1. Summary information

Name of Academy	St Matthew Academy		
Primary phase			
Total number of pupils:	261	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£20,880		
Secondary phase			
Total number of pupils:	764	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£61,120		
Publication date	Feb 2021	Review date(s)	July 2021

2. Strategy statement

At St Matthew Academy, we want our children to flourish and to gain every opportunity to live fulfilled lives. We are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspect of school life. The school-level impact of covid-19 is wide-reaching and will have affected every family in different ways. Lockdown and the school closure has created new barriers to learning and heightened existing challenges. Many children, including our most vulnerable have been adversely affected by the time away from school and the learning gap has inevitably grown larger. This catch up strategy will address issues that are both academic and pastoral and will lay out our approach to catch-up from September 2020, including how we plan to spend the catch up funding. It is going to be beneficial to align approaches such as our 2020-2021 Pupil Premium Strategy (referenced in this document as PP strategy) with catch up funding spending and broader school improvement priorities.

The core approaches we are implementing are:

- Training and coaching for staff to improve their pedagogy of learning and practice in the classroom
- Investment in IT to support remote learning
- Targeted academic support
- Wider strategies to support the well-being of pupils

3. Barriers to learning - Primary	
A	Maths: Specific content has been missed during the spring and summer term 2020, leading to gaps in learning and stalled sequencing of journeys. Recall of basic skills has not suffered for all children; however, some pupils are not able to recall addition facts as quickly as they previously did. Some calculation strategies need to be re-visited.
B	Writing: Pupils have not necessarily missed 'units' of learning in the same way as Maths, nonetheless some pupils have lost some essential functional writing skills. 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 their writing stamina.
C	Reading: Pupils accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, pupils are less fluent in their reading, especially in the lower year groups. The gap between those children that read widely during lockdown and those children who did not is now wider
D	Non-core: There are now significant gaps in knowledge – whole units of work have not been taught meaning that pupils 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. Pupils have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.
E	A small minority of pupils do not have access to online learning
F	Some pupils may struggle to settle back into school and class routines and may have a limited concentration due to COVID 19 and lack of structured learning experiences since school closures in March 2020.
G	Staff need to develop a greater understanding of children's mental health needs in order to be able to help and support children who may have been affected adversely by closures and Covid 19.

3. Barriers to learning - Secondary	
A	Literacy gap, numeracy gap and reading age widening particularly at Key Stage 3
B	Gaps in curriculum knowledge and understanding as identified by heads of faculty/department
C	Wellbeing concerns around anxiety and safeguarding issues
D	Maintaining high attendance for all pupils both face to face and remotely where required
E	Supporting students with adapting to learning from home including support for those without access to online learning

Planned expenditure - Primary phase				
Academic year	2020/21			
i. Teaching priorities				
Desired outcome	**Chosen action / approach**	**What is the rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**
A – D Quality first teaching ensures vast majority of pupils do not require any longer-term interventions in order to catch-up or close the attainment gap.	• Training for all teachers to improve pedagogy using implementation guides.	A strategy that improves the quality of teaching across the whole school will have wide ranging impact on teaching and learning beyond Covid-19. (The EEF guide to supporting school planning 2021)	Lesson observation – recorded Book looks Discussions with pupils and staff Appraisal target.	AKO
A – D All pupils understand how to improve their work and are able to organise their learning effectively, whether at school or at home. More pupils accessing remote learning when needed and completing work to a high standard.	• Training and support for teachers to provide high quality (and where possible, immediate) feedback to pupils on their work, including support to use metacognitive strategies to organise independent learning.	Well-timed and verbal feedback, where possible, feedback is proven to increase pupil progress significantly. (The EEF guide to supporting school planning 2021)	Book looks Discussions with pupil Data related to remote learning access and quality of work produced.	AKO
A – D Ensure the IMPACT programme for trainee and NQT's is highly effective and enables all to become secure in the classroom and virtually.	• Launch the new IMPACT programme and adapt all CPD plans in line with the new restrictions ensuring all teachers have access to high quality CPD resources and strategies.	Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support. (The EEF guide to supporting school planning 2021)	Lesson observation – recorded Book looks Discussions with pupils and staff Appraisal target.	AKO
			Approximate Total cost	**£500**

