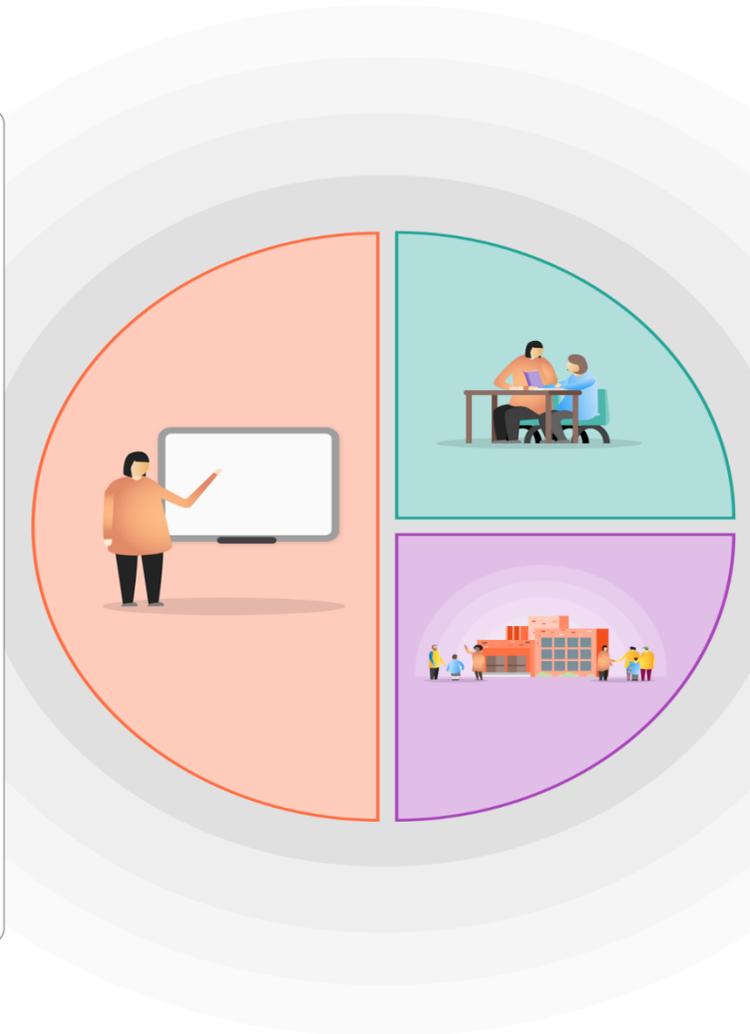


1. Summary information					
School	The Nuneaton Academy				
Academic Year	20/21	Total number of pupils	775	Total catch up budget (£80pp)	£62,000
Initial plan audit date	TBC	Interim impact review date	TBC	End of year strategy and impact review date	TBC

1 Teaching

- High quality first teaching promoted through use of TLYMB techniques, live feedback to identify misconceptions/ gaps in learning.
- Focus on Checking for Understanding techniques and other AFL techniques, including whiteboards and re teach where necessary.
- Bespoke CPD pathway dependent on staff training needs and/or career stage.
- Remote learning option in place (online) to suit pupil needs.
- SLT to use live coaching to model techniques to staff supporting their development. SLT to signpost TLYMB/Rosenshine techniques to aid staff development.
- Pupils supported in Computer Science to use remote learning platform in preparation for any absence from school.
- MAT INSET to focus on aspects of curriculum to focus on post-lockdown, to ensure best possible outcomes for pupils.



2 Targeted academic support

- Programme of curriculum catch-up support in place, utilising additional time in timetable and staggering. Focus on:
 - Year 7/8: English/Maths catch-up (pupils in receipt of this funding in 2019/20)
 - Year 9: English/Maths/Science catch-up.
 - Year 10/11: Core and options focus.
- Additional physical and mental well-being programme in place, led by pastoral team and delivered by non-core teaching staff. Vulnerable pupils targeted.

