

KS3 Curriculum Recovery Plan 2020.21

Academy	Salford City Academy	Allocated funding (Catch- Up)	£62,960
Number on roll (total)	791	Allocated funding (NTP)	
% Pupil Premium eligible pupils	56% (436)	SEND %	15% (117)
Year 7 Number on roll	180	Year 7 PP eligibility	58%
Year 8 Number on roll	174	Year 8 PP eligibility	61%
Year 9 Number on roll	173	Year 9 PP eligibility	59%

Summary of Costed Actions *Additional funds from Catch up 2020.21 funds	Costing	Objective
Midyis Testing	1500	To baseline Y7 students who entered the academy without KS2 data and ensure appropriate catch up strategies are in place.
Contribution to HLTA Literacy Salary	21,000	To accelerate progress in reading and close the gap for students entering the Academy below national standards in Reading and impacted by the Covid 19 school closure. After NGRT testing (TBC) students in Y7 have a reading age below 9.06 years. 33 Students in Y8 have a reading age of below 9.06 years from NGRT tests sat in January.
NGRT Tests	1291	
Contribution to Literacy coordinator salary	4000	To improve the number of students within chronological reading age, allowing all students to adequately access the secondary school curriculum.
Lexia Programme	584	Current Y7: 48.2 % (45 students <9 CRA, 29 are PP) 61 students are below 9.07. (31 <8.00)
DEAR programme	7400	
Additional Books	3000	Current Y8: 54.1 % (56.1% in Jan 2020) (58.1% PP in Jan 2020 v 56.9% PP within 6 months current)
Accelerated reader annual cost	2878	
Direct Instruction Literacy*	2184	Current Y9: (50.9% within 6 months CRA) (Previous 60%) (PP.44.2%)
Online Reading Resource* MYOn	2000	To support continuity of learning in the case of student isolation – students can continue with reading programmes and intervention from home.
KS2 Maths Lead TLR	2.500	To close the gap with Year 7 and Year 8 catch up students not yet reaching age related standards at the in Maths and whom have regressed due to the Covid-19 outbreak
Direct Instruction Numeracy*	1793	
Contribution to Maths HLTA salary	25,000	It is the long term aim that 90% of students will be at age related expectation by the end of Y8.

One to one & small group tuition. Tutoring Programme* Academic Mentor*(X2)	Tutoring TBC (Possible 4,875 for 50 students)* On costs (9,700)*	<p>To close the gap with Year 7,8 and 9 catch up students not yet reaching age related standards at the end of Year 7 in Maths and English and who have regressed due to the Covid-19 outbreak. Y8: 70 / Y9: 61 not at ARE. (Priority for Y&8 will be MA PP students (based on Academy improvement plan). (52 students across KS3)</p> <p>Tuition will be prioritised for Maths teaching. (Y9 Match Up and Y7/Y8 MA PP students who have regressed) Teach first will allocated two academic mentors to be utilised for one to one and small group tuition. We have requested academic mentors in English and Humanities. Small group tuition in English will be allocated for MA PP boys not receiving additional intervention underperforming in English and literacy.</p>
Trail bedrock programme*	360	Vocabulary programme. (Trial with two Y7 classes -high proportion of PP) Supports continuity of learning.
Additional Chrome Books	TBC	To ensure continuity of learning for students in KS3 whom do not have access to electronic devices and are at risk of falling further behind if asked to isolate. (For loan)
Aspire Survey	\$4336 (£200 subsidised by UL)	Identify student aspirations and gaps in skills and interests to provide well planned wraparound support, enrichment opportunities and guide meaningful 1:1 conversion.
	Total	Total to be retrieved from additional Catch Up Funds: £21,012

Targeted Strategies Year 7							
NOR: 180	PP: 58%	EAL: 20% <small>(36)*6 requiring additional support)</small>	SEND: 27% (48)	HA:TBC	MA:TBC	LA:TBC	Current Attendance: 96.5%
CRA	48.2% within 6 months of CRA. 25% (45) reading below 9 years. (29 of 45 are PP, 51.9% are PP/SEND (14).						
English	*The average writing age of SCA students was 10 years and 5 months. The average writing age for the national cohort was 10 years and 1 month.						
Maths	Baseline Maths tests to baseline students in rank order						
	Action		Objective		Cost		Monitoring and Timescale

