



ORMISTON
DENES ACADEMY

Ormiston Denes Academy

Curriculum Response and Recovery Detailed Strategy

30th August 2020

Updated 4th December 2020

Responding to the impact of Covid-19 and providing highly effective recovery initiatives to meet the needs of all students. The following plan works in conjunction with the School Improvement Plan.

Spend Plan 2020-21

At a glance

	Programme	Cost	Person Responsible
Outcome 1	Arrange small group Ma intervention via MyTutor	£20 000	BJN
	Arrange small group En, Ma, Sc intervention from Graduate Tutors	£19 000	BJN
	50 x Tassomai accounts for PP/LPA SEND Eng lit, Ma and Sci	£1 000	BJN
	Monitoring of student resources at home and making appropriate interventions such as: places to work; technology; revision guides; mentors	£1 000	PDG / BJN / OCO
	Set up and running of Year 11 study area accessible for students after school	£1 000	BJN
Outcome 2	No cost for strategies		
Outcome 3	No cost for strategies		
Outcome 4	All KS4 mock examinations to have early morning pre-exam sessions and workshops. Breakfast provided to boost attendance. Teaching staff to lead sessions	£1 000	BJN / OCO
	KS3 & 4 study areas to be staffed before and after school for independent study	£4 000	BJN / CSE
Outcome 5	Personalised CPD developed for all teachers to support quality first teaching	£1 500	DON
Outcome 6	No cost for strategies		
	No cost for strategies		
Outcome 7	No cost for strategies		
Year 7 Catch Up Strategy	Please see Year 7 Catch Up Premium strategy	£20 260	
Total		£68 760	

Outcome 1			
All Year 11 students are appropriately prepared to be able to plan for an appropriate Post-16 Progression route that meets their futures needs as young adults			
Actions	Who/ When	Cost	Success Criteria
Timetable Period 5 lessons for En, Ma and Sc for all students	PDG Jul 20	£0	<ul style="list-style-type: none"> Students have Period 5 on timetable for En, Ma and Sc. Year 11 Students all attend Period 5. Staff have Period 5 on timetable as part of Directed Time. High quality lessons planned and delivered
Year 11 targeted students to receive English, Mathematics and Science small group tuition from the CLs of each subject during form time	BJN,OCO, NBA,SRP,EDO	£0	<ul style="list-style-type: none"> Targeted tuition for English, Mathematics and Science, due to the greatest loss of learning time
All students receive high quality careers advice and support.	CBU,OCO Dec 20	£0	<ul style="list-style-type: none"> All students have access to a minimum of 2 careers interviews. All students secure an appropriate Post-16 progression route. No NEET.
Arrange small group Ma intervention via the OAT RLP	PDG,NBA Sep 20	£0	<ul style="list-style-type: none"> Students who have been adversely affected by academy closure, specifically disadvantaged students have access high quality intervention in mathematics
Arrange small group En intervention via the OAT RLP	PDG,EDO Sep 20	£0	<ul style="list-style-type: none"> Students who have been adversely affected by academy closure, specifically disadvantaged students have access high quality intervention in English
Arrange small group Ma intervention via MyTutor	BJN,OCO Sep 20	£20000	<ul style="list-style-type: none"> Students who have been adversely affected by academy closure, specifically disadvantaged students have access high quality intervention in mathematics
Arrange small group En, Ma, Sc intervention from Graduate Tutors	BJN,OCO Sep 20	£20000	<ul style="list-style-type: none"> Students who have been adversely affected by academy closure, specifically disadvantaged students have access high quality intervention
50 x Tassomai accounts for PP/LPA SEND Eng lit, Ma and Sci	BJN,OCO Dec 20	£720	<ul style="list-style-type: none"> Students who have been adversely affected by academy closure, specifically disadvantaged, boys, SEND and LPA students have access high quality intervention
Monitoring of Year 11 data after each data capture and mock examinations to ensure appropriate interventions take place	PDG,BJN,OCO	£0	<ul style="list-style-type: none"> Basics increase from previous figures. Progress at least in line with National figures.
Monitoring of student resources at home and making appropriate interventions such as: places to work; technology; revision guides; mentors	BJN,OCO	£1000	<ul style="list-style-type: none"> All disadvantaged students have access to an appropriate / suitable home learning resources and technology within the home that's supports accelerated progress.
Set up and running of Key Stage 4 study area accessible for students after school	BJN,OCO	£1 000	<ul style="list-style-type: none"> All students have access to an appropriate resources and technology that supports accelerated progress.