ii. Targeted academic support				
Desired outcome	**Chosen action / approach**	**What is the rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**
A – D All children on target to achieve at least in line with their EYFS or KS1 results.	• Targeted support from Primary academic mentor • Small group/1-1 tuition in Autumn 2 / Spring term for those children who, despite high quality class teaching, are still falling behind expectations.	Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, TAs, or trained volunteers can also be effective. (The EEF guide to supporting school planning 2021) There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Carefully planned and well timed 1- 1/small group interventions can have significant impact on pupil progress.	Gaps measured between expected and actual levels of literacy and numeracy Internal data and assessment results Book looks Additional teacher four days a week to deliver small group catch up programme Teachers/TA to deliver interventions after school	AKO
A – D All children on target to achieve at least in line with their EYFS or KS1 results.	• Purchase of specific intervention programs and resources to be used with children at risk of falling behind e.g. PIXL	Where interventions are necessary, schools should use structured interventions ideally with reliable evidence of effectiveness. (The EEF guide to supporting school planning 2021)	Monitor the use of the programme Tracking children through internal tracking systems Book looks Discussions with pupils	AKO
			Approximate Total cost	**£25, 000**

iii. Wider strategies				
Desired outcome	**Chosen action / approach**	**What is the rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**
E Pupils (particularly those identified as disadvantaged) are confident using IT under all circumstances	• Purchase of devices and internet for families and for pupils to use in school	In the event of remote learning being used, pupils who have immediate access to devices and are comfortable using them, are more likely to access work. (The EEF guide to supporting school planning 2021)	Monitoring data and engagement for those pupils who are allocated devices	AKO
E Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	• CPD provided to ensure all teachers are confident in using online learning platforms	To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback— is more important than which form of technology is used. In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced. (The EEF guide to supporting school planning 2021)	Support teachers to create high quality online learning activities in line with the planned curriculum either online.	AKO
F & G All staff are equipped for early recognition of children's mental health needs. All pupils are able to focus on their learning during lessons and concentration levels show a marked improvement over 2020/2021.	• All staff to receive ongoing CPD in relation to the bespoke Building Relationships resilience project	A large and often unrecognised part of teachers' work has always involved providing support for pupils' social, emotional and behavioural needs. (The EEF guide to supporting school planning 2021) The Building Relationships resilience project shown to improve pupils positive engagement with each other in various situations and to improve their levels of emotional and mental wellbeing.	The project will be delivered in autumn 2020 initially with Y5/6. Information on strategies and approaches from the project will be rolled out and disseminated with all staff during Autumn 2020 and Spring 2021.	MHE
			Approximate Total cost	**£4000**

Planned expenditure - Secondary phase only				
Academic year	2020/21			
i. Teaching priorities				
Desired outcome	**Chosen action / approach**	**What is the rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**
A All pupils on track to achieve at least in line with their targets	• Independent study sessions for pupils in Y7-10 will focus on literacy and numeracy activities • Y7 pupils to use Chromebooks in independent study to complete Hegarty MemRi tasks and Lexia programme • Whole school literacy drive including purchasing Sora software for all secondary pupils • Recognition and rewards in place for pupils with high engagement	Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life (EEF: improving literacy in secondary schools) Giving pupils additional time to focus independently on literacy and numeracy will support the development of good learning habits.	Data from online programmes will track engagement and progress. DOLs to QA independent study sessions.	ETH
B Lost learning due to Covid school closures is recovered as a result of high quality teaching	• Utilise baseline assessments for year 7 and 8 to gain an understanding of starting points (MIDYIS to be investigated) • Evaluate curriculum maps and adapt where needed • Teachers prioritise formative assessment to pick up gaps in learning • Utilise Google classrooms for setting and completion of homework	Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach. (EEF Guide)	Baseline data in place allows comparison with previous cohorts. Pupils make rapid progress and ranking 1 assessments show pupils performing at similar level to previous years.	ETH
E Staff to be able to deliver high-quality live lessons from home during periods of self-isolation and school closures	• Training for staff on delivering live lessons remotely using the Google Meet platform • An audit of staff technology access to ensure all staff can teach remotely.	The EEF's rapid evidence assessment on remote learning (April 2020) found that it was the components that define effective teaching, such as clear	Virtual lesson drop-ins by HOD and T & L team. Sharing of best practice. Attendance at CPD sessions, directed for some staff.	ETH