3 Wider strategies

- Employ family liaison support officers to:
 - Re-engage harder-to-reach families with the school.
 - Support families with accessing additional aid (food banks, income support etc).
- Implement focused attendance strategy.
- SEND additional support work for SEMH pupils.
- Cover timetable – where staff not required, used to support pupils.
- Improved communication plan and technical support for families, e.g., devices and online parents' evening

2. Barriers to students catching up		
In-school barriers (<i>issues to be addressed in school, such as student gaps in curriculum knowledge, understanding or application</i>)		
A.	Gaps in curriculum knowledge, inconsistencies within and between groups of pupils.	
B.	Lesson delivery may be challenging, as some key strategies cannot be used due to COVID-19 risk assessment (social distancing limits circulation, feedback techniques more difficult to implement).	
C.	Pupils have limited time within the school day to develop friendships and support their physical, mental and emotional well-being.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Low attendance rates, particularly in Year 11.	
E.	Parental disengagement, particularly families from disadvantaged backgrounds.	
F.	Lack of technology/understanding of technology from pupils and parents where needed for remote learning.	
3. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Pupils' gaps in knowledge addressed and those deemed behind receive targeted support in lessons and if required, academic intervention in small groups. Measurement: in class assessment, low stakes quizzes, homework.	Nominated pupils attend catch-up support sessions. Gaps between pupils narrows as we progress through the academic year.
B.	All teaching staff delivering adapted TLYMB techniques, following focused CPD programme based on need. Measurement: CPD programme engagement, SLT live coaching and lesson feedback (important to note that SLT/DoL walkabouts will be focused on coaching NOT monitoring to improve techniques).	Teaching staff display strong, adapted TLYMB techniques to fuel progress of all pupils. Gaps between pupils narrows as we progress through academic year.
C.	Identified vulnerable pupils receive additional physical, health, emotional well-being support to improve engagement, friendships, and general well-being. Measurement: Improved engagement in lessons, survey of pupils identifies clear impact of their own attitudes and behaviours towards school.	Pupils further engaged in school life. Pupil surveys highlight improvement in social, emotional and physical well-being of the most vulnerable. Pupils form positive friendships, based on kindness, gratitude and support of each other.
D.	Improved attendance of all pupils across TNA, in particular the most vulnerable and Year 11. Measurement: School attendance figures.	Whole school attendance is 95%. Year 11 attendance is 95%.
E.	Increase parental engagement post-lockdown and return to school to ensure parents of our most vulnerable pupils can support their children to their full potential. Measurement: parent surveys, parent support measures, parents' evening figures.	Improved communication between parents and TNA. Family liaison officers in place and working between TNA and local community and parents. Improved attendance of our most disengaged families at significant events such as parents' evenings.
F.	Implement a remote education strategy to include technology support for parents and pupils as well as ensure all families have access to suitable technology to undertake	All pupils have access to a device outside of school. All pupils can access remote learning platform.

remote education wherever it is needed. Measurement: parent surveys, family liaison officer feedback, remote work being completed promptly.	All parents have received either face-to-face training or online training in supporting their children with remote work. Family liaison officers confirm families are accessing remote education programme where needed.
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3. Planned expenditure					
The three headings are taken from the Education Endowment Foundation Covid 19 support guide for schools , Any activities planned must either relate directly to this report or have independent and robust evidence of efficacy.					
Teaching and whole-school strategies					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	What is the intended impact?	Staff lead	When will you review implementation?
Pupils’ gaps in knowledge addressed and those deemed behind receive targeted support in lessons. Measurement: in class assessment, low stakes quizzes, homework.	Pupil assessment and feedback	EEF’s research into providing pupils with high quality feedback, building on accurate assessment is stated to be a “particularly promising approach.”	Gaps between pupils narrows as we progress through the academic year.	CBA	Every 2 weeks
All teaching staff delivering adapted TLYMB techniques, following focused CPD programme based on need. Measurement: CPD programme engagement, SLT live coaching and lesson feedback (important to note that SLT/DoL walkabouts will be focused on coaching NOT monitoring to improve techniques).	Supporting great teaching	EEF states that “great teaching is the most important lever schools have to improve outcomes for their pupils.” Additionally, there is much evidence shared by the EEF that suggests providing opportunities for curriculum planning or focused training is “likely to be valuable.”	Teaching staff display strong, adapted TLYMB techniques to fuel progress of all pupils. Gaps between pupils narrows as we progress through the academic year.	CBA	Every 2 weeks
Total budgeted cost					£7000

Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	What is the intended impact?	Staff lead	When will you review implementation?
Pupils' gaps in knowledge addressed and those deemed behind receive targeted academic intervention in small groups.	One to one and small group tuition	<p>"There is extensive evidence supporting the impact of high-quality one-to-one and small group tuition as a catch-up strategy" <i>EEF, Covid-19 Support guide for schools.</i></p>	<p>Nominated pupils attend catch-up support sessions. Gaps between pupils narrows as we progress through the academic year.</p>	BNE	Every 2 weeks
	Intervention programmes	<p>Evidence from the EEF suggest that in order to support those who are furthest behind following the return to school, small group interventions "are likely to be necessary" (EEF, 2020).</p>			
Identified vulnerable pupils receive additional physical, health, emotional well-being support to improve engagement, friendships, and general well-being. Measurement: Improved engagement in lessons, survey of pupils identifies clear impact of their own attitudes and behaviours towards school.	Intervention programmes	<p>In addition to academic support, interventions might focus on a particular group of pupils based on their needs. For example, those with behaviour issues, social and emotional needs or SEND as identified by EEF.</p>	<p>Pupils further engaged in school life. Pupil surveys highlight improvement in social, emotional and physical well-being of the most vulnerable. Pupils form positive friendships, based on kindness, gratitude and support of each other.</p>	AWA	Every 2 weeks
Total budgeted cost					£25,000

Wider strategies					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	What is the intended impact?	Staff lead	When will you review implementation?
Improved attendance of all pupils across TNA, in particular the most vulnerable and Year 11. Measurement: School attendance figures.	Supporting parent and carers	It is essential that pupils' attendance increases, particularly for particular groups of pupils as "there is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils." <i>EEF, Covid-19 Support Guide for Schools.</i>	Whole school attendance is 95%. Year 11 attendance is 95%.	STR	Weekly
Increase parental engagement post-lockdown and return to school to ensure parents of our most vulnerable pupils can support their children to their full potential. Measurement: parent surveys, parent support measures, parents' evening figures.	Supporting parents and carers	According to the EEF, and their research into <i>Communicating effectively with families</i> , "it is essential that schools and families continue to work together as pupils return to school."	Improved communication between parents and TNA. Family liaison officers in place and working between TNA and local community and parents. Improved attendance of our most disengaged families at significant events such as parents' evenings.	JNE	Every 2 weeks
Implement a remote education strategy to include technology support for parents and pupils as well as ensure all families have access to suitable technology to undertake remote education wherever it is needed. Measurement: parent surveys, family liaison officer feedback, remote work being completed promptly.	Access to technology	The EEF's paper, <i>Best evidence on supporting students to learn remotely</i> highlights the need for clear remote strategy based on clear communication, improving access to devices particularly for disadvantaged pupils engaging parents in this aspect of the school's work.	All pupils have access to a device outside of school. All pupils can access remote learning platform. All parents have received either face-to-face training or online training in supporting their children with remote work. Family liaison officers confirm families are accessing remote education programme where needed.	BNE/CBA STR	Every 2 weeks
Total budgeted cost					£30,000

4. Review of expenditure				
Whole school strategies				
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria?	Lessons learned	Cost
•		•	•	
Targeted support				
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria?	Lessons learned	Cost
	•	•	•	
Wider strategies				
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria?	Lessons learned	Cost
	•	•	•	