Outcome 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
All curriculum Leaders to have reviewed their Schemes of Learning and create a plan to enable catch up material to be taught	PDG,CL Sep 20	£0	<ul style="list-style-type: none"> All Schemes of Learning updated to link effectively from Year 6 through to Key Stage 4 and planned to reduce the curriculum deficit from Primary. All Schemes of Learning respond effectively to the curriculum deficit caused by COVID-19 by using OAT bridging curriculum as required
Teachers to initially use low stakes formative assessment to determine students understanding. Those who require support selected for intervention. Intervention targeted to specific misconceptions.	All teachers Sep 20	£0	<ul style="list-style-type: none"> 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 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.
All parents/carers to receive the school's attendance expectations. Families most at risk of PA to receive phone calls of its importance	JLN,PM, Attendance team	£0	<ul style="list-style-type: none"> Families shared into attendance expectations
All parents/carers to receive the school's new behaviour policy before the summer break. Parent/carers feedback encouraged.	JLN Jul 20	£0	<ul style="list-style-type: none"> Families shared into the new behaviour policy, to begin understanding of the expectations on return
Heads of Year and Pastoral Managers to have either a face to face conversation or telephone conversation with each family to build positive relationships with the family and identify any support needed.	HOY Sep 20	£0	<ul style="list-style-type: none"> Student attendance and behaviour to be better than national average due to regular and supportive communication with parents
Each year group to receive a virtual 'Raising Achievement Evening' from their Head of Year and Pastoral Manager. This event will explain how the school will keep students safe, and how they will be caught up with the loss of learning.	BJN,CSE, HOY Sep 20	£0	<ul style="list-style-type: none"> Year 7 students display high levels of leadership skills, teamwork and personal skills and attributes because of the deep commitment to personal development Improved parental and student confidence in the school's approach to staying safe and catching up with lost learning.

Outcome 3			
All students in all years have a planned curriculum that mitigate against lost teaching time			
Actions	Who/ When	Cost	Success Criteria
All curriculum Leaders to have reviewed their Schemes of Learning in all years and create a plan to enable catch up material to be taught	PDG,CL Sep 20	£0	<ul style="list-style-type: none"> All Schemes of Learning planned to reduce the curriculum deficit. All Schemes of Learning respond effectively to the curriculum deficit caused by COVID-19
September PD training days to address T&L, with an emphasis on online work setting, assessment and feedback and updated safeguarding guidance.	DON,PDG, JLN Sep 20	£0	<ul style="list-style-type: none"> Every teacher has the opportunity for professional development on the effective use of technology and support for curriculum planning. Ensure every teacher is supported and prepared to achieve the best outcomes for the pupils.

			<ul style="list-style-type: none"> • Every teacher is supported to effectively identify and intervene with students who require intervention.
Horsforth Quadrant CPD for curriculum leaders. Curriculum leaders to share with departments during curriculum time.	BJN,PDG Sep 20	£0	<ul style="list-style-type: none"> • Ensure every teacher is supported to effectively identify and intervene with students who require intervention
Early careers teachers to be assigned an experienced teacher as a mentor.	DON,CL Sep 20	£0	<ul style="list-style-type: none"> • Early careers teachers provided additional mentoring and support due to loss of teaching time.