<p>Reading</p> <ul style="list-style-type: none"> All students to sit NGRT tests in September to ascertain reading ages. Students reading below a CRA of 9 years and not selected for direct instruction to receive Lexia intervention. These students will receive X 2 60 minutes sessions per week. Assess all 31 students reading below 8 years for DI. Select 20 for DI. 23 students in Y7 to take part in an intervention reading programme 'Direct Instruction'. Students will be chosen following NGRT results and a s a result of transition information received from primary school that are most appropriate for the programme. (Those with the lowest RA and ranked bottom in our Midyis assessments) These students will have the lowest reading ages in the Year group. Remaining students not selected for DI to receive Lexia support (3 groups of 41 students) <table border="1" data-bbox="107 501 1077 649"> <thead> <tr> <th>DI Literacy</th> <th>Numbers</th> <th>PP</th> <th>PP/SEND</th> <th>SEND*</th> <th>EHCP</th> <th>EAL*</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>23</td> <td>14</td> <td>10</td> <td>15</td> <td>5 (3 PP)</td> <td>4</td> </tr> </tbody> </table> <table border="1" data-bbox="107 708 1077 857"> <thead> <tr> <th>Lexia</th> <th>Numbers</th> <th>PP</th> <th>PP/SEND</th> <th>SEND*</th> <th>EHCP</th> <th>EAL*</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>41</td> <td>21</td> <td>5</td> <td>11</td> <td>0</td> <td>11</td> </tr> </tbody> </table> <p>Pupil Premium: Use data to identify any achievement gaps between PP and non-PP looking at gender/SEND to inform interventions.</p>	DI Literacy	Numbers	PP	PP/SEND	SEND*	EHCP	EAL*	Year 7	23	14	10	15	5 (3 PP)	4	Lexia	Numbers	PP	PP/SEND	SEND*	EHCP	EAL*	Year 7	41	21	5	11	0	11	<ul style="list-style-type: none"> To accelerate progress in reading and close the gap for students who are reading at less than 9 years, limiting their access to a secondary curriculum. (45) 50 % of catch up students to be within chronological reading age by the end of Year 7. (TBC no. students) 	<p>1291 NGRT tests = £442 HT1(£2.46 x 180) HT3 = 442 HT6 = 442</p> <p>£2000 estimate DI costs = For teacher pack, textbooks and workbooks</p>	<p>NGRT tests submitted by 28th Sept</p> <p>HT1: Data analysed and cohorts for intervention identified by end HT1.</p> <p>Reading ages shared with students and parents in reports.</p> <p>Tracking of DR fortnightly with error sheets.</p> <p>Analysis of CRA HT3 and HT6</p> <p>Y7: 20 students: All students make accelerate progress in reading ages and no students are reading below age 9. As a result of DI students in the DI cohort are making accelerated progress in literacy-based subjects including English. All students make 1 age related grades progress in English and 50% make 2ARG progress</p>
DI Literacy	Numbers	PP	PP/SEND	SEND*	EHCP	EAL*																									
Year 7	23	14	10	15	5 (3 PP)	4																									
Lexia	Numbers	PP	PP/SEND	SEND*	EHCP	EAL*																									
Year 7	41	21	5	11	0	11																									
<p>English</p> <ul style="list-style-type: none"> Year 7 students to sit Y7 Literacy baseline assessments with 'No more marking'. Results to be rank ordered and setting to be changed following HT. Students will be issued with a writing age to support teacher's personalisation of planning. Midyis assessments conducted for all Y7. Results from the reading, writing and vocab assessments to be used to identify DI, Lexia, speech and language and tuition cohorts. Midyis data to support personalisation of the curriculum for classroom teachers. HOD for English to work with UL advisor to support teaching staff with strategies about how to plan for different writing ages. 	<ul style="list-style-type: none"> To accelerate progress of Year 7 students in English, addressing gaps in knowledge from the loss of learning from Y6. To accelerate progress in reading, writing and oracy. Supports continuity of learning of students at home and student understanding of Tier 2 language. 	<p>£1500 for Midyas testing</p> <p>No more marking funded through UL</p>	<p>Baseline assessments completed and uploaded by 18.09</p> <p>Marking window 05.10.</p> <p>Results analysed and re-setting by HT1.</p> <p>Screened for anomalies by HT1.</p>																												

<ul style="list-style-type: none"> From January trial the use of the Bedrock vocabulary programme with two Y7 classes (60 students). Classes are Mid ability with high proportions of PP students. Students set activities to complete at home for HWK. Improve tracking of 'Big Write' assessments to include a level and raw score. Students will be provided with ARG and progress tracked. These assessments will be used to select students for small group tuition with Academic Mentor. No more marking review assessment to take place in May 2021. 		£7 per students (360)	<p>Midyas data and Writing ages shared with students and parents.</p> <p>Track progress in programme and compare to baseline results from September to mid-year assessments.</p>
<p>Maths</p> <ul style="list-style-type: none"> Midyas testing in Y7 will generate a Maths score. Students to be ranked and assessment scores to be scanned for anomalies signalling dyscalculia traits. Baseline assessments for Maths to be sat and submitted by October 23rd. Re-setting based in baseline and Midyas to take place following HT1. Direct Instruction intervention for students score in bottom 20 of year group. Students will receive 2 x 70-minute DI sessions per week. 	<p>To close the gap with Year 7 and 8 catch students not yet reaching age related standards in Maths. Year 7 = TBC</p> <ul style="list-style-type: none"> 50% of catch up Year 7 students to reach age related expectations of 4+ by the end of Year 7. 	<p>£1277 MidYis</p> <p>£1793 DI Resources</p>	<p>Baseline assessments to take place week commencing 28.09.</p> <p>Baseline data to be shared with UI 28.10.</p> <p>Re-setting for HT2.</p> <p>Midyas scores analysed, screen and shared with parents HT1.</p> <p>DI cohort to be identified and intervention to begin HT2.</p>

Targeted Strategies Year 8

NOR: 174	PP: 61%	SEND: 11% (20)	EAL: 16% (28)	HA: 17% (10)	MA: 57% (95)	LA: 30% (50)	Attendance 2019.20 Current Att: 94.1%
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CRA	Current 54.1% within CRA (56.1% in Jan 2020). 44.2% Male v 62.8%. Female) There are now 25 students with a reading age below 9.06 years (33 in Jan 2020) 19/25 students >9 years are male. 15/25 are PP. (4 are PP/SEND)
English	70 students not yet at age related expectations from mid- year assessments in Y7 as of Jan 2020
Maths	61 students not yet at age related expectations from mid-year assessments in Y7 as of Jan 2020.

