

Ormiston SWB Academy

Curriculum Response and Recovery Plan

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

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.

Ormiston SWB Academy Context	
Total number of students on roll	1137
Total number of disadvantaged students	427 (548*)
Total number of new disadvantaged students as of September 2020	121*
Total females (disadvantaged)	549 (272*)
Total males (disadvantaged)	588 (276*)
Total HAL (HAL disadvantaged)	318 (141)
Total MAT (MAT disadvantaged)	266 (153)
Total LAT (LAT disadvantaged)	148 (93)
Total SEND EHCP and K (SEND EHCP and K disadvantaged)	332 (197*)
Total EAL (EAL disadvantaged)	130 (38*)

Year Breakdown by Group

	Year 7	Year 8	Year 9	Year 10	Year 11
Cohort Size	228	228	206	193	188
Number of PP	121*	134	91	99	83
PP%	53%*	59*	44%	52%	44%
Females (dis)	104 (4*)	118 (72)	106 (47)	86 (45)	84 (37)
Males (dis)	124 (57*)	110 (62)	100 (44)	106 (54)	104 (46)
HAL (dis)		106 (56)	76 (35)	48 (18)	88 (32)
MAT (dis)		74 (50)	71 (37)	77 (43)	44 (23)
LAT (dis)		34 (23)	32 (15)	39 (29)	43 (26)
SEND EHCP/ K (dis)	59 (35*)	81 (58)	67 (35)	61 (38)	55 (30)
EAL (dis)	20 (4*)	14 (6)	31 (10)	21 (7)	22 (9)

Impact of School Closure - Learning and Progress

Year Group	Subgroups	Number (%) engaged in meaningful learning during school closure	Disadvantaged engaged in meaningful learning during school closure	Non-disadvantaged engaged in meaningful learning during school closure
10 193 (99)	Total	129 (66%)	55 (55%)	74 (45%)
	Females	64	31 (56%)	33 (45%)
	Males	65	25 (44%)	40 (55%)
	HAT	40	14 (35%)	26 (65%)
	MAT	51	22 (42%)	29 (58%)
	LAT	20	13 (65%)	7 (25%)
	SEND EHCP	4	1 (25%)	3 (75%)
	SEND K	29	13 (45%)	16 (55%)
	EAL	13	3 (24%)	10 (76%)
9 209 (91)	Total	111 (53%)	46 (41%)	65 (59%)
	Females	66	26 (39%)	40 (61%)
	Males	45	16 (36%)	29 (64%)
	HAT	50	10 (20%)	40 (80%)
	MAT	36	17 (47%)	19 (53%)
	LAT	25	5 (20%)	20 (80%)
	SEND EHCP	0	0	0
	SEND K	31	11 (35%)	20 (65%)
	EAL	16	6 (37%)	10 (63%)
8 229 (134)	Total	167 (72%)	93 (55%)	74 (45%)
	Females	100	47 (47%)	53 (53%)
	Males	67	32 (48%)	35 (52%)
	HAL	71	37 (52%)	34 (48%)
	MAT	53	26 (49%)	27 (51%)
	LAT	43	21 (48%)	22 (52%)
	SEND EHCP	5	5 (100%)	0 (0%)
	SEND K	24	9 (38%)	15 (62%)
	EAL	12	4 (33%)	8 (66%)
7 229 (120)	Total	143 (62%)	62 (43%)	81 (57%)
	Females	97	40 (41%)	57 (59%)
	Males	46	19 (41%)	27 (59%)
	HAL	No data		
	MAT	No data		
	LAT	No data		
	SEND EHCP	8	8 (100%)	0 (0%)
	SEND K	19	7 (36%)	12 (64%)
	EAL	16	4 (25%)	12 (75%)

Please note:

The %s in the first column are the %s of the year group.

The %s in the second and third column are the %s of the first column.

Impact of School Closure - Student Mental Health and Wellbeing

Vulnerabilities outside of Academic Recovery to consider:

Vulnerability across academy, for example:	Scale of Concern 10 – 1 (10 being the highest)
Bereavement	3
Engagement	8
Family and Relationship Issues	6
Self-Harm	2
Suicidal thought	1
Sex and Relationship Concerns	0
Other Safeguarding / Mental Health Vulnerabilities	4

Engagement

SEND K students engagement- a large number of have not engaged in meaningful learning during school closure

Male engagement is lower than female including:

- 58% of Year 7 Male disadvantage male students have not engaged with home learning.

