

Dixons Music Primary Coronavirus Catch-up Premium 2020-22

Allocation, Spend and Impact

Allocation to schools

Allocation	Expected funding 2020/21		
Based on the School Census	Autumn	Spring	Summer
<p>Schools' allocations will be calculated on a per student basis, providing each mainstream school with a total of £80 for each student in years Reception through to 11.</p> <p>Though funding has been calculated on a per student basis, schools should use the sum available to them as a single total from which to prioritise support for students according to their need.</p> <p>As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p> <p style="text-align: center;">https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#funding-allocation</p>	£8,380	£11,174	£14,065

Statements of success / impact		RAG	
Use £33,520 to ensure:		2020/21	2021/22
A	Disadvantaged students, including those with SEN, make accelerated progress through targeted additional interventions in maths and reading		
B	Students requiring intervention are supported through highly tailored intervention planning		
C	All students requiring specialist counselling have access through partnership with ESCAYP counsellors		
D	Reception students make accelerated progress in language through the NELI language intervention programme		

Plan / Spend		ASP Link*	EEF Toolkit**	Implementation Timeline								Cost (£)	Lead	RAG	
				Aug 20	Oct 20	Jan 21	Apr 21	Jul 21	Sep 21	Jan 22	Sep 22			2020/21	2021/22
1	Appoint 2 academic mentors to work with identified students with a focus on UKS2	1	30		PI	Co Im	→	Rv				£12,600	LR-R		
2	Assign SLT to work with disadvantaged students across each year group carrying out interventions	1	17	PI Co	Pt	Im Rv						-	LR-R		
3	INCo to work with DSEN disadvantaged students to close gaps through precision teaching	1	12	PI Co	→		Rv					£2,500	KLi		
4	Purchase SHINE interventions for maths and literacy for academic mentors to deliver bespoke interventions	1	30		PI Co	→	Rv					£750	NPa		
5	Appoint tutors for Year 5 students to prepare fully for Year 6 SATs 2022 through The Tutor Trust	1	15			PI Im	→	→				£5,800	LR-R		
6	Engage with ESCAYP counsellors and parents for bespoke counselling sessions for students with heightened SEMH	1	31	PI Im	→	Rv	→					£4,800	KLi / LR-R		
7	Purchase CGP revision guides/books for all year groups for revision purposes to support bubble closures and communicate with staff	1	14		PI Co	Im	→					£3,200	SBr / RFi		
8	Mathletics, Purplemash and TTRS subscription for students to complete tasks remotely	1	6	Im	→	Rv	→					£4,000	HBa		
9	Train EYFS staff to begin NELI intervention	1	7		PI Co	Im	Rv	→				£250	LPa		
10	Purchase of Jabra speakers to support with isolating students accessing the curriculum from home	1	6			PI Im	→	Rv	→			£1000	LR-R		

*ASP Link = Academy Strategic Plan Link (see Appendix 1 for more details)

**EEF Toolkit = Education Endowment Foundation (see Appendix 2 for more details)

Key

Co	Communicate	PI	Plan	Pt	Pilot	Rv	Review	Im	Implement
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Appendix 1 Academy Strategic Plan

2-5 year master plan

1. Prioritise student wellbeing through recovery offer whilst ensuring strong outcomes during Covid pandemic
2. Expand / reconfigure the academy building to accommodate a 45 place nursery, an inclusion hub and community hub to support the wider intake of students and local families
3. Develop a bespoke antenatal/birth to three programme of support for families to ensure no child is behind on entry to Music Primary
4. Engineer a creative arts curriculum which is internationally recognised, making Music Primary the 'go to' choice for curriculum development in the creative arts
5. Create the Dixons Primary turnaround model which will be the 'go to' 2FE primary model for the Trust; replicate this in the North West through sharing / re-allocation of SLT; expand this with the secondaries to create an all-through model for the NW expansion

Big moves for 2020/21

- Full alignment to the backbone: re-shaping of the academy week to allow for weekly coaching model
 - Review current coaching model
 - Evaluate options to increase frequency
 - Re-train and re-launch coaching model to begin in September 2020
- Birth to reception programme: moral imperative, linked to master plan and Trust mission
 - Research other models e.g. Children's Centres; Reach Academy
 - Engage with stakeholders to harness feedback
 - Arrange meetings with agencies including NHS and Social Care
- Re-allocation of resources and investment: creative arts offer
 - Work with Music HoD on a business model for music provision
 - Appointment of artist-in-residence
 - Further development of bespoke art curriculum
- Capital expenditure: building expansion to house inclusion hub, community hub, nursery and art studio
 - Explore options through discussion with Senior Campus Manager

Appendix 2 Education Endowment Foundation (EEF)

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students.