Action	Objective	Cost	Monitoring and Timescale																												
<p>Reading</p> <ul style="list-style-type: none"> 12 students who were ranked as entering the academy with the lowest KS2 scores in reading and who have struggled to make appropriate progress during Lexia sessions in Y7 identified for DI Reading. 12 students who were making progress last year but with low CRA to continue with Lexia provision. These students will be assessed to ensure the most appropriate DI programme is selected for reading age. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th>Lexia</th> <th>Numbers</th> <th>PP</th> <th>PP/SEND</th> <th>SEND*</th> <th>EHCP</th> <th>EAL*</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Year 8</td> <td style="text-align: center;">22</td> <td style="text-align: center;">9</td> <td style="text-align: center;">2</td> <td style="text-align: center;">5</td> <td style="text-align: center;">1</td> <td style="text-align: center;">5</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Reading ages between 9 and 18 months to be a criterion for selection of one to one small group tuition in English. AR lessons to target boys. Teachers to take small groups of boys (low engagement and word count for small group reading sessions) (See additional strategies) <p>Pupil Premium: Use data to identify any achievement gaps between PP and non-PP looking at gender/SEND to inform interventions.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th>DI Literacy</th> <th>Numbers</th> <th>PP</th> <th>PP/SEND</th> <th>SEND*</th> <th>EHCP</th> <th>EAL*</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Year 8</td> <td style="text-align: center;">12</td> <td style="text-align: center;">9</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2 (2 PP)</td> <td style="text-align: center;">7</td> </tr> </tbody> </table>	Lexia	Numbers	PP	PP/SEND	SEND*	EHCP	EAL*	Year 8	22	9	2	5	1	5	DI Literacy	Numbers	PP	PP/SEND	SEND*	EHCP	EAL*	Year 8	12	9	2	2	2 (2 PP)	7	<ul style="list-style-type: none"> To accelerate progress in reading and close the gap for students who are reading at less than 9 years, limiting their access to a secondary curriculum. 7 SEND students who are currently reading below 9 years to catch up to peers. (1 student is a non-attender) 65 % of catch up students to be within six months of chronological reading age by the end of Year 8. (Current 27%) Close the gap between boys and girls reading CRA. (40.5%M v 58%F) 	<p>Overall Lexia = £584 DI= 2184</p>	<p>Students identified and selected for DI by 14.09.</p> <p>Students assessed for correct DI programme and resources ordered.</p> <p>Intervention to begin 21.09.</p> <p>Students' progress tracked every 2 weeks. and reviewed each HT.</p> <p>Y8: 12 students: All students make accelerate progress in reading ages and no students are reading below age 9. As a result of DI students in the DI cohort are making accelerated progress in literacy-based subjects including English. All students make 1 age related grades progress in English and 50% make 2 ARG progress.</p> <p style="background-color: #e0f0e0; padding: 5px;">Impact of DI reading Autumn term Y8.</p> <ul style="list-style-type: none"> Students in the DI reading cohort have made 11 months progress compared to the same cohort who completed Lexia in the same term last year. These students were selected for DI as Lexia had not been as effective for them as others. SEND students made an average of 10 months progress PP students made an average of 9 months
Lexia	Numbers	PP	PP/SEND	SEND*	EHCP	EAL*																									
Year 8	22	9	2	5	1	5																									
DI Literacy	Numbers	PP	PP/SEND	SEND*	EHCP	EAL*																									
Year 8	12	9	2	2	2 (2 PP)	7																									

Student	RA Y7 SEPT 2019	RA Y7 DEC 2019	Progress (Months)	RA Y8 SEPT 2020	RA Y8 DEC 2020	Progress (Months)	
*					8.05		
*	7.09	8.06	9	7.04	9	20	
*	8.1	9	2	9.03	10.03	12	
*	6.08	6.03	-5	6.07	7	5	
*	7.09	7.09	0	7.04	10.03	35	
*	8.06	8.1	4	10.11	11	1	
*	6.1	6.11	1	9.03	8.08	-7	
LEXIA	AVERAGE		1.8	DI	AVERAGE		11

English

- Year 8 students to sit baseline assessments before HT1. Assessments will provide age related age and produce a diagnostic against 3 essential skills. These will be communicated to parents and homework set for all students around the three skill areas.
- Launch small group tutoring sessions for (12) students working below age related expectations that are not already receiving intervention. (Academic Mentoring Programme). (Between 9 and 18 months below CRA) Students identified as requiring support, that are not prioritised for DI and lexia group to be ranked in priority for tutoring (20% of disadvantaged cohort).
- Tutoring staff to attend 1-hour CPD with UL English Advisor prior to tutor sessions.
- Improve tracking of 'Big Write' assessments to include a level and raw score. Students will be provided with ARG and progress tracked. These assessments will be used to select students for small group tuition with Academic Mentor.

- To accelerate progress of Year 8 students in English. 70 students currently below AGE. (41 students ARG 2 and below) (34 receive intervention above)
- To close the gap with students not yet reaching age related standards at the end of Year 7 in English and those who have regressed due to the Covid 19 outbreak.

It is the long term aim that 90% of students will be at age related expectation by the end of Y8.

Academic Mentor
£9,700)

Baseline assessments completed by end HT1.

Re-setting HT2.

Tutoring/ small group intervention to being November.

Maths

- Select and deliver Direct Instruction numeracy to a group of 20 students in Y8. All students are entered the academy with KS2 maths results >95. These students have been prioritised from mid-year assessments as those struggling to make improvements in numeracy. Students will be assessed in first two weeks to ensure the correct DI programme is selected.