Disadvantaged students across years groups have typical engaged less than non-disadvantaged. Including:

- 41% of disadvantaged students in year 10 have not engaged meaningfully in learning and as result the gap between disadvantaged and non-disadvantaged students in year has widened

Year 10 Overall engagement is lower than in other years

- Year 10 Low ability students are the ability group whose learning has been most effected by school closure.
- Year 10 High ability student's engagement is also a concern - There are 5 disadvantaged HAL students who have not engaged in effective home or face to face learning

Bereavement

Under five deaths reported during this time. Only one Covid related and that was for an extended family member: advice and guidance and signposting for supporting was provided at that point. Follow up calls regarding welfare have been carried out with no concerns. Other family bereavements have been none Covid related and as a result of long-term illnesses and short-term illness . We need be mindful of the bereavement process and the way in which mourning was challenged during the lockdown.

Family and relationship issues

Monitoring of calls has ensured that any incidents of Domestic Violence have been followed up with support. All parents and staff have been routinely reminded of support and how to access groups. Welfare calls that have reflected concerns within the household have been signposted to the Local Authority to assess for a place in Covid school, to provide respite if necessary.

Self-Harm

No increased incidents of self-harm. Some concerns regarding certain students have been reported – we have an awareness of these students already and some have been categorised and allowed to return to the academy as vulnerable, without meeting criteria of a key worker.

Suicidal thoughts: We have had one report of a student who attempted suicide. No suicidal admissions to hospital have been reported. The first student was in Year 11 and has been supported intensively due to circumstances around her home situation – she has subsequently been removed from her home.

Sex and relationship concerns: No incidents of concern reported.

Other Safeguarding / Mental Health Vulnerabilities

High numbers of student concerns have been reported. All of these have been dealt with. We are addressing student concerns on the return and will discuss individual follow ups as required.

All staff have been trained on looking out for signs of mental health concerns and should be able to discuss basic issues with students they have good relationships with. More serious concerns should be reported to Safeguarding. We will be providing a Safeguarding and support email for students to contact for support.

Analysis of lost teaching time - Measured by year group and subject

Since schools closed in March, students have lost a considerable amount of learning time.

Year 10

Subject	Lost teaching hours
English	70
Mathematics	70
Science	56
Option 1	28
Option 2	28
Option 3	28
Option 4	28
CORE & RE	14
Sport	28

Year 9

Subject	Lost teaching hours
English	70
Mathematics	70
Science	56
Option 1	28
Option 2	28
Option 3	28
Option 4	28
CORE & RE	14
Sport	28

Year 8

Subject	Lost teaching hours
English	56
Mathematics	56
Science	42
Geography	28
History	28
RE	14
Languages	28
ICT	14
PE	28
Drama & Music	14
Technology	14
Art & Textiles	14
CORE (PSHE)	14

Year 7

Subject	Lost teaching hours
English	56
Mathematics	56
Science	42
Geography	28
History	28
RE	14
Languages	28
ICT	14
PE	28
Drama & Music	14
Technology	14
Art & Textiles	14
CORE (PSHE)	14

What does the research tell us?

- 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 sufficient 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.'
- 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 find out what pupils do/don't know. The sense of urgency is understandable but that needn't translate into high stakes for pupils.'
- 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
- Cooper et al (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"
- Gershenson (2017) finds that over the summer higher-attaining disadvantaged children fall behind other higher attainers at a faster rate than other groups.
- 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 1 st 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, humanities 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 1 st Teaching	STRAND 2 Target Academic Intervention	STRAND 3 Wider Strategies
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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 resequencing our curriculum. Introducing an overarching approach to learning with 5 principles – Routines, Relationship, Retrieval, 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> ○ 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. ○ Year 7 students' learning progresses rapidly because of the intense focus on building for progression ○ Year 7 students display high levels of confidence, enthusiasm and motivation ○ Year 7 students display high levels of leadership skills, teamwork and personal skills and attributes because of the deep commitment to personal development ○ 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 make rapid progress in their literacy & numeracy so that they have caught up deficit by Summer 2021
Success criteria	<ul style="list-style-type: none"> ○ Students read fluently, confidently and accurately ○ Students reading levels are at an age appropriate level by summer 2021. ○ SEND students make positive progress with the support of specific intervention if needed. ○ Reading interventions are highly impactful for identified students and they make rapid progress ○ Oracy within lessons is excellent and students use of key terminology within speaking and writing tasks is excellent ○ Students can successfully apply the 5 essential numeracy skills
Outcome 1.4	Bespoke CPD programme ensures quality first teaching across the academy
Success criteria	<ul style="list-style-type: none"> ○ Staff are able to consistency achieve SWB's effective Routines for Learning via the use of Clear Walkthroughs support staff apply best teaching and learning practices. ○ 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. ○ Effective Formative Assessment & and an understanding of students needs informs responsive teaching ○ Successful recall and retention in every lesson ○ The weakest and least experienced teachers being supported fully to improve via a bespoke mentoring and coaching program. ○ TAs effectively support student progress, they are knowledgeable about individual needs and support teaching staff to provide differentiated resources ○ 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

