Wyvern Academy
Covid-19 Catch up Funding - November 2020

Excellence & Opportunity

School	Total number of pupils	Est Funding	Funding allocated to staffing	Remain Funding for school
Wyvern Academy	498	£40,280	£181,555.92	-£141,275.92

Update on the current impact of COVID-19 in school: Evidence Based Recovery Plan (EBRP)

- Having tracked and monitored the whole of the remote learning period by year group and subject, the need for an Evidence Based Recovery Plan (EBRP) became incredibly evident from the start.

- It was inevitable that all pupils would return to school having had very different experiences and that, within the Academy, we would need to provide both SEMH support and academic support across the whole curriculum.

- During the period of timetabling for the academic year 2019-20, staff were allocated time to EBRP. This meant staff who became under allocated in their own timetabled subject/subject area would have allocated time for EBRP purposes.

- Although as a school we were pleased with the level of engagement throughout the lockdown period (averaging 73 per cent of the school with regards to handing in five pieces of work per week remotely), the EBRP became based around the identification of 'vulnerable learners'. These learners are those who have been identified as pupils who are not necessarily SEND pupils, but those that for a number of reasons are vulnerable coming back into the school setting at the start of this academic year.

- Analysis of the engagement log across the remote learning period enabled the identification of those pupils who could be identified as vulnerable through the following criteria:

  - Pupils handing in less than five pieces of work on average a week

  - Pupils who have had known issues during the school closure period (illness, bereavement)

  - Pupils who had or have SEMH issues before or during the school closure period

  - Pupils who received paper pack work (due to not having regular feedback over the school closure period)

  - Once these pupils were identified from a data point of view, they were sent to Pastoral Leaders in case of any issues of SEMH that were not 'common knowledge'. This list was added to and consequently shared with all staff at the PD day (02.09.20)

- There are two factors of EBRP – the academic aspect (ensuring gaps in learning are filled as quickly as possible, as well as providing pupils with confidence that we are supporting them as much as possible) and the SEMH aspect (providing a 'temperature check' on those who are vulnerable from an SEMH viewpoint)

- In consultation with the AHT (Pastoral/Safeguarding), the initial principle was to get the balance right between the SEMH staff and academic staff in the correct places. We needed to get as much consistency across staff as possible and so this was established initially to run alongside the SLT Walk Around timetable for behaviour concerns to 'check in' on those who may present negative behaviour due to lack of understanding, confidence, or frustration. These staff were then plotted against where pupils were located and a whole school EBRP SEMH timetable can be found and functioning out of the reflection room, every period of the week. This is alongside the allocated hours of pastoral leaders to add to this support.

- With regards to the academic aspect of the EBRP, subject specialisms were sourced from allocated teaching staff in order to try and pair teaching staff with associated and familiar subjects to ensure 'buy in'. The EEF research surrounding tutoring or mentoring to ensure 'effective gap filling' suggests there is no substitute for additional support coming from subject specialists so in the vast majority of cases, that is where we have aimed support to be without forgetting the significance of supporting years 10 and 11 across the curriculum too. A timetable now runs concurrently within SIMs to show an EBRP teacher in classes where there is the additional support for our vulnerable learners.

- Regarding next steps of the EBRP, the review process will bring the views of class teachers in every subject on the vulnerable learners to Curriculum Leaders who will then feed back to Pastoral Leaders. This will not only allow for Pastoral Leaders to have an overview of the academic side of their year groups and this will then be communicated with the AHT T&L to ensure that EBRP staffing is placed in the most effective place.