	• CPD opportunities are used regularly to share best practice including a staff Google classroom for resources and videos	explanations and scaffolding, that should be our focus for planning to further improve teaching in the upcoming academic year.		
E All pupils are able to access the technology for live lessons from home	• Pupils will be given support in how to use the school platforms, with further reminders and 1-1 support for families struggling to support their child in accessing learning. • In the Autumn term, students given in-school lessons on how to access Google Classroom and Google Meets. • Videos posted on the website to demonstrate how to log in and how to access live lessons	Some pupils struggled in the first lockdown to access the new technologies from home and required one to one support.	Pupil and parent surveys	ETH
A & B High quality remote learning takes place for all KS3 and 4 classes, delivering the planned curriculum remotely and according to the school timetable.	• Teachers and TAs continue to use a variety of curriculum resources, texts and applications using the Google Meet technology • Heads of Departments adapted curriculum plans continue to be followed during remote learning and adjusted as needed. • Teachers will LIVE teach for 100% of lesson time (Y11) and minimum of 50% (Y 7-10) and set independent work for the remaining time • Pupils with teachers self-isolating will still have their teacher teaching them	Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning (EEF Guide)	Attendance at CPD sessions, directed for some staff. Virtual lesson drop-ins by HOD and T & L team. Sharing of best practice.	ETH
			Approximate Total cost	**£5, 000**

ii. Targeted academic support				
Desired outcome	**Chosen action / approach**	**What is the rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**
A & B Gaps in learning are closing due to the focus on both 'in class' and 'out of class' intervention Impact of interventions are clear and leads to good progress being made by children.	• Use MINT analysis to ensure class teachers, HODS, DOLS and inclusion team identify pupils requiring intervention • Ensure parents are kept informed of intervention plans • Range of interventions in place both during lesson time and beyond delivered by class teachers and teaching assistants	Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress. (EEF Guide)	Monitoring of pupil data. Focus on these pupils during observations, work scrutinies, pupil voice activities	MBR and DOLs
A & B Use of high-quality tutors to close the gaps in key subject areas using the Ranking 1 data analysis to highlight the students that would benefit most from this programme.	• Implementation of The National Tutoring Programme starting with year identified 10 pupils at risk of falling further behind. • Review of providers and offers to assess pros and cons of each • Provider selected and one to one, two to one and there to one tuition blocks commence	We will be able to access high-quality tuition from a trusted provider. The aim of the programme is to support us in providing a sustained response to covid-19 school closures and provide a contribution to closing the attainment gap. Evidence indicates that one to one, two or three tuition can be effective, delivering approximately five additional months' progress on average.	Close monitoring of tutors via drop ins, feedback from pupils, scrutiny of curriculum plans and pupil's books. Baseline testing and follow up testing after intervention has taken place to ensure gaps are closing.	MBR
			Approximate Total cost	**£25, 000**

iii. Wider strategies

Desired outcome	Chosen action / approach	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff lead
C All staff are equipped for early recognition of children's mental health needs. All pupils are able to focus on their learning during lessons	• All staff to receive ongoing CPD in relation to children's mental health • Drama therapist and counsellor available on site for referred pupils • New rolling PHSE programme to focus on supporting mental health in Autumn term	A large and often unrecognised part of teachers' work has always involved providing support for pupils' social, emotional and behavioural needs. (The EEF guide to supporting school planning 2020)	Feedback from form teachers regarding CPD needs. Drop ins to PHSE lessons to ensure high quality delivery. Pupil survey.	AYO
D Face to face attendance at pre-covid levels and full engagement in remote learning	• Use of email, Sims App and text to keep parents fully informed • Targeted phone calls and home visits to families at risk of poor face to face attendance • Daily registration when learning remotely, home visits and recognition of excellent engagement	Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. (The EEF Guide)	Daily attendance data tracked closely by attendance officer and DOLs.	AYO
E Pupils (particularly those identified as disadvantaged) are have full access to IT under all circumstances	• Invest in new Chromebooks to mitigate against the digital divide and to cover any shortfall in devices from DFE fund • Provide data for pupils without wifi access	In the event of remote learning being used, pupils who have immediate access to devices and are comfortable using them, are more likely to access work. (The EEF guide)	Monitoring data and engagement for those pupils who are allocated devices.	SWI
			Approximate Total cost	**£30, 000**

Additional information
When producing this report, the academy consulted the following documents/publications to inform decisions: • Evidence and advice from the EEF • Results of staff and pupil consultation regarding engagement with remote learning and access to devices • School context data • Analysis of attendance records • Academy improvement plan