

Ormiston Horizon Academy

Curriculum Response and Recovery Plan

Date October 2020

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.

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’.

TEACHING AND LEARNING COMES FIRST – but we need to recognise that students need support, some more than others.

This involves a process of identifying those students requiring support pastorally and academically, followed by a systemic method of providing the relevant support.

Funding

Ormiston Horizon Academy receives £85000

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
 - Ensure high levels of student attendance

- Research from the EEF that provides evidence to suggest that the most impactful strategies on student achievement are:
 - Quality of Teaching and Learning
 - Feedback
 - Metacognition
 - Small groups and 1:1 tuition

Desired outcomes

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

Outcome 1	Ensure all Year 11 students have an appropriate Post-16 Progression route that meets their futures needs as young adults
Funding	£66793
Success criteria	<ul style="list-style-type: none"> • Implement 'Summer Subject Enhancement Programme' for all students in Maths, English, Science and EBACC (average 70 students for core subjects) • Ensure that students who have been adversely affected by academy closure, specifically disadvantaged students are able to access high quality additional teaching in English, Maths and Science • Targeted intervention used during PT, P6 and during tutoring periods • Over 60% students engaged in Saturday Academy and Holiday sessions. • All disadvantaged students have access to an appropriate / suitable home learning resources and technology within the home that supports accelerated progress • CLs provided with the opportunity to adapt SoL in line with examination changes to maximise student achievement • All students have access to a minimum of 2 careers interviews • All students secure an appropriate Post-16 progression route • No NEET • Basics at least in line with National figures • Progress at least in line with National figures
Outcome 2	All year 7 students have access to highly effective bridging and recovery schemes of learning across all subjects
Funding	£1600
Success criteria	<ul style="list-style-type: none"> • All Schemes of Learning respond effectively to the curriculum deficit from year 6 providing a high level of continuity and coherency due to the joint planning with primary partners • 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 • All Year 7 to complete GL Assessments • 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

	<ul style="list-style-type: none"> • Project Orbit Programme used to support lowest attainment in disadvantaged students (Numeracy and Literacy focus for disadvantage low attaining students) • Training provided for parents to support reading at home and developing numeracy • SEND and vulnerable students receive a personalised integration programme prior to September • Core and EBACC subjects all accessed the OAT bridging units. • Increased consistency and quality of teaching for Year 7 students. • Year 7 students taught in mixed ability sets
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Outcome 3	Plan and implement short, medium and long term catch up curriculum plans for all year groups that mitigate against lost teaching time
Funding	£4200
Success criteria	<ul style="list-style-type: none"> • All year 11 students are provided with intervention opportunities throughout the academic year that ensure all lost teaching time in all subjects is regained • English, Maths and Science Tutors appointed through the NTP used to support disadvantaged students with the biggest deficit following their return to the academy • Targeted PT time, P6 and tutoring inventions used to support students with the biggest gaps • Evening boosters and Saturday Academy introduced to chunk content catch up time together • Extra-curricular intervention focused on Option subjects in Term 1 to improve engagement and maximise attainment in NEA content • Clear intervention plans prepared by CLs prior to September with clear topic focuses to be shared with parents and students • Ongoing communication with parents throughout. Parents' information evening held on Microsoft Teams / Zoom • Targeted withdrawal from DIT and Drama to use the time effectively for other subjects • Targeted breakfast booster sessions delivered to address knowledge gaps.

Outcome 4	All students make rapid progress in their literacy so that they have caught up deficit by December
Funding	Within existing budget
Success criteria	<ul style="list-style-type: none"> • Focused PT time dedicated to reading to be embedded across the academy. • Accelerated reader used to support literacy for all Key Stage 3 students. • 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 • Students oracy within lessons is excellent • Students use of key terminology within speaking and writing tasks is excellent

	<ul style="list-style-type: none"> • All staff to receive high quality CPD training to support the delivery of academic language • Implementation of academic language and tiered vocabulary consistently throughout the academy • Students trained through the iWill project used effectively to support literacy for students in Key Stage 3.
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Outcome 5	Bespoke CPD programme ensures quality first teaching across the academy
Funding	£600
Success criteria	<ul style="list-style-type: none"> • CPD time dedicated to support staff in adapting their curriculum to address the knowledge gaps and meet the examination requirements. • Retention remains a key priority for 2020-21 to support recall and retention through all year groups. • Coaching programme used to successfully support and train identified staff • Implementation and consistent delivery of the REAP strategy to support recall and retention in every lesson • All staff to receive high quality CPD on retention and retrieval strategies. • All staff to receive high quality CPD to support with addressing the gap for disadvantaged students.

Outcome 6	Attendance rates, specifically amongst groups of disadvantaged students are above national figures for 2019-20
Funding	£200
Success criteria	<ul style="list-style-type: none"> • Attendance for the whole school is at least in line with national figures by January 2021 • PA figures are below national figures • Attendance for disadvantaged students is as high as their peers • SPIRIT Hub used effectively to increase the attendance of PA students through effective intervention. • Increase in attendance from target group of disadvantaged students through regular communication with students and parents from DJL. • All students in the academy to have an effective timetable and curriculum to support their re-integration and/or behaviour and pastoral needs.

Outcome 7	Students' demonstrate positive mental health and wellbeing and exceptional personal and social development
Funding	Existing budgets
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 student's personal skills and attributes • Students requiring pastoral support are identified and early interventions implemented through RCADS.

	<ul style="list-style-type: none"> • Students and staff help and support one another • Interventions and support programmes are highly effective at building students resilience, self-esteem and self-belief • Pastoral staff deployed effectively to support identified students to improve self-esteem. • Trained staff in mental health first aid deployed effectively to support students where required. • All students to know and understand the academy values and vision. • Student wellbeing service will be deployed effectively through PT intervention and monitoring • A clear protocol will be followed to support those students requiring pastoral support through effectively deployment of specific interventions (behaviour support team/Princes Trust/behaviour mentoring etc) • Effective behaviour support interventions planned and delivered to support the personal and social development of students, particularly those that are disadvantaged. • Reduced number of FTE through effective interventions and behaviour management. • Effective CPD delivered to staff on positive behaviour management and re-establishing routines.
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