

<b>Academy</b>	<b>Salford City Academy</b>	<b>Allocated funding (Catch- Up)</b>	£62,160
<b>Number on roll (total)</b>	<b>792</b>	<b>Allocated funding (NTP)</b>	
<b>% Pupil Premium eligible pupils</b>	<b>56% (436)</b>	<b>Number in Sixth Form</b>	NA
<b>Issues identified from September 2020 as barriers to learning e.g curriculum gaps/ literacy/ attendance/ wellbeing</b>			
<ul style="list-style-type: none"> <li>• 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. Historically middle ability pupil premium boys in the academy is an area for improvement.</li> </ul>			
<ul style="list-style-type: none"> <li>• Access to online learning and or equipment to engage in online lessons adequately such as microphones.</li> <li>• 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.</li> </ul>			
<ul style="list-style-type: none"> <li>• Parental Engagement</li> </ul>			
<ul style="list-style-type: none"> <li>• Students access to extra-curricular and enrichment opportunities during the pandemic</li> </ul>			
<ul style="list-style-type: none"> <li>• Students motivation, willingness, and enthusiasm to contribute orally has reduced</li> </ul>			
<ul style="list-style-type: none"> <li>• Attendance across KS3 has fluctuated during term one. Persistent Absenteeism is higher than previous years.</li> </ul>			

## Teaching and Whole School Strategies

Year Group	Action	Intended Impact	Cost
<b>All</b>	Plan and teach so that students know, more, remember more and understand more. Focus on Rosenshine & TLAC strategies to support the delivery of the curriculum.	Evidence-based strategies are supporting students' learning potential in knowing more and remembering more. The TLAC strategies in particular are allowing students to maximise learning and retain key subject knowledge.	<b>£0</b>
<b>All</b>	Use of the United Learning Pupil Facing common curriculum. Re-development of the student work area through the SCA website.	Students who are unable to be in school can still access the entire school curriculum through the SCA student work area and UL hub. Every lesson is available with appropriate resources and support. The impact of this will be students keeping	<b>£0</b>
<b>All</b>	Using online platforms to provide students with access to resources, activities and assessment - SENCA Premium	Students have access to smart assignments, bespoke revision materials based on a work completion algorithm, and wrong answer analysis for all subject based exam revision. Staff and students will be able to identify learning gaps and set bespoke homework and revision that covers these gaps. Analysis of students' work then builds over time and interleaved practice and revision is created.	<b>£4257</b>
<b>All</b>	Curriculum Recovery Plans  Curriculum planning to take into consideration the recovery of lost curriculum time from Covid-19. 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.	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.  Careful sequencing will ensure skills are embedded through new units that were not fully covered and embedded last term.	<b>£0</b>
<b>All</b>	Effective work scrutiny to inform teaching and interventions for all catch up students. W/S following KS3 Big Writes will identify whether intervention has been effective in raising standards of work for students in the intervention cohorts.	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.	<b>£0</b>
<b>All</b>	A focus on vocabulary acquisition.  (i). Tier 3/subject specific vocabulary to support student's articulation and written explanations. Specific teaching strategies (CPD provided) in lessons and online platforms for subjects. E.g.Seneca in Humanities.	Minimise the impact of Covid-19 school closure and loss of learning. Support student's ability to access tests and accurately demonstrate their understanding.	

	(ii). Tier 2 and command word vocabulary to support student access and understanding of texts and questions. Specific teaching strategies (BUG) and online platforms in English (Doddle – moving to Bedrock) and DEAR (MyON used during lockdown) to support this. (MyON used during lockdown)		
<b>All</b>	<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.	<b>£300</b>

## Targeted Strategies

Year Group	Action	Intended Impact	Cost
<b>Y7, 8 and Y9</b>	<p><b>Direct Instruction and Lexia Intervention Programmes</b></p> <p>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 X2 60 minutes sessions per week.</p> <p>Screen all students reading below 8 years for DI to ensure the right programme is selected. Select 20 students to participate in direct instruction reading in Y7 and 20 in Y8.</p> <p>Remaining students not selected for DI to receive Lexia support (3 groups of 41 students).</p>	<p>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.</p> <p>50 % of Y7 catch up students to be within chronological reading age by the end of Year 7. (TBC no. students)</p> <p>Y8 SEND students who are currently reading below 9 years to catch up to peers. (1 student is a non-attender Sept 2020).</p> <p>65 % of Y8 catch up students to be within six months of chronological reading age by the end of Year 8. (Sept 2020 27%)</p>	<p><b>1291</b></p> <p><b>NGRT tests = £442</b></p> <p><b>HT1(£2.46 x 180)</b></p> <p><b>HT3 = 442</b></p> <p><b>HT6 = 442</b></p> <p><b>£2000 estimate DI costs = For teacher pack, textbooks and workbooks</b></p>

