

Ormiston Bushfield 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.

Catch up Funding

Background to 2020-21 Funding

An extra £650m funding to help pupils catch up on teaching missed during the coronavirus.

The funding is part of a £1bn “massive catch-up operation” for schools. Of the £1bn, £350m will subsidise a nationwide tutoring programme to help pupils most at need.

Teaching and learning comes first but we recognise that many students need additional support. An evidence-informed response will help our students learn routines and ensure both students and teachers will have the best chance of success in a school year. Our model 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’.

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf

Our model has three clearly identified strands that are clearly linked to the proposed tiered approach recommended by the EEF.

1. Targeted academic support	Extra time for students to learn content that has been missed. Priority will be given to students in Years 11 & 13 in core subjects in order to help them prepare for the summer exams (2021). Support will also be given to students in other year groups with the largest gaps.
2. Curriculum content	Re-sequencing & refocusing our curriculum and supporting all teachers to ensure quality teaching throughout the academy.
3. Supporting well-being and attendance	Supporting all students’ positive mental health and ensuring students are in school.

Ormiston Bushfield Academy Context	
Total number of students on roll	1002
Total number of disadvantaged students	363
Total number of new disadvantaged students as of September 2020	72
Total females (disadvantaged)	180

Total males (disadvantaged)	183
Total HAL (HAL disadvantaged)	42
Total MAT (MAT disadvantaged)	137
Total LAT (LAT disadvantaged)	70
Total SEND EHCP and K (SEND EHCP and K disadvantaged)	96
Total EAL (EAL disadvantaged)	79

Year Breakdown by Group

	Year 7	Year 8	Year 9	Year 10	Year 11
Cohort Size	210	200	171	144	144
Number of PP	73	73	73	61	53
% PP	34.76	36.50	42.69	42.36	36.81
Females (dis)	37	31	29	37	27
Males (dis)	36	42	44	24	26
HAL (dis)	n/a	14	16	10	2
MAT (dis)	n/a	36	37	36	28
LAT (dis)	n/a	19	17	13	21
SEND EHCP/ K (dis)	23	23	14	18	15
EAL (dis)	13	17	16	12	15

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	1
Engagement	9
Family and Relationship Issues	7
Self-Harm	2
Suicidal thought	1
Sex and Relationship Concerns	1
Other Safeguarding / Mental Health Vulnerabilities	5

Engagement:

Male engagement was lower than female engagement. Many SEND students have not engaged in meaningful learning during school closure (although a small number of EHCP students attended with the Keyworker group). Disadvantaged students across all year groups engaged less in home learning and it is anticipated the attainment gap will have widened (assessments to be undertaken by the end of Sept 20).

Bereavement:

One Covid related death has been reported to the academy during the school closure (relative of a student). All staff need to be mindful of the bereavement process and are expected to report any information using the academy safeguarding procedures (CPOMS).

Family and relationship issues:

Regular phone calls home have been made by academy staff. The welfare team have liaised regularly with the Cambridgeshire and Peterborough Safeguarding Children Partnership Board (CPSCP) when we were alerted to any incidents of domestic violence (DV) and appropriate support was offered (school place if it was deemed beneficial). All safeguarding concerns have been logged and recorded.

Self-harm:

No increased incidents of self-harm. Some concerns regarding certain students have been reported –

we have an awareness of these students already.

Suicidal thoughts:

We have had no reports of any students who attempted suicide. No suicidal admissions to hospital have been reported although we are continuing to monitor the well-being of a number of students.

Sex and relationship concerns:

Some concerns have been raised but all have been supported appropriately by school and Childrens' Social Care (CSC).

Other safeguarding/mental health vulnerabilities:

A small number of student concerns have been reported. All of these have been dealt with; being contacted by the member of staff (when appropriate) or passed on to the welfare team to support. We are addressing student concerns on the return and will discuss individual follow ups as required.

Most of these concerns were in the form of an email from the student expressing concerns due to lockdown. All staff have been trained on online safety and appropriate communication/support with students. There has been an increase in the number of online safeguarding concerns reported on CPOMS. The DSL is addressing this with all students in a virtual assembly.

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. The analysis of lost teaching time will support the preparation of an effective catch up plan.

Year 10

Subject	Lost teaching hours
English	70
Mathematics	58
Science	58
Option 1 (Voc)	23
Option 2	35
Option 3	35
Option 4	35
PSHE	12

Year 9

Subject	Lost teaching hours
English	70
Mathematics	58
Science	58
Option 1 (Voc)	23
Option 2	35
Option 3	35
Option 4	35
PSHE	12

Year 8

Subject	Lost teaching hours
English	58
Mathematics	47
Science	47
Geography, History & RE	35
Languages	35
ICT	12
PE	23
Dance	12
Drama	12
Music	12
Technology & Media	23
Art & design	23
PSHE	12

Year 7

Subject	Lost teaching hours
English	70
Mathematics	47
Science	47
Geography, History & RE	35
Languages	35
ICT	12
PE	23
Dance	12
Drama	12
Music	12
Technology & Media	23
Art & design	12
PSHE	12

What does the research tell us?