In addition, The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary
1 Arts participation	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for low cost, based on moderate evidence.
2 Aspiration interventions	£ £ £ £ £	★★★★★	0 Months	Very low or no impact for moderate cost, based on very limited evidence.
3 Behaviour interventions	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on extensive evidence.
4 Block scheduling	£ £ £ £ £	★★★★★	0 Months	Very low or negative impact for very low cost, based on limited evidence.
5 Collaborative learning	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
6 Digital technology	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.



Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary
7	Early years intervention	£ £ £ £ £	★★★★★	+ 5 Months High impact for very high cost, based on extensive evidence.
8	Extended school time	£ £ £ £ £	★★★★★	+ 2 Months Low impact for moderate cost, based on moderate evidence.
9	Feedback	£ £ £ £ £	★★★★★	+ 8 Months Very high impact for very low cost, based on moderate evidence.
10	Homework (Primary)	£ £ £ £ £	★★★★★	+ 2 Month Low impact for very low cost, based on limited evidence.
11	Homework (Secondary)	£ £ £ £ £	★★★★★	+ 5 Months High impact for very low cost, based on limited evidence.
12	Individualised instruction	£ £ £ £ £	★★★★★	+ 3 Months Moderate impact for very low cost, based on moderate evidence.
13	Learning styles	£ £ £ £ £	★★★★★	+ 2 Months Low impact for very low cost, based on limited evidence.
14	Mastery learning	£ £ £ £ £	★★★★★	+ 5 Months High impact for very low cost, based on moderate evidence.
15	Mentoring	£ £ £ £ £	★★★★★	0 Month Very low or no impact for moderate cost, based on extensive evidence.
16	Meta-cognition and self-regulation	£ £ £ £ £	★★★★★	+ 7 Months High impact for very low cost, based on extensive evidence.
17	One to one tuition	£ £ £ £ £	★★★★★	+ 5 Months High impact for high cost, based on extensive evidence.
18	Oral language interventions	£ £ £ £ £	★★★★★	+ 5 Months High impact for very low cost, based on extensive evidence.
19	Outdoor adventure learning	£ £ £ £ £	★★★★★	+ 4 Months Moderate impact for moderate cost, based on moderate evidence.
20	Parental involvement	£ £ £ £ £	★★★★★	+ 3 Months Moderate impact for moderate cost, based on moderate evidence.
21	Peer tutoring	£ £ £ £ £	★★★★★	+ 5 Months High impact for very low cost, based on extensive evidence.
22	Performance pay	£ £ £ £ £	★★★★★	+ 1 Months Low impact for low cost, based on limited evidence.
23	Phonics	£ £ £ £ £	★★★★★	+ 4 Months Moderate impact for very low cost, based on very extensive evidence.
24	Physical environment	£ £ £ £ £	★★★★★	0 Months Very low or no impact for low cost based on very limited evidence.
25	Reading comprehension	£ £ £ £ £	★★★★★	+ 6 Months High impact for very low cost, based on extensive evidence.
26	Reducing class size	£ £ £ £ £	★★★★★	+ 3 Months Moderate impact for very high cost, based on moderate evidence.
27	Repeating a year	£ £ £ £ £	★★★★★	- 4 Months Negative impact for very high cost based on moderate evidence.
28	School uniform	£ £ £ £ £	★★★★★	0 Months Very low or no impact for very low cost, based on very limited evidence.
29	Setting or streaming	£ £ £ £ £	★★★★★	- 1 Months Negative impact for very low cost, based on limited evidence.
30	Small group tuition	£ £ £ £ £	★★★★★	+ 4 Months Moderate impact for moderate cost, based



Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary	
				on limited evidence.	
31	Social and emotional learning	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
32	Sports participation	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for moderate cost based on limited evidence.
33	Summer schools	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for moderate cost based on extensive evidence.
34	Teaching assistants	£ £ £ £ £	★★★★★	+1 Months	Low impact for high cost, based on limited evidence.
35	Within-class attainment grouping	£ £ £ £ £	★★★★★	+3 Months	Moderate impact for low cost, based on limited evidence.

<http://educationendowmentfoundation.org.uk/toolkit/>

