

## PP (& wider disadvantage) Action Plan for lockdown period.

**This document details key actions for Copley PP and wider disadvantaged pupils during periods of lockdown. During periods of time where students are not regularly at school these actions replace the main PP actions for Copley Academy.**

This document sits alongside 2 other key documents:

1. Contingency plan
2. Remote education audit

| Theme | What  | Why  | Who                      | Success  |
|-------|---|--|--------------------------|--|
| A     | All PP pupils to have access to Office 365, laptops (or interim workpacks where this is still being organised) for day 1 of home learning. The number of PP pupils able to access their learning online is increasing in line with the whole school as technology related barriers are removed. | Curriculum continuity<br>Equity of access  | JTI<br>DOB               | 1) 100% Office 365 access<br>2) 100% device access<br>3) 100% internet access (BT codes, Mobile data requests)<br>4) Interim workpacks for subjects if above not in place (E.G. when awaiting delivery laptops)<br>5) Clear picture of who is accessing work online (proxy for attendance)<br>6) Essential supplies available for collection in school (stationery etc.). (action added 25 <sup>th</sup> Jan)<br>7) Teachers have received CPD to enable range of online learning opportunities.<br>8) Pupils have been shown where and how to access work in event of lockdown<br>9) Parents have been shown where and how to access work in event of lockdown<br>10) HoDs are leading quality assurance of curriculum. |
| B     | All PP pupils receive at least 1 contact weekly (pastoral checks, attendance checks, engagement checks)   | Opportunity for positive engagement with school, offer parental support, fix technology barriers etc. Safeguarding checks. Encourage increased engagement. | DOB                      | 11) All PP pupils receive at least 1 contact weekly<br>12) Spreadsheet available for tracking contact and spot gaps<br>13) Hard to reach identified and plan in place to address<br>14) Cpoms used to communicate safeguarding concerns.<br>15) Clear list of who is not engaging in school work and plan in place to address (i.e. pupils that attend lessons but do not engage actively)<br>16) Clear process for recording and acting upon hardship requests in place   |
| C     | All FSM pupils receive offer of FSM provision during lockdown.<br><br>All parents aware of how to access FSM if home financial circumstances change.  | FSM entitlement<br><br>Potential of current situation to cause additional hardship issues.   | RMO                      | 17) All FSM pupils receive information about how to access FSM<br>18) All families receive information about how to access FSM if circumstance change.<br>19) Food parcels are suitable (meets government guidelines)<br>20) School monitoring number of families receiving / parental feedback<br>21) Hardship requests are acted upon  |
| D     | Priority pupils identified for 1:1 mentoring or support or continued involvement in on site activity.   | Opportunity to continue to support key pupils remotely (academically or socially)  | DOB<br>JTI<br>RCR<br>CHE | 22) SEND most vulnerable cohort identified. Needs-based provision in place.<br>23) EHCP most vulnerable cohort identified. Needs-based provision in place.<br>24) Manchester United intervention cohort (linked to engagement in school / self-esteem) provision is maintained.<br>25) Vulnerable cohort identified– safeguarding or requiring parental support - Needs-based provision in place.<br>26) Vulnerable cohort identified - risk of criminal activity (Lighthouse) Needs-based provision in place.<br>27) Additional vulnerable cohort identified - Did not work in lockdown 1.<br>28) Positive Steps careers and college transition arrangements is maintained.   |