Monitoring

- Teaching staff will RAG rate individual pupils to then be passed to their Curriculum Leader and a calendared EBRP meeting will take place half termly with CLs and Pastoral Leaders to discuss individual pupils so that effective support is planned for.
- As part of the response to the Year 7 baseline assessments using the GL assessment package (PASS, GL Progress tests in English, maths and science, CAT4 and the NGRT and NGST), the Year 7 'vulnerable learner' list was compiled to ensure that these pupils needs were addressed as part of the staffing review (09.11.20)
- Staff Voice feedback - Staff voice has suggested that these additional EBRP periods have been of benefit and teaching staff have been directing these EBRP staff to work with individual pupils following the second week of the timetabled classes and pupils feel confident with other teaching staff in the room.
- Pupil voice will be ascertained from pupils identified as 'vulnerable learners' in the week prior to the review week (week 11)
- Since the start of July, CPD has focused on 'quick wins' of how to identify gaps in pupils learning and how to provide feedback in a rapid responsive fashion. CLs have focused on creating knowledge organisers and quizzing to be able to a. knowledge fill quickly or b. intervene quickly or reshape the lesson accordingly and all CLs are aware that this is the focus of the first allocation of learning walks (14.09.20-25.09.20) to ensure strategies are in place and being used effectively during lessons and within curriculum areas to identify gaps in learning quickly.
- QA processes since the start of the academic year have focused on these elements and how teaching staff are reacting to identified gaps in knowledge and how they have planned for tackling misconceptions. Alongside these methods, how the additional EBRP teaching staff are being used is also being observed.
- To ensure that everything runs concurrently and supports the school with the development of the EBRP as well as support every child's progress, the 'Department Development Reviews' (DDRs) have been reshaped during the Autumn term to focus on the pupils' and core curriculum areas successes and areas for improvement with the implementation and impact of the EBRP.
- The use of ICT has been significant in developing aspects of the independent work completed online during the enforced lockdown. An ICT audit has been completed to ensure that pupils are supported where necessary with computer access. As a result, year 11 pupils who did have access to a laptop and/or WIFI have been provided with laptops via the DfE scheme (22 pupils). Additional information has been provided to Consilium Academies to help with bridging online accessibility gaps lower down the school.
- EBRP has been added as an agenda point to every subject team meeting to ensure that all pupils are considered individually as well as in line with cohort tracking and analysis to ensure that there is a rapid response to pupils' underachievement due to the school closure.
- An additional EBRP meeting slot has been created half termly to ensure feedback is received formally as well as provide a forum to share data, points of interest and next steps. This is attended by all CLs and PLs are requested to provide information via the PASS meetings prior to this meeting to guarantee that both SEMH and academic progress are interlinked.

Expected impact

- By 22.10.20, there were the following changes to the pupil numbers in each year being provided with additional support:

Year Group	'Support stepped down'	EBRP support necessary
7	N/A	As above
8	3	0
9	1	1
10	11	1
11	4	0

- Each pupil on the 'vulnerable learner' list was analysed at both a classroom level and pastoral level as part of the initial review.
- As well as the changes above, the data below shows those pupils who were impacted positively as part of the EBRP process and deemed to have SOW knowledge that was aligning to that of their peers:

Cohort	Red>Green	Red>Amber	Overall progress
Year 8 (Cohort 2019 – 2024)	44%	41%	85%
Year 9 (Cohort 2018 – 2023)	38%	43%	81%
Year 10 (Cohort 2017 – 2022)	34%	39%	73%
Year 11 (Cohort 2016 – 2021)	31%	48%	79%

- All curriculum areas have incorporated recap and retention strategies into SOW and classroom practice and as a result should see the increase in this knowledge retention as the term progresses. The first cycle of assessments for each of these year groups will provide formal data to support this impact as, as yet, this data is held in departmental areas and is acted on in subject team meetings as part of the EBRP item.

Overall cost of the programme

- Based on an average value of Teaching staff per timetabled period; £42.84 (*M6 Pay Scale 2020 – 2021 (£36, 961) or £41,770 with on-costs / 195/ 5*):

	EBRP Support	*Academic (T&L) support*	*SEMH support*
Number of staff supporting EBRP	31	*19*	*12*
Allocated EBRP periods per two-week timetable cycle	163	*113*	*50*
Estimated Cost per two-week timetable cycle	£6982.92	*£4840.92*	*£2142.00*
Estimated Cost for 'Catch Up' period *(Weeks 1 – 26)* *(01.09.20 – 26.03.21)*	£181,555.92	*£125,863.92*	*£55,692.00*