Outcome 4

All students make rapid progress in all subjects so that they have caught up deficit by Easter

Actions	Who/ When	Cost	Success Criteria
Teachers to use low stakes formative assessment to determine students understanding.	All teachers Sep 20	£0	<ul style="list-style-type: none"> • All students' current level of understanding in each subject collected. • All teachers assess pupils' wellbeing and learning needs, and plan learning based on current knowledge and misconceptions.
QLA tracking and feedback given to all students for all assessments	PDG,CL	£0	<ul style="list-style-type: none"> • All students provided with high-quality feedback, which builds on accurate assessment.
All student's literacy and numeracy level to be collected to identify students needing catch up support.	DON	£0	<ul style="list-style-type: none"> • Students read fluently, confidently and accurately.
Identified students receive literacy and numeracy catch up support.	DON	£0	<ul style="list-style-type: none"> • Reading interventions are highly impactful for identified students and they make rapid progress.
Whole school literacy policy implemented	DON	£0	<ul style="list-style-type: none"> • Students reading levels are at an age appropriate level by summer 2021 • Students oracy within lessons is excellent • Students use of key terminology within speaking and writing tasks is excellent.
Inclusion's behavioural, social and emotional intervention for those at risk. Intervention to be personalised to the student.	JLN,BJN, CSE Oct 20	£0	<ul style="list-style-type: none"> • Behavioural, social and emotional interventions planned to improve student welfare. • All parents and carers to feel confident with who to contact should they require assistance
Inclusion's SEND team to diagnose SEND students' needs and plan appropriate intervention. SEND intervention shared with all staff, with clear guidance on how to support each SEND student.	KEL Oct 20	£0	<ul style="list-style-type: none"> • All pupils identified with special educational needs or disabilities provided with long term structured support
All KS4 mock examinations to have early morning pre-exam sessions and workshops. Breakfast provided to boost attendance. Teaching staff to lead sessions	PDG,BJN, OCO All year	£500	<ul style="list-style-type: none"> • All Year KS4 students to attend early morning revision sessions (8:00am – 08:35am) before all mock examinations for each subject.
KS3 and KS4 study areas to be staffed before and after school for independent study. All study areas to provide Chromebooks, textbooks and resources.	BJN,CSE All year	£4000	<ul style="list-style-type: none"> • School study areas open before and after school for independent study. Students to be rewarded for attending during these times.

Outcome 5			
Bespoke CPD programme ensures quality first teaching across the academy			
Actions	Who/ When	Cost	Success Criteria
September PD training days to address T&L, with an emphasis on online work setting, assessment and feedback and updated safeguarding guidance.	DON,PDG, JLN Sep 20	£0	<ul style="list-style-type: none"> Every teacher has the opportunity for professional development on the effective use of technology and support for curriculum planning. Ensure every teacher is supported and prepared to achieve the best outcomes for the pupils. Every teacher is supported to effectively identify and intervene with students who require intervention.
Horsforth Quadrant CPD for curriculum leaders. Curriculum leaders to share with departments during curriculum time.	BJN,PDG Sep 20	£0	<ul style="list-style-type: none"> Ensure every teacher is supported to effectively identify and intervene with students who require intervention
Early careers teachers to be assigned an experienced teacher as a mentor.	DON,CL Sep 20	£0	<ul style="list-style-type: none"> Early careers teachers provided additional mentoring and support due to loss of teaching time.
Personalised CPD developed for all teachers to support quality first teaching	DON,CL	£1500	<ul style="list-style-type: none"> Every teacher delivers high quality lessons to all students. Every teacher achieves the best outcomes for all their students.
Monitoring of quality of teaching	DON,CL	£0	<ul style="list-style-type: none"> Every teacher delivers high quality lessons to all students.
Using assessment data, create personalised CPD programme to improve outcomes	PDG,DON, CL	£0	<ul style="list-style-type: none"> Every teacher achieves the best outcomes for all their students.