DI Numeracy	Numbers	Male	PP	PP/SEN.vD	SEND
Year 8	20	15	12	4	8

- To close the gap with 8 catch students not yet reaching age related standards in Maths Year 8 = 68 not at ARG 4 from 2020 mid-year assessments.
- 50% catch up students reaching age related expectations of a 4+ by the end of Year 8. (current 16%)

£516 with UL discount.

Begin 21st September. QA through LW

Tracking of progress fortnightly and KPI tests.

Analysis comparison of ARE HT,HT3 and HT6.

Summer Holiday School Y8 <ul style="list-style-type: none"> Targeted group of 40 students selected from poor home learning engagement to complete six days of summer school. English, Maths focus with enrichment and reading activities. 					<ul style="list-style-type: none"> To provide English and Maths teaching for students who have accessed little learning during the Covid-19 closure. To narrow the gap for progress in English, Maths and reading. To support students getting back into school routines. 	Staffing £5071.6 3 Resources £1 92.00 Catering Staff £467.70 Catering. £381.60 Total = £6112.93	QA from SLT on quality of provision. Track student progress l'm baseline and mid-year assessments.

Targeted Strategies Year 9							
NOR: 173	PP: 59% (101)	SEND: 11% (19)	EAL: 16 (19)	HA: 14% (24)	MA:54% (92)	LA:26% (44)	Attendance Current= 93%
CRA		Y9: (50% within 6 months CRA) (Previous 60%)					
English		61 students in Y9 are assessed as not yet reaching age related expectations					
Maths		10 students working at ARG 4+ in English but not in Maths.					
Action				Objective		Cost	Monitoring and Timescale
Reading:				<ul style="list-style-type: none"> Improve the CRA of 23 students reading below 10.3. Priority for intervention will support students reading below 9.06 years who would be 		NGRT tests = 418 for 170 NGRT HT3 = 418	NGRT tests submitted by 28 th Sept
Lexia	Numbers	PP	PP/SEND	SEND*	EHCP	EAL*	

Year 9	23	15	9	6 (all R>9)	0	7(all R>9)	<p>expected to begin the secondary curriculum next year.</p> <ul style="list-style-type: none"> 65 % of catch up students to be within six months of chronological reading age by the end of Year 9. 	<p>NGRT HT6 = 418</p> <p>Lexia Costs = £584</p>	<p>Reading ages shared with students and parents.</p> <p>Lexia progress tracked fortnightly.</p> <p>Progress compared with NGRT in HT3 and HT6.</p> <p>Target =75% within 6 months CRA</p> <p>PP Target 65%</p> <p>(30 students reading between 6 months and 18 months behind to be within 6 months CRA)</p>
<ul style="list-style-type: none"> 23 Y9 students who have a reading age below > 10.3 receiving 120 minutes of Lexia intervention per week. These students were making progress on the programme last year and are classified as catch up students. Pupil Premium: Use data to identify any achievement gaps between PP and non-PP looking at gender/SEND to inform interventions. 							<ul style="list-style-type: none"> To accelerate progress of Year 9 students in English. 61 students currently below AGE. To close the gap with students not yet reaching age related standards at the end of Year 7 in English and those who have regressed due to the Covid-19 outbreak. To match up students who are not at ARE in both English and Maths. Prioritise these students for tutoring. 32 Students who are ARG 4+ Maths but not English (12 are 7+ Maths but <4 English) 	<p>Assessment costs NA</p> <p>Academic Mentor £9,700</p>	<p>Baseline assessments completed by end HT1.</p> <p>Re-setting HT2.</p> <p>Tutoring/ small group intervention to being November.</p>
<p>English:</p> <ul style="list-style-type: none"> Year 9 students to sit English baseline assessments before HT1. Assessments will provide age related age and produce a diagnostic against 3 essential skills. These will be communicated to parents and homework set for all students around the three skill areas. Launch small group tutoring for PP catch up English cohorts who are not on other interventions (20). Rank order for priority. (Academic Mentoring) To match up students who are not at ARE in both English and Maths. Prioritise these students for tutoring. 32 Students who are ARG 4+ Maths but not English (12 are 7+ Maths but <4 English) Tutoring staff to attend 1 hour CPD with UL English Advisor prior to tutoring sessions. 							<p>To match up students who are not at ARE in both English and Maths. Prioritise these students for tutoring.</p> <p>10 Students who are ARG 4+ English but not maths</p>	<p>Tuition costs: 30 hours 1/3 tuition</p> <p>Tutoring Costing:</p> <p>For reference, Manning's charges £39/hour for 3-to-1</p>	<p>Begin 21st September. QA through LW</p> <p>Tracking of progress fortnightly and KPI tests.</p> <p>Analysis comparison of ARE HT, HT3 and HT6.</p>
<p>Maths:</p> <ul style="list-style-type: none"> Year 9 students to sit Maths baseline assessments before HT1. Assessments will provide age related grades. Classes will be re-setted at HT1 and ARG communicated with teachers allowing teachers to personalise planning for students. One to one small group tuition for match up students who are not at ARE in Maths but are in English (This is currently 10 students) – NTP Tuition Partners 									

		tuition. Under NTP this will be split as £9.75 for the school, with the government picking up £29.25.	
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Wider Strategies KS3

Attendance across KS3 has fluctuated during term one. Persistent Absenteeism is higher than previous years.

It is a whole school priority to develop a love of reading and reading culture across the academy. Initial NGRT data has demonstrated that the pandemic has negatively impacted reading ages of KS3 students. (49% at CRA in Y8 compared to 56% in January). Historically middle ability pupil premium boys in the academy is an area for improvement.

172 of our KS3 students do not have their own electronic device to access work from home. Resources need to be allocated to support these students to ensure they are not negatively impacted.

Year Group	Action	Objective	Cost	Monitoring and Timescale
All	<p>Reading and Literacy A reading calendar of events/activities/competitions: World Book Day, Salford Book Awards, ASPIRE clubs, visiting authors, DEAR book launches etc.</p> <p>Reading List for all KS3 year groups to be provided and promoted. (Reading Challenge shared with students and promoted). Ensure all aspects of the Reading Journey operate continuously and consistently (see appendix). Staff as reading role models and reading culture celebrated in newsletter and social media.</p> <p>Embedding of the SCA DEAR programme. Pre and post books resources and book knowledge organisers.</p> <p>Increase library use by enhancing the provision of books (range, interest, challenge), organisation of events (see above) and links with subjects. As a result of student voice and grant received in Jan 2020, we now have increased the range and diversity of books in the library.</p>	<p>Cultivating a whole school love of reading, words and grammar and improving the number of students reading for pleasure in the academy.</p> <p>Rapidly improve the proportion of students reading within 6 mnths of CRA and improve the average reading age for each year group. (See table for previous year average reading age for each cohort)</p> <p>Rapidly improve the average reading age for PP students. (See table)</p> <p>Close the gap between boys and girls reading CRA. Y8: (40.5%M v 58%F)</p>	<p>£3000 additional DEAR books</p> <p>£2000 online reading package</p> <p>£2878 Accelerated</p>	<p style="color: red;">Target July 2021</p> <p style="color: red;">65% within CRA</p> <p style="color: red;">70% within CRA</p> <p style="color: red;">75% within CRA</p>

	<p>Boys: Research suggests that intervention for boys should ensure that boys are not pigeonholed into being poor readers. Evidence suggests strategies should focus on high expectations and creating a reading culture for boys. We have decided to focus on the following strategies:</p> <p>DEAR books selected to all heavily focus on social issues to engage all students particularly boys. For example, In Y8 where the gap is the widest students will read the 'Lie Tree' and 'Breadwinner'. These books are chosen due to their focus on mystery, religious, cultural and social issues, yet both contain challenge vocabulary to stretch and challenge.</p> <p>Invest in MyOn online bookstore. Students to receive access to My On. This will be monitored and driven through English and AR lessons. Students will take a survey to gage book interests and they will be recommended books as a result of the survey. My On allows teachers to track and monitor boys word counts, and time spent reading. Teachers to set reading as homework.</p>	<p>(ii). Develop vocabulary and skills to support the understanding of the curriculum</p> <p>(iii). Enable students to be able to talk and write about what they have read and understood.</p>	<p>reader costs</p> <p>My On 'Online bookstore £2,000.</p>	
All	<p>Education with Character</p> <p>All students to complete aspiration survey in HT1, HT3 and HT6.</p> <p>Aspire timetable launched 21.09 for all students. Aspire clubs to take place in year group bubbles and rotated on halt termly basis so that all year groups can take part in each club.</p> <p>Aspire data and student voice utilised to plan aspire activities and programme for students.</p>	<p>Identify student aspirations and gaps in skills and interests to provide well planned wraparound support, enrichment opportunities and guide meaningful 1:1 conversion.</p>	<p>\$4336 (£200 subsidised by UL)</p> <p>£7 per student</p>	<p>Aspire Survey completion HT1</p> <p>Aspire timetable launched by 21.09</p>
All	<p>Curriculum Recovery Plans</p> <p>Curriculum planning has taken into consideration the recovery of lost curriculum time from Covid-19. Careful sequencing will ensure skills are embedded through new units that were not fully covered and embedded last term. QA through SLT and UL advisor. Each subject has their own curriculum recovery action plan including T&L priorities, Home Learning engagement and priorities, a plan to demonstrate how curriculum recovery will be accounted for across the curriculum. See appendix one.</p> <p>Students in catch up cohorts will be included in KS3 departmental W/S each fortnight. W/S will include comparison of the quality of work in books from intervention groups in comparison with those who are not</p>	<p>Minimise the impact of Covid-19 school closure and loss of learning. Support teachers to ensure that students are closing the gaps in missed learning.</p>		<p>Each CL to present plans to ML and SLT to provide feedback.</p> <p>Principal to meet and QA each Curriculum recovery plan with CL.HT1</p> <p>UL advisors to QA all plans and advise on sequencing.HT1</p>

	<p>Implementation of UL curriculum ensures consistency in knowledge and skills taught, whilst staff are expected to differentiate effectively for their individual classes- this will be monitored through W/S and planning in staff folders in Teams. Use of UL KS3 Resources.to support intervention. CPD available with UL advisor for tutoring/ intervention programme.</p> <p>Ensure seating plans are supporting these pupils</p> <p>Effective work scrutiny to inform teaching and interventions for all catch up students. ESH/CFI to complete learning walks of KS3 English classes to ensure that delivery of KS3 activity programme is consistent and effective. W/S following KS3 Big Writes will identify whether intervention has been effective in raising standards of work for students in the intervention cohorts.</p> <p>Emphasis on 'Big Writes' across the curriculum. (Eng,Hi,MFL,Cit,RS) CPD in Autumn one to support teachers to ensure that Big Writes are planned and actioned efficiently. Students and staff to talk about their Big Writes across all year groups.</p> <p>See T&L action plan summery in appendix two for additional whole school T&L activities.</p>			<p>Work Scrutiny Y11</p> <p>28.09</p> <p>WS HT2.</p>
Y7-9 on loan if isolating.	<p>Additional Chrome Books</p> <p>To purchase additional chrome books that can be loaned to students who do not have access to IT/Laptops if they are asked to isolate at home. The academy has provided devices to students already however across KS3 there remains a significant shortage of devices for students at home. *We have provided 536 chrome books for students across the academy.</p>	To support continuity of learning for KS3 students isolating and catching up with work from home. Prevent students from further falling behind due to attendance concerns and those who are self-isolating.	£12,500	Track and monitor all student's attendance and submission of work whilst isolating.
Year 8/9	<p>Additional Inclusion Leader</p> <p>There is a high level of need within our current Y8 and Y9 cohorts however we only currently have one inclusion leader.</p> <p>Year 8 PA was 18.9% and Year 9 was23.3%. An additional inclusion leader would be assigned to one group so that each group has a designated leader. The IC will work with the attendance manager to improve attendance support a high level of child protection requirements and behaviour in these year groups.</p> <p>Current exclusions in Y8 are higher compared to this time last year.</p>	<p>Restore the attendance to pre covid 19 levels in Y8 and Y9.</p> <p>Reduce the number of students who are PA</p> <p>Reduce exclusions in Y8 and Y9 and number of students being sent to exclusion.</p>	£TBC	Review of behaviour and attendance weekly
All	<p>Summer Learning Work</p> <p>All KS3 students were provided with summer holiday work for every subject. The learning was carefully planned and sequenced to match that of the Autumn term curriculum and to address knowledge that students missed during term 3 that would support continuity of learning into the new term.</p>	To support continuity of learning for KS3 students isolating and catching up with work from home. Prevent students from further falling behind due to attendance concerns and those who are self-isolating.	£300	Engagement in Summer Learning collated by form tutors HT1.

Appendix i) (Example Curriculum Continuity Plan)

Curriculum Sequencing KS3

Curriculum Sequencing KS4

Year Group	HT1	HT2	HT3	HT4	HT5	HT6	Notes
Target Groups (from Covid tracking data (page 1 above)) amendment Details Year 11 HPA and PP and MPA – Tracking of Key Stage 3 and Year 11 to include PP. Moving MPA into higher grades targeting subjects at yr11 for match up. PP focus on creative and transactional writing – PP focus on oracy							
7	Content ‘Treasure Island’ Stimulus for writing a quest narrative.	‘Wolves of Willoughby Chase’ Study of the language and structure of a whole novel.	Non-fiction writing War and Conflict Anchor text ‘The diary of Anne Frank’ Study of the features of non-fiction writing.	Poetry War and Conflict A study of the language and structure of poetry	Shakespeare’s tragic heroes with a focus on ‘Macbeth’ and an introduction to the conventions of tragedy and Greek theatre.	Short stories anthology Focus on the conventions of short stories.	Not taught due to Covid to current Yr8
	Notes			Nature poetry taught during lockdown to current yr8.		-	
8	Content Gothic Literature ‘Dracula’ as the anchor text, also looking at other texts including ‘Tell tale heart’ Focus on epistolary writing	Shakespeare ‘Much Ado About Nothing’ focussing on the themes of the role of women and the theme of love.	Non-fiction – social justice Anchor text ‘I am Malala’ Study of the features of non-fiction writing and the construction of a viewpoint	Dystopian short stories Analysis of texts and the writing of own texts.	Poetry Social Justice A study of viewpoint through poetry.	Drama ‘Pygmalion’ A study of a 20 th century play including themes and conventions.	Not taught due to Covid to current Yr9
	Notes	No Shakespeare taught in Yr 7 and so introduction at Key Stage 3 level needs to address this. New ‘tragic hero’ scheme addresses this.			Nature poetry taught during lockdown to current yr8.		
9	Content Prose ‘Of mice and men’ A study of a 20 th century text including themes and conventions.	Drama ‘The Crucible’ focus on the <u>convention</u> of allegory	Non-fiction – Relationships Anchor text ‘We should all be feminists’ Focus on the comparison of viewpoint	Sherlock Holmes Exploration of short stories	Shakespeare King Lear Study of a whole Shakespearean tragedy	Poetry Topic – Relationships Focus on comparison	Not taught due to Covid to current Yr10
	Notes				Revisit overtly key features such as rhyming couplets, soliloquy as no Shakespeare taught in Yr8.	Nature poetry taught during lockdown to current yr8.	
10	Content Lit ‘A Christmas Carol’ Lang Paper 1	Lit ‘An Inspector Calls’	Lit ‘An Inspector Calls’ Lit Conflict Poetry	Lit ‘Romeo and Juliet’	Lit Paper 1 Revision Lang Paper 1 Revision	Lit Conflict Poetry Lit Unseen Poetry	
	Notes			No Shakespeare taught in Yr9. Revisit, conventions, context and key features explicitly. Utilise homeworks and do nows to preload.			
11	Content Lit ‘Romeo and Juliet’ Lang Paper 2 Not taught in Year 10 due to Covid.	‘A Christmas Carol’ + ‘R+J’ revision and exam practise Lang Paper 2 Internal mock Lang Paper 1 revision WTM 2 weekly cycle from this point (in lessons, some seen, some unseen)	Power and conflict poetry and unseen poetry Revision of ‘An Inspector Calls’ This is now removed.	Lit Paper 2 revision Lang Paper 2 revision	Lit and Lang Revision of weakest questions and WTM’s	Exams + possible revision if exams are moved to July	
	Notes	Use of Oak academy revision resources as advised by UL SLE.	Use of Oak academy revision resources as advised by UL SLE.				

Appendix (ii)

SCA T&L PLAN 2020-21

T&L Vision – High quality, inspiring teaching supports and challenges every student to achieve their best. Students are equipped with powerful knowledge, lifelong skills and a desire to continue their learning beyond school.

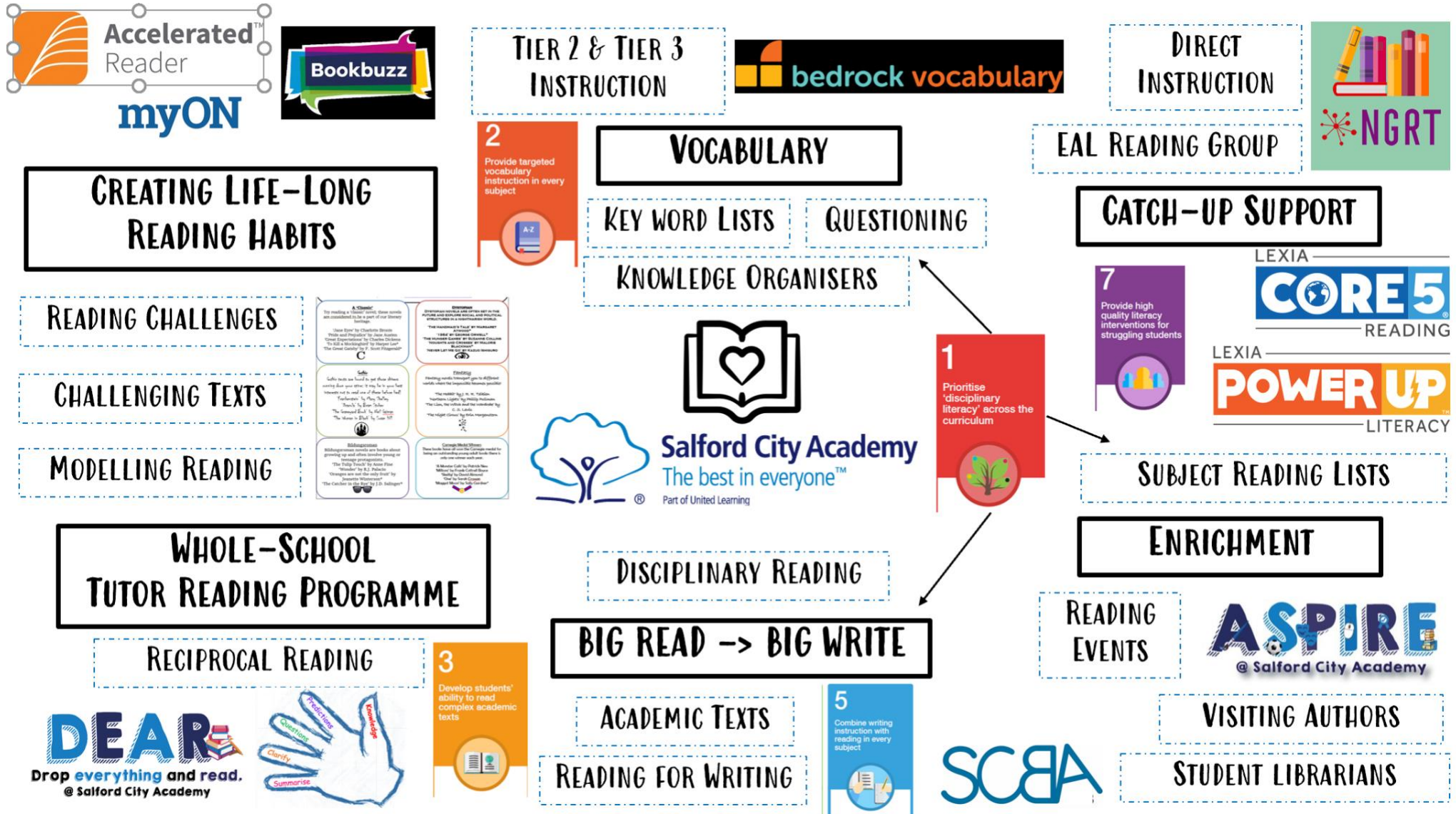
T&L PRIORITY <i>(and areas of focus)</i>	ACTIONS		IMPACT	TIMESCALES <i>(also half termly QA)</i>
	GENERAL	PRIORITY SPECIFIC		
<p>Questioning</p> <ul style="list-style-type: none"> - To scaffold the development of new understanding - To identify and address misconceptions - To promote higher, critical level thinking and in-depth understanding of content - To increase student attention, focus and motivation 	<ul style="list-style-type: none"> - SCA Coaching Programme implemented: focus on T&L priorities, sharing of good practice - Reflective Practice (RP) implemented, Teacher Action Plan (TAP), Teacher Development Folder (TDP) - T&L Library: Good practice guidance and resources created and used - Rosenshine Principles: Continued focus underpinning T&L priorities 	<ul style="list-style-type: none"> - Good practice shared at WS, subject and teacher level. - Scripted and deliberate practice of techniques (TLAC and academy) - Use of recordings (examples, colleagues, self) to review practice - Planning focus: use of student info' and teacher monitoring to plan questions - Key vocabulary: reference to and insistence on Tier 2 and Tier 3 vocabulary in questions and answers - Subject level development of teacher subject knowledge 	<ul style="list-style-type: none"> - Agreed questioning strategies effectively employed in lessons. (Evident through QA obs and walks) - SV and StV demonstrate improved student confidence and ability to respond orally and in writing at a high level - Tier 2 and 3 vocab commonly used in questions (QA – obs, walks) - Contributions to T&L CPD/training from all subjects - Reflective practice reviews (TAP) - CPD/training resources e.g. recordings (MS Teams) - Accuracy of written responses is improved (QA, student results) 	<p><u>Term 1</u></p> <ul style="list-style-type: none"> - Coaching Prog' starts - RP re-introduction - RP recordings - CPD: strategies and techniques to address priorities - Big Write re-launched - DEAR re-launched <p><u>Term 2</u></p> <ul style="list-style-type: none"> - New coaching allocations
<p>Literacy</p> <ul style="list-style-type: none"> - To accelerate progress in reading, writing and oracy - To support understanding and performance across the curriculum 	<ul style="list-style-type: none"> - Teach Like a Champion (TLAC): Practical strategies used to support T&L priorities - QA processes to monitor practice. Specific focus on T&L priorities for 2020-21 - Marking and feedback systems reviewed and developed 	<ul style="list-style-type: none"> - Big Write programmes monitored and developed (target subjects) - Literacy and student ownership focus in WCF - Increase reading opportunities, relevance and challenge in lessons - Embed the DEAR programme - Tier 2 and 3 vocabulary and command word focus in lessons and work (BUG) 	<ul style="list-style-type: none"> - Literacy provision underpins planning and delivery (QA – obs, walks, WS) - CPD/training resources e.g. recordings, resources - Literacy addressed in WCF (QA – WS, SV) - Reading provision prevalent in lessons (QA – Obs, WS, SV) - DEAR programme operational. QA and student consultation shows increased enjoyment and competency - Improvements for student readings ages as a result of interventions 	<ul style="list-style-type: none"> - RP recordings used - T&L library populated - Paired subject RP - CPD: application of CPD in practice - Big Write event/s - DEAR continuation

	- Teacher subject expertise: content, specifications, exam requirements	- Catch up and interventions to be used to support progress for identified groups. Lexia, Accelerated Reader, Direct Instruction, Bedrock	- Tier 2 and Tier 3 vocabulary accurately used by staff and students (QA – obs, walks, WS)	Term 3 - New coaching allocations - Cross subject RP - RP recordings continue - Interleaved CPD - Big Write event/s - DEAR reviewed
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T&L CPD PLAN (TLAC techniques identified in red)

Term 1		Term 2		Term 3	
Priority	Details	Priority	Details	Priority	Details
<p>- Establishing routines: starting back with classes</p> <p>- Questioning: increasing participation and the accuracy of understanding</p> <p>- Literacy: vocabulary use and extended writing</p> <p>- Additional:</p> <p>(i). SEND</p> <p>(ii). Marking and feedback</p> <p>(iii). Reflective Practice (RP)</p>	<p>- Narrate Positive, Be Seen Looking, Pastore's Perch, Radar, academy procedures</p> <p>- Cold call, No opt out, Right is Right, no Kitchen Sink, Terminology, Planning and Targeting Questions</p> <p>- Tier 3, BUG and Tier 2, BIG WRITE (Reading focus), Using knowledge organisers, DEAR</p> <p>(i). Using student information</p> <p>(ii). Strategies for WCF – verbal WCF</p> <p>(iii). TAP, self-reflection</p>	<p>- Questioning: planning and monitoring responses and understanding</p> <p>- Literacy: developing vocabulary range, memory and use</p> <p>- Additional:</p> <p>(i). SEND</p> <p>(ii). Marking and feedback</p> <p>(iii). Reflective Practice (RP)</p>	<p>- Focus on Planning and Targeting Questions</p> <p>- Self and paired RP for Cold call, No opt out, Right is Right, no Kitchen Sink, Terminology</p> <p>- Self and paired RP for Tier 2 and Tier 3 focus in lessons</p> <p>- Dual coding and etymology</p> <p>(i). Personalising learning</p> <p>(ii). Individual MS TEAMS verbal feedback. The Power of four!</p> <p>(iii). TAP, self and peer reflection</p>	TBC	TBC

Appendix (iii) Whole School Reading programme.



The Reading Journey at SCA

All students at Salford City Academy will be actively encouraged to read for pleasure, as well as knowledge, in order to widen their view of the world and enhance their understanding.

DEAR BOOKS

Y7: 'The Hobbit', 'The Graveyard Book', 'The Breadwinner'
Y8: 'Northern Lights', 'The Lie Tree', 'Pigeon English'

Y9: 'Noughts & Crosses', 'The Curious Incident of the Dog in the Night-Time', 'After the War'
Y10: 'The Outsiders', 'The Hate U Give', 'Oranges are not the only fruit'

Catch-Up (LPA)

Key Worker Support (SEND)

Direct Instruction (Year 7&8)

Lexia Reading Programme (RA below 9.00 years)

Priority Readers' Group (RA below 8.00 years)

Expected (MPA)

Millionaire Word Competition

Subject Reading Lists

Challenging Texts across the Curriculum (BIG READ)

Reading List with Recommended Books by RA

Above (HPA)

Junior Librarians

Salford Children's Book Award

The SCA 'Reading Challenge'

Reading Role Models

Enrichment

Bookbuzz – every child receives a book (Year 7)

ASPIRE Clubs in the Library

Library Calendar of Events: World Book Day, National Poetry Day, Roald Dahl Day, etc.

Visiting Authors

Complimented by Accelerated Reader (KS3)/MyON/The BIG READ and BIG WRITE programmes