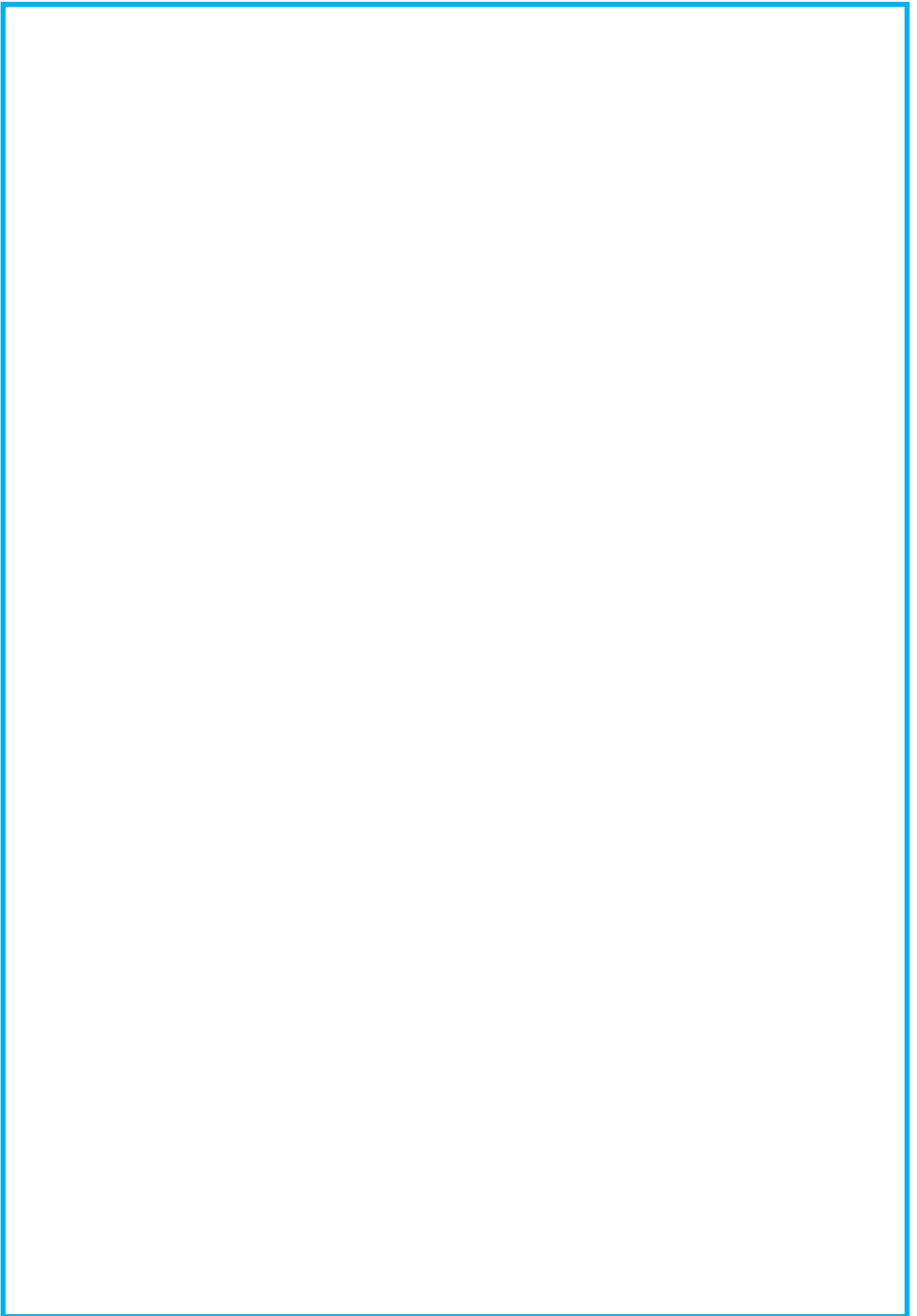
STRAND 2 – Target Academic Intervention

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	<ul style="list-style-type: none"> • 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 adversary affected by school closure received appropriate targeted intervention.
Success criteria	<ul style="list-style-type: none"> • Ensure that students who have been adversely affected 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 disadvantaged 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 swiftly addressed.
Success Criteria	<ul style="list-style-type: none"> • Assessment data for students affected by Covid absence is in line with others within their year group

Strand 3 – Wider Strategies

(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	<ul style="list-style-type: none"> ○ Attendance for the whole school is at least in line with local and national figures by January 2021 ○ Attendance for the whole school is at least in line with national from 2018/19 by Summer 2021 ○ PA figures are in line with local and national figures by the end of the academic year. ○ 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	<ul style="list-style-type: none"> ○ Students feel well supported and safe ○ Students know where to go for support and guidance and feel confident that concern will be addressed ○ Counselling will be available to identified students ○ Referrals to external services and signposting will be made according to presenting need, offering appropriate support and intervention ○ 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	<ul style="list-style-type: none"> ○ The academy environment is one of enjoyment, engagement and confidence ○ Curriculum is coherently planned to support the rapid development of students' personal skills and attributes ○ Students and staff help and support one another ○ Interventions and support programmes are highly effective at building students CORE values of character, organisation resilience and excellence ○ 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	<ul style="list-style-type: none"> ○ All students experience a 2021+ Planning Day ○ All students have access to a minimum of 2 careers interviews (including Year 11 EHCP students access additional support and guidance from Connexions) ○ All students secure an appropriate Post-16 progression route ○ No NEET ○ Basics are closer to National figures ○ Progress at least in line with National figures