<p><b>Y7</b></p> <p><b>Y8 (Summer term)</b></p>	<p>Bedrock Vocabulary programme piloted in Y7 as a replacement for online homework.</p>	<p>Improve the tier 2 and 3 vocabulary in Y7 students. If successful roll out to additional year groups. Supports reduction in vocabulary gap and is useful platform that can easily be accessed from home in event of further lockdowns.</p>	<p><b>Trial - £701</b></p> <p><b>Additional - £1525</b></p>
<p><b>Year 7 &amp; 8</b></p>	<p><b>Direct Instruction and Ninja Mathematics</b></p> <p>Midyis 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 23<sup>rd</sup>.</p> <p>Re-setting based in baseline and Midyis to take place following HT1.</p> <ul style="list-style-type: none"> <li>• Direct Instruction intervention for students score in bottom 20 of year group. Students will receive 2 x 70-minute DI sessions per week.</li> <li>• Year 8</li> <li>• Select and deliver Direct Instruction numeracy to a group of 20 students in Y8. All students are entered the academy with KS2 maths results &gt;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.</li> </ul>	<p>To close the gap with Year 7 and 8 catch students not yet reaching age related standards in Maths. Year 7 = TBC</p> <p>50% of catch-up Year 7 students to reach age related expectations of 4+ by the end of Year 7.</p> <p>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.</p>	<p><b>£1277 Midyis</b></p> <p><b>£1793 DI Resources</b></p>
<p><b>Year 8,9 and 10</b></p>	<p><b>Small Group Tuition</b></p> <p>Mathematics and English small group tuition for identified cohorts of students that do not already receive additional intervention in school and have been impacted by lockdown loss of learning. NTP Tuition to take place with Manning's online after school.</p> <p>Tutors to be provided with a baseline summary each participants skills and areas and development from a baseline assessment. Tutors of English students were also provided with lessons and resources to use during the sessions.</p>	<p>Close the gaps with students not yet reaching age related expectations and ensure the loss of learning due to covid-19 ins minimised.</p> <p>Students participating in small group tuition are expected to make improvements in progress from baseline assessments in identified gaps in knowledge.</p>	<p><b>For reference, Manning's charges £39/hour for 3-to-1 tuition. Under NTP this will be split as £9.75 for the school, with the government picking up £29.25.</b></p> <p><b>£7755 + £1728</b></p>
<p><b>Year 10</b></p>	<p><b>In House Tuition</b></p> <p>Students in Y10 who have not engaged in the NTP programme or had engaged poorly to be selected for tuition to take place in English, Maths or Science During Summer term to support catch up and preparation for Y11.</p>	<p>Close the gaps with students not yet reaching age related expectations and ensure the loss of learning due to covid-19 ins minimised.</p>	<p><b>In House - £6480</b></p>

		Students participating in small group tuition are expected to make improvements in progress from baseline assessments in identified gaps in knowledge.	
<b>Year 11</b>	<b>Small Group and 1:1 Tuition</b> Targeted support and catch up for specific students identified as having significant gaps in learning due to extended school closure. My tutor targeted to students from the match up group from their mock results in November.	Improvement in Mock Grade from November to March.	<b>£8,863</b>
<b>Year 11</b>	<b>Half-term Revision</b> Sessions are focussed masterclasses on key learning/vocational units missed due to lock down. Planning of the sessions is QA by UL subject advisors.	All Year 11 will be invited but some students will be specifically targeted for support and catch up for having significant gaps in learning due to part bubble closures and self-isolation.	<b>October - 28 staff x £50 = £1400</b> <b>Feb - £1500</b> <b>Easter - £2000</b> <b>Total - £5000</b>
<b>Y10</b>	<b>Revision resources and guides</b> Provide revision materials including workbooks to the Y10 cohort for use over the end of year exams and into Y11 to support targeted revision.	Year 10 have been significantly impacted by the lockdown and isolations during the first year of their GCSE. Revision materials will support students to catch up and allow students to continue learning from home.	<b>£11,743</b>
<b>Y8 – Y11 Tuition Cohorts</b>	<b>Access to Microphones</b> To ensure students who are participating in online intervention such as direct instruction and tuition can access their learning and participate fully.	Progress in intervention programme such as improvements in reading ages in DI.  Improvement in identified target areas and scores on baseline assessments.	<b>£850</b>
<b>KS4</b>	<b>Motivational Speakers</b> Provide Y10 and Y11 students who have returned from lockdown with decreased motivation to motivational and inspirational speakers to reengage students with their future plans and understand the importance to committing to their learning.	Improved attitude and focus on learning, homework and revision.	<b>£366 + £652</b>

## Wider Strategies

Year Group	Action	Intended Impact	Cost
<b>All</b>	<p><b>MyOn Online Bookstore</b></p> <p>Invest in MyOn bookstore. Provides all students with online access to reading materials to support with curriculum coverage in lessons and to encourage reading for pleasure. Students to take a survey to gauge book interests and the online platform can recommend books they may enjoy.</p>	<p>Tracking and monitoring of word counts, and time spent reading.</p> <p>Improvements in SAS scores on NGRT testing.</p>	<b>£2006</b>
<b>All</b>	<p><b>Online Parents Evening software (School Cloud)</b></p> <p>Purchase of software to enable online parents evening and student meetings to replace face to face meetings during pandemic restrictions.</p>	<p>Improved communication with parents which supports improved motivation of students and home and school relationships.</p>	<b>£680</b>
<b>All</b>	<p><b>Access to Digital Devices:</b></p> <p>Provide access to a digital device and or access to Wi-Fi via the use of a dongle for all students which require support.</p>	<p>If the year group were to be sent home under COVID, this would allow all students to access live lessons reflecting the school timetable.</p>	<b>Funded through school reserves.</b>
<b>Y7 - 10</b>	<p><b>Enrichment and teambuilding opportunities</b></p> <p>Following return to school in March. Students to participate in team building activities in bubbles to re-establish relationships and support oral communication which is noticeably decreased.</p>	<p>Increase confidence and communication skills between students.</p>	<p><b>£1286</b></p> <p><b>£2536 -Wise UP</b></p>
<b>All</b>	<p><b>Revision attendance rewards and refreshments</b></p> <p>The academy will provide additional after school sessions during the summer term to support students to catch up from last learning. Sessions will support students preparing for end of year assessments. As an incentive, the academy will provide rewards for high attendance and refreshments.</p>	<p>High attendance in revision sessions and students to make greater progress in end of year sessions.</p>	<b>£263 + £750</b>

<b>Y7 &amp; 11</b>	<b>Breakfast Club</b>  Opportunity for Y7 and Y11 students to come into school from 7:30am catch up on work, homework, revise and have access to computers.  Breakfast supplied to all students that attend	Ensure Y7 students have had breakfast and are well fed ready for learning.  Encourages Y11 students to attend school early and be supported with revision before school.	<b>£1000</b>
<b>All</b>	<b>Mental Health Support</b> <ul style="list-style-type: none"> <li>• Youth Mental Health Worker in school every Wednesday</li> <li>• Support students with mental health and exam stress</li> </ul>	Year 11 have priority access to Youth Mental Health worker to support them in school with any concerns. Will work with students on a 6-week programme tackling anxiety, mental health and strategies to support students	<b>£4000</b>

<b>Summary of costed spend</b>	
<b>T and L Strategies</b>	
Online Platforms (SENCA)	<b>£4257</b>
<b>Targeted Strategies</b>	
Direct Instruction Literacy resources Workbooks	<b>£2184 + 337 (additional workbooks)</b>
NGRT Credits	<b>£861</b>
Online Reading Resource* MYOn	<b>£2,000 + 338 (additional credits)</b>
Mobile Library Unit	<b>£48</b>
Direct Instruction Numeracy* Workbooks	<b>£1793+ 260 (additional workbooks)</b>
Trail bedrock programme*	<b>£1525 + 701 (additional Licences)</b>
Enrichment and team building	<b>£1268</b>
	<b>£2536 (Wise Up)</b>
Brilliant Club	<b>£1200</b>
Motivational Speakers	<b>£652 + 396</b>
Maths Watch	<b>£451</b>
Enrichment and teambuilding	<b>£1268 = 500 (Drama Workshop)</b>
Revision Guides and Workbooks for GCSE	<b>£11,743</b>
NTP Tuition (Online through Mannings Tutors)	<b>£7755 + 1728</b>
In House Tuition Summer Term	<b>£6480</b>



My Tutor Credits (Year 11)	<b>£8863</b>
<b>Whole School Strategies</b>	
Equipment to access 1:1 Tuition	<b>£300</b>
Motivational Speaker	<b>£2000</b>
Online Parents Evening Software	<b>£680</b>
Attendance Rewards	<b>£1000</b>
Revision Rewards and Refreshments	<b>£268 + £750</b>
<b>TOTAL</b>	<b>£63,088</b>

