Ormiston SWB Academy

Curriculum Response and Recovery Plan

Responding to the impact of Covid-19 and providing highly effective recovery initiatives to meet the needs of all students.

Executive Summary -Detailed Action Plan available

Catch up Funding

Our model to effectively utilise the funding is based on best practice and evidence of what works and takes account of the work academies are already doing through the EEF 'tiered approach'. TEACHING AND LEARNING COMES FIRST – but we need to recognise that students need support, some more than others. Our model has 3 simple strands:

1. **Quality 1st Teaching**	Focus on quality first teaching and resequencing our curriculum. Introducing an overarching approach to learning with 5 principles – Routines, Relationship, Retrieval, Remap, Reteach/Move Forward
2. **Target Academic Intervention**	Ensuring students who have been adversely affected by academy closure and absence, specifically disadvantaged and SEND students are able to access high quality additional interventions.
3. **Wider Strategies** (Including Attendance, Safeguarding & Wellbeing)	Focusing on ensuring students & staff are in school, safeguarding students & supporting everyone to have positive mental health and wellbeing.

What does the research tell us?

o Education Endowment Foundation 2020: 'Sustained support will be needed to help disadvantaged pupils catch up. It is highly likely that the gap will have widened when pupils return to school, even if the strongest possible migratory steps are put in place. Catch-up provision, including assessment of lost learning and targeted support, will be essential. However, it is unlikely that a single catch-up strategy will be succinct to compensate for lost learning due to school closures. There is a risk that high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils.'

o ASCL Curriculum and Inspection Specialist Stephen Rollen 2020 'The identification of what pupils do/don't know will be an important focus. We need to think about the approach that best suits the age of the pupils and the nature of the subject, while being mindful of the individual and cumulative picture for pupils. In many cases, teachers would be well advised to use low-stakes quizzes, small group conversations and good old Q&A to and out what pupils do/don't know. The sense of urgency is understandable but that needn't translate into high stakes for pupils.'

o Sutton Trust, 2020; Institute for Fiscal Studies, 2020) suggest that children from the most disadvantaged families are spending less time on learning activities, are submitting less work and typically have access to fewer resources at home

o Cooper et all (1996) estimated that reading and language is most effected by school closure, "on average, summer vacations created a gap of about 3 months between middle- and lower-class students"

o Gershenson (2017) finds that over the summer higher-attaining disadvantaged children fall behind other higher attainers at a faster rate than other groups.

o It is highly likely that the gap will have widened when pupils return to school, even if the strongest possible mitigatory steps are put in place. Approaches that could help pupils catch up include:

- Targeted support
- Professional development for teachers
- Ensure high levels of student attendance

Spend Plan 2020-21

At a glance

	Programme	Cost	Person Responsible
Strand 1 Quality 1st Teaching	Reading Books for CORE Extra program	£3500	KMA/CCH
	Mastery Package (extra years leadership and teacher CPD support)	£4500	LMU/SSU/BBA
Strand 2 Target Academic intervention	Academic Coaches in English, mathematics, humanties and science	£60000	BBA
	Holiday Academy	£5000	JCR
	Home learning resources and technology	£7000	BBA
Strand 3 Wider Strategies	C.O.R.E. Programme	£3500	BBA
Total		**£83, 500**	

Desired outcomes

STRAND 1 Quality 1st Teaching	STRAND 2 Target Academic Intevention	STRAND 3 Wider Strategies

Based on the analysis, the academy plan to use the catch up funding to achieve the following outcomes:

STRAND 1 – Quality 1st Teaching Focus on quality first teaching and resequecing our curriculum. Introducing an overaching approach to learning with 5 principles – Routines, Relationship, Retrevial, Remap, Reteach/Move Forward	
Outcome 1.1	**Plan and implement short, medium and long term catch up curriculum plans for all year groups that mitigate against lost teaching time**
Success criteria	• Minimises disruption to school structure and ensure everything is understandable to students, staff and parents. • Staff feel confident and assured with the ability to adapt plans when needed. • Visible improvement in students' knowledge retention and confidence. • Rapid interventions for students who demonstrate significant gaps in understanding • Provisions in place for SEND students to address significant gaps in skills and knowledge.
Outcome 1.2	**All year 7 students have access to highly effective bridging and recovery schemes of learning across all subjects**
Success criteria	o All MTP's respond effectively to the curriculum deficit from year 6 providing a high level of continuity and coherency due to an understanding of Key Stage 2 Curriculum. MTP's are effectively differentiated and accessible to all students, providing an inclusive approach. o Year 7 students' learning progresses rapidly because of the intense focus on building for progression o Year 7 students display high levels of confidence, enthusiasm and motivation o Year 7 students display high levels of leadership skills, teamwork and personal skills and attributes because of the deep commitment to personal development o Interventions are coherently planned to underpin the skills and knowledge required to access the full curriculum and support identified students in making rapid gains in the areas of reading and numeracy
Outcome 1.3	**All students makes rapid progress in their literacy & numeracy so that they have caught up deficit by Summer 2021**
Success criteria	o Students read fluently, confidently and accurately o Students reading levels are at an age appropriate level by summer 2021. o SEND students make positive progress with the support of specific intervention if needed. o Reading interventions are highly impactful for identified students and they make rapid progress o Oracy within lessons is excellent and students use of key terminology within speaking and writing tasks is excellent o Students can successfully apply the 5 essential numeracy skills
Outcome 1.4	**Bespoke CPD programme ensures quality first teaching across the academy**
Success criteria	o Staff are able to consistency achieve SWB's effective Routines for Learning via the use of Clear Walkthrus support staff apply best teaching and learning practices. o Co-planning is at the heart of department CPD time with a focus on ensuring essential knowledge is retain and the forgetting curve is mitigated against. o Effective Formative Assessment & and an understanding of students needs informs responsive teaching o Successful recall and retention in every lesson o The weakest and least experienced teachers being supported fully to improve via a bespoke mentoring and coaching program. o TAs effectively support student progress, they are knowledgeable about individual needs and support teaching staff to provide differentiated resources o TAs will be provided with on going CPD opportunities to improve specialist subject knowledge and general SEND knowledge, according to needs of students and departments

STRAND 2 – Target Academic Intervention	
Outcome 2.1	**Ensure year 11 (and where possible year 10) students receive additional time and support to cover content missed to prepare them for summer exams.**
Success criteria	• Implement Year 10 Summer Term Academy to motivate and activate Home Learning (covering the most important content/biggest misconceptions) for all students who are currently accessing face-to face support (Total year 10 – attendance = 56%/Disadvantaged = 59%, 1:1 session attendance = 58%/Disadvantaged = 62% & Micro lessons attendance = 55%/Disadvantaged = 57%) • All year 11 students are provided with additional teaching throughout the academic year that ensure all lost teaching time in English, mathematics and science is regained by the use of period 6 and CORE Extra sessions
Outcome 2.2	**Ensure students with the largest gaps and most advseraly affected by school closure received appropriate targeted intervention.**
Success criteria	• Ensure that students who have been adversely effected by academy closure, specifically disadvantaged and SEND students are able to access high quality additional interventions. • Students receiving additional time demonstrate above average improvement in GL and Reading age assessments. • All disadvantaged students have access to an appropriate / suitable home learning resources and technology within the home that's supports accelerated progress. In year data demonstrates the disdavanatge gap reduces from DC1 to DC3
Outcome 2.3	**Ensure students who have Covid related absence from school (20-21 academic year) are support to ensure gaps in learning are swifly addressed.**
Success	• Assessment data for students affected by Covid absence is inline with others within their year group

Strand 3 – Wider Stratgeies (Including Attendance, Safeguarding, Wellbeing & Careers)	
Outcome 3.1	Attendance, specifically amongst groups of disadvantaged & SEND students are in line with national figures and returning to normal
Success criteria	o Attendance for the whole school is at least in line with local and national figures by January 2021 o Attendance for the whole school is at least in line with national from 2018/19 by Summer 2021 o PA figures are in line with local and national figures by the end of the academic year. o The attendance gap between disadvantage/SEND students and their peers reduces through the academic year
Outcome 3.2	Vulnerable students demonstrate positive mental health, wellbeing and progress positively with personal and social development
Success criteria	o Students feel well supported and safe o Students know where to go for support and guidance and feel confident that concern will be addressed o Counselling will be available to identified students o Referrals to external services and signposting will be made according to presenting need, offering appropriate support and intervention o Increased support for families through EHAs and multi agency working
Outcome 3.3	Students' demonstrate positive mental health and wellbeing and exceptional personal and social development
Success criteria	o The academy environment is one of enjoyment, engagement and confidence o Curriculum is coherently planned to support the rapid development of students personal skills and attributes o Students and staff help and support one another o Interventions and support programmes are highly effective at building students CORE values of character, organisation resilience and excellence o Student Leadership is established with specialist ambassadors leading in Safeguarding, Mental Health and anti bullying
Outcome 3.2	**Ensure all Year 11 students have an appropriate Post-16 Progression route that meets their futures needs as young adults**
Success criteria	o All students experience a 2021+ Planning Day o All students have access to a minimum of 2 careers interviews (including Year 11 EHCP students access additional support and guidance from Connexions) o All students secure an appropriate Post-16 progression route o No NEET o Basics are closer to National figures o Progress at least in line with National figures