STRAND 1 – Quality 1st Teaching

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

Actions	Who/ When	Cost	Success Criteria	RAG 1	RAG 2	RAG 3
a) Curriculum LTP's across all year groups remapped to ensure learning is re-routed by Summer 2021	Directors June 20		<ul style="list-style-type: none"> 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. 			
b) Bridging MTP's produced for the Autumn Term	Directors July 20					
c) Launching the use of knowledge organisers to support knowledge retention and enhance student confidence.	JCR/KEL Sept 13 th (Nov Yr8/9)					
d) Increase the use of low stakes testing/formative assessments to identify gaps in learning.	Teachers and TA's					
e) Rapid re-teach and interventions for students who demonstrate significant gaps in understanding. On a Lesson by Lesson basis and after Summative Assessments	Teachers/ Directors of Subject and Year					
f) Embed the effective use of knowledge organisers: Train staff and students Monitor use and share best practice Expand use to other year groups (Jan 21)			<ul style="list-style-type: none"> Assessment data for students across year groups demonstrates improved retention rates over the year Positive student and staff voice 			
g) Identification of specific SEND students need to make sure bespoke intervention is in place. Classroom support appropriately managed and monitored via DOS/DOY and SENCo	DOS/DOY SENCo SEN Team		<ul style="list-style-type: none"> In class support directed appropriately to address gaps and recovery curriculum. Provisions/interventions in place and tracked to address the gaps and support recovery curriculum. 			

Outcome 1.2 All year 7 students have access to highly effective bridging and recovery schemes of learning across all subjects

Actions	Who/ When	Cost	Success Criteria	RAG 1	RAG 2	RAG 3
a) 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 and the use of OAT and Ark Mastery Bridging Units where appropriate.	Eng/Maths Hums/Sci	4500	<ul style="list-style-type: none"> Year 7 students: <ul style="list-style-type: none"> Learning progresses rapidly because of the intense focus on building for progression Display high levels of confidence, enthusiasm and motivation Have high levels of leadership skills, teamwork and personal skills and attributes because of the deep commitment to personal development 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 			