- A recent review of remote teaching conducted by the EEF found that remote learning can be effective, given the right conditions (EEF, 2020a). Therefore, students who have engaged effectively in home learning are less of a risk
- 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

Ensuring high levels of student attendance

Spend Plan 2020-21

At a glance

	Programme	Cost	Person Responsible
Strand 1 (targeted academic support)	Tuition in English, mathematics and science (Graduate mentors/coaches).	£45,000	LD
	UCP mentor scheme	£2,500	LD
	After school catch up club	N/A (use of existing staff)	LD
	NTP Partners - individual catch-up tuition (online) – OBA based NTP mentor	£2,500	LD/JH
Strand 2 (curriculum)	Holiday Academy/catch up sessions	N/A Voluntary	RR/LD
	Home learning resources and technology	£5000 (funded from existing academy budget)	JH
	Teaching and Learning CPD for staff	£2,500 (Funded from existing staff CPD budget)	LD
Strand 3 (well-being & attendance)	Supporting well-being & attendance. Counselling services available for all students requiring additional support.	N/A £10,000 – donated by OWPC	AT
Total		£50,000	

Desired outcomes

Strand 1 Targeted academic support	Strand 2 Curriculum	Strand 3 Supporting well-being and attendance
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Based on the analysis, the academy plan to use the catch up funding to achieve the following outcomes:

Outcome 1.1	Ensure targeted Year 11 and 13 students receive additional time and support to cover content missed to prepare them for summer exams.
Success criteria	<ul style="list-style-type: none"> • Ensure that students who have been adversely effected by academy closure, specifically disadvantaged & SEND students have the opportunity to access high quality interventions. • Targeted Year 11 students are provided with additional mentoring throughout the academic year that ensures all lost teaching time in English, maths and science is regained by the use of Academic mentoring. • Improved subject attainment.
Outcome 1.2	Ensure students in other year groups with the largest gaps receive additional support (UCP mentors)
Success criteria	<ul style="list-style-type: none"> • 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 internal assessments.
Outcome 1.3	Ensure targeted students are able to access after school catch up/revision sessions (all years)
Success criteria	<ul style="list-style-type: none"> • Setting up and implementation of face to face catch up clubs for all targeted students/year groups. • All disadvantaged students have access to an appropriate learning resources and technology at school that supports accelerated progress.

Outcome 2.1	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"> • All departments complete an initial subject specific recovery plan form and action plan. • Students/groups with significant gaps have an action plan in place to support (short, medium and long-term).

Outcome 2.2	Every student has access to academy resources and home learning
Success criteria	<ul style="list-style-type: none"> All students have access to ICT, including the internet at home to complete homework/coursework online. Google form completion/feedback from students, parents and carers (analysis from SMHW/Google classrooms).
Outcome 2.3	Students will have the opportunity to complete missed work at weekends/during the school holidays over the next academic year
Success criteria	<ul style="list-style-type: none"> Departments will offer catch up sessions for students to catch up on missed curriculum work. Catch up sessions (minimum of 50% attendance) – measured by recording attendance data.
Outcome 2.4	Comprehensive CPD programme ensures quality teaching across the academy
Success criteria	<ul style="list-style-type: none"> Staff are able to consistency achieve OBA's Ready, Respectful and Safe routines for Learning. Co-planning is at the heart of department CPD time with a focus on ensuring essential knowledge is retained 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 bespoke mentoring and support plans. TA's 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

Outcome 3.1	Students' demonstrate positive mental health and wellbeing and good 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 resilience, self-esteem and self-belief All students identified will have the opportunity to receive additional pastoral support/counselling.
Outcome 3.2	Attendance rates, specifically amongst groups of disadvantaged students are above national figures for 2020-21
Success	<ul style="list-style-type: none"> Attendance for the whole school is at least in line with national figures by

criteria	<p>January 2021</p> <ul style="list-style-type: none"> • PA figures are below national figures • Attendance for disadvantaged students is as high as their peers
Outcome 3.3	<p>Students are actively engaged in reading at OBA and make significant progress in their literacy so that they have caught up by July 2021</p>
	<ul style="list-style-type: none"> • All students are given time to read during tutor time and actively read at regular intervals throughout the day.

