in after school intervention to provide timely support specific to the students' needs.	EEF estimates small group tuition adds 4 months progress.	£20,696 including on costs	TMC/ IHA	Students receiving support will significantly improve from November mocks to June exams in 2021.

YM and other key pastoral staff mental health trained	Key pastoral staff will complete the nationally recognised Mental Health First Aid qualification in order to support students who are experiencing poor mental health.	Intervention provides students with support whilst waiting for (lengthy) referrals to community mental health services (CAMHS), preventing students from reaching crisis point.	£3,000	SMN/ CBH	Number of referrals to community mental health teams will be reduced
Mindfulness and Self-regulation programme for all students	Continuation of the Wellbeing Wednesday tutor programme to support with interventions that target pupil interaction and self-management of emotions.	EEF estimates social emotional learning adds 4 month progress.	£5,000	SMN	Students are able to self-regulate their emotions through mindfulness techniques.

TOTAL PROJECTED SPEND:	£108,035
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