b) Team Teaching in place across year 7 curriculum.			Learning walks demonstrate a clear improvement in learning within lessons			
c) Launching the use of knowledge organisers to support knowledge retention and enhance student confidence	Week Beg Sept 13 th JCR/KEL					
d) Reading Age test, GL Assessments used to identify appropriate Wave 1, 2 and 3 interventions.						
e) Clear & quick communications of SEND students' needs through use of provision mapping (via class charts tool)	SENCO		<ul style="list-style-type: none"> Effective strategies individual to the specific needs of the class/student 			
Outcome 1.3 All students make rapid progress in their literacy & numeracy so that they have caught up deficit by Summer 2021						
Actions	Who/ When	Cost	Success Criteria	RAG 1	RAG 2	RAG 3
<p>Time to read</p> <ul style="list-style-type: none"> With CORE Extra introduce directed Reading 30 minute time for all students (once a week for Key Stage 4 and 3 times a week for Key stage 3). Autumn Term Program fully planned CPD for all staff 	KMA/CCH	£1500	<ul style="list-style-type: none"> Students read fluently, confidently and accurately Students reading levels are at an age appropriate level by summer 2021 Reading interventions are highly impactful for identified students and they make rapid progress Oracy within lessons is excellent and students use of key terminology within speaking and writing tasks is excellent 			
<p>Reading Interventions</p> <ul style="list-style-type: none"> Reading testing for all Key Stage 3 identifying students who are not yet reading at their expected age. Implement 3 intervention's: <ul style="list-style-type: none"> Wave 1: English Teacher Intervention via AR Reading. Wave 2: Weekly Reading Mentors Wave 3: Reading Tutors Use standardised scores to track and review progress and use of specialist teacher where our interventions are not working for individual students 	DMA/SAU/JKI TA's SAU/JKI/ KMA/CKE					
<p>Reinforcing SWB 5 essential numeracy skills with Key Stage 3 students</p> <ul style="list-style-type: none"> Production of Numeracy Knowledge Organisers 30 minutes per week focused on practicing 1 of the 5 essential skills Autumn Term Program fully planned CPD for all staff 	Maths Team		<ul style="list-style-type: none"> Students can successfully apply the 5 essential numeracy skills 			

Outcome 1.4: Bespoke CPD programme ensures quality first teaching across the academy						
Actions	Who/ When	Cost	Success Criteria	RAG 1	RAG 2	RAG 3
<ul style="list-style-type: none"> Updated L&T Policy (in light of C19) and Walkthroughs produce support and coach staff to embed routines for learning and best teaching practices. 	BBA/DMA/RHU	Printing	<ul style="list-style-type: none"> Staff are able to consistency achieve SWB's effective Routines for Learning Successful recall and retention in every lesson 	Green		
<ul style="list-style-type: none"> 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. 	Lead by LP's & Directors Every Tuesday					
<ul style="list-style-type: none"> Whole Academy CPD on Formative Assessment. 	Sept		<ul style="list-style-type: none"> Effective Formative Assessment & and an understanding of students needs informs responsive teaching 	Green		
<ul style="list-style-type: none"> Whole Academy CPD focus of understanding barriers to learning (including literacy, SEND and retention) supports ongoing improvements in the quality of teaching 	Throughout the year KMA/JKI/SAU/LP's					
<ul style="list-style-type: none"> TAs CPD is aligned to Specialist subjects as year progresses TAs are given a bespoke CPD package to increase knowledge and understanding of specific SEND needs to support class teacher delivery, support with resources and advice on individuals as required 	SEND staff/SAU/JKI/Directors		<ul style="list-style-type: none"> TAs effectively support student progress, they are knowledgeable about individual needs and support teaching staff to provide differentiated resources 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 	Yellow		

STRAND 2 – Target Academic Intervention

Outcome 2.1 Ensure year 11 students receive additional time and support to cover content missed to prepare them for summer exams						
Actions	Who/ When	Cost	Success Criteria	RAG 1	RAG 2	RAG 3
<p>Additional time created on the academy timetable for Pot 1 and 2 subjects. Including 1 hour extra of Maths and English per week written into the academy timetable</p>			<ul style="list-style-type: none"> 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 Attainment between Oct and Feb mock demonstrate at least a half grade improvement. April predictions closer national 	Yellow		
<p>Implement a more robust system of improvement/reteach after mock exams.</p>			<ul style="list-style-type: none"> Ensure that students who have been adversely affected by academy closure, specifically 	Green		

Saturday Academy Program for Pot 3 subjects – to include coursework support sessions.	SLT Lead Rota of 8 staff	275 weeks (3 staff) 6500 totals	disadvantaged & SEND students are able to access high quality interventions.			
Targeted Holiday Academy programs run throughout year		Year 11 Intervention Budget				
Embedding the effective use of knowledge organisers through 3x 30min focused sessions.			<ul style="list-style-type: none"> All disadvantaged students have access to an appropriate / suitable home learning resources and technology within the home that supports accelerated progress In year data demonstrates the disadvantaged gap reduces from DC1 to DC3 			
Ensuring all students have access to appropriate technology to support effective home learning.	DHU	(part of the £7000 pot)				
Gaps in knowledge identified and addressed by teaching staff and SEND team through in class support or intervention	SENCO JCR DHU		Barriers to learning identified and addressed rapidly to ensure full access to curriculum materials.			

Outcome 2.2 Ensure students with the largest gaps and most adversely affected by school closure received appropriate targeted intervention.

Actions	Who/ When	Cost	Success Criteria	RAG 1	RAG 2	RAG 3
<p>For years 8-13:</p> <ul style="list-style-type: none"> Identify students adversely affected using agreed criteria Select appropriate interventions for specific needs, including: <p>Wave 1- Quality First Teaching</p> <ul style="list-style-type: none"> Review students' teachers Dory's works with students and staff to create Student Profile Cards with a range of strategies to support learning Staff implement these strategies within the classroom <p>Wave 2 - Small Group Intervention (not 6th form)</p> <ul style="list-style-type: none"> CORE Extra Time – students taught in small groups by academic coaches & TA's In lesson support Eng./Maths/Science/Hums lessons where possible <p>Wave 3 - Weekly Academic Mentor meeting with regular contact with home and careers meetings</p> <ul style="list-style-type: none"> Collect regular data to review student progress 	<p>BBA, JCR, LGO, DHU, DoY, SENCO's</p> <p>Oct 20</p> <p>Reviewed monthly & after 12 weeks (JCR)</p>	<p>Funding for Academic Coaches</p> <p>Redirecting under allocated teacher time</p>	<p>Ensure that students who have been adversely affected by academy closure, specifically disadvantaged and SEND students are able to access high quality additional interventions.</p> <p>Above average improvement in reading age scores for students receiving additional time/support.</p>			

Review of Year 7 Reading, writing & GL assessments identifying intervention cohort Put into place the 3 waved target intervention system (above)	GBA/ JCR/LGO OCT DEC	Funding for Academic Coaches	Students receiving additional time demonstrate above average improvement in GL assessments.			
Review of Assessment Window 1 & review the Target Intervention cohorts – adapting where needed for the next 12 weeks.	JCR/DoY DEC JAN	Funding for Academic Coaches	Students receiving additional time demonstrate overall improvement in results in summer assessments.			
SENCO to allocated TA to specific year groups In discussions with key staff monitoring the effectiveness and placement of the support, changed if appropriate.	SENCO		TA allocated to appropriate year groups, as directed by SENCO in discussion with DOY/DOS to ensure adequate provisions in place to support student needs. Effective adaptations implemented as and when required to ensure accelerated progress			
Review the IT access of all students. Disrupt available IT resources to the areas of greatest need	DHU	£7000				

Outcome 2.3 Ensure students who have Covid related absence from school (20-21 academic year) are support to ensure gaps in learning are swiftly addressed.

Actions	Who/ When	Cost	Success Criteria	RAG 1	RAG 2	RAG 3
Implement a simple blended learning plan which in the event of bubble closures ensures home learning matches in school curriculums. This will include: <ul style="list-style-type: none"> Preplanned home learning work packs for all subjects each week Logical preplanned systems for difference scenarios (consistency adapted around guidance) At least the first lesson back is dedicated to misconceptions and filling gaps from absence period 	BBA Directors BBA/JCR Teachers (monitored by Directors & DoY)	Printing costs	<ul style="list-style-type: none"> Staff, students, parents understand the plans Students engagement in home learning Students are able to seamlessly re-enter classroom teaching environment after self-isolation. In year Assessment data for students affected by Covid absence is in line with others within their year group 			
Individual departments set up systems to ensure students within their classes catch -up on missed learning.	Directors					

Strand 3 – Wider Strategies
(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

Actions	Who/ When	Cost	Success Criteria	RAG 1	RAG 2	RAG 3
<ul style="list-style-type: none"> Communications with parents over the summer period re-iterating the importance of attendance and the Government's stance fining for none attendance Tracking and comparisons of national and local data Review of current tracking systems. Identification of individuals, plans and actions to support attendance and over some barriers Raising the profile of attendance as a priority across whole school Identification of groups and liaison with Local Authority to support 	<p>SWO July/ August 2020 SWO 20/21</p> <p>SWO</p> <p>SWO/LGODHU Aut Term 20</p> <p>SWO/LGO/DHU : 2020 - 2021 SWO/SAU/JKI: Autumn 2020</p>		Attendance for the whole school is at least in line with local and national figures by January 2021			
<ul style="list-style-type: none"> Identification of students who are likely to become PA within Autumn term Schedule meetings to action plan and prevent PA of students 	<p>KWO Sept 20</p> <p>SWO/HOY/KWI/EWO: Autumn 2020</p>		PA figures are in line with local and national figures by the end of the academic year.			
<ul style="list-style-type: none"> Tracking attendance of specific groups and identification of interventions and support to address barriers to attendance 	SWO/DMA 20-21		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

Actions	Who/ When	Cost	Success Criteria	RAG 1	RAG 2	RAG 3
On-going welfare calls to parents/carers to ensure students feel safe and supported – no identified concerns	HOY/Safeguarding /SEND staff : Autumn 2020		Students feel well supported and safe			
<ul style="list-style-type: none"> Re-establish S26 as Safeguarding base and CPOMS to address individual concern - individual conversations/support in HOY offices On-going liaison with families/ social care as required Staff visible during social times to talk to students and address issues -signpost/CPOM. Staff have 	<p>SWO/CSI/JJO: 2020-2021</p> <p>Safeguarding team: 2020 -2021</p>		Students know where to go for support and guidance and feel confident that concerns will be addressed			

undertaken CPD to support mental health and emotional well-being.							
Once a week session to students who meet criteria	JJO/CSI: 2020 - 2021		Counselling will be available to identified students				
<ul style="list-style-type: none"> Tiered threshold of support to meet needs of most vulnerable – referrals to Social Care, Koothe, Base 25, NSPCC etc. as required. Referrals to Educational Psychologist as required for assessments or therapeutic support. 	Safeguarding team: 2020 -2021		Referrals to external services and signposting will be made according to presenting need, offering appropriate support and intervention				
Support email offered on website to students and families to request help and support.	ALA/SWO: Autumn 2020		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							
Actions	Who/ When	Cost	Success Criteria	RAG 1	RAG 2	RAG 3	
CORE Curriculum LTP's across all year groups remapped to ensure learning is: <ul style="list-style-type: none"> Has an autumn term focus on Rerouting our Journey and Positive Mental Health Incorporate appropriate visitors and visits when situation allows Re-routed by Summer 2021 Fulfils RSE guidance 	BBA/DHU/LGO with DoY's	£3500	<ul style="list-style-type: none"> The academy environment is one of enjoyment, engagement and confidence Curriculum is coherently planned to support the rapid development of students' personal skills and attributes Students and staff help and support one another 				
Deliver a CORE Futures Day (re-routing our Journey) within the first week focused on developing relationships, confidence social interaction and future goals.	BBA/DHU/LGO with DoY's						
Deliver weekly CORE Lessons focus on Positive Mental Health which are rooted in social interaction, the development of confidence and interpersonal skills.	Autumn term CORE Teachers Lead by DoY's						
A Student Leadership is established and operating successfully. Specialist strands have been identified and students on the leadership panel lead whole school developments on the areas of Safeguarding, Mental Health and Anti-Bullying.	SWO/LGO/JJO		Student Leadership is established with specialist ambassadors leading in Safeguarding, Mental Health and anti-bullying				
Outcome 3.4 Ensure all Year 11 students have an appropriate Post-16 Progression route that meets their futures needs as young adults							
Actions	Who/ When	Cost	Success Criteria	RAG 1	RAG 2	RAG 3	
All year 11 students to have careers interviews and external support where necessary SEND students have access to additional support and guidance from connexions.	JJN		All year 11 students are aware of the actions needed to get onto their post 16 progression route				

All year 11 students to have information regarding apprenticeships, college open days and other higher education routes	JJN/DHU/JCR		All year 11 students are well informed on what their post 16 routes are so they can make the right choice for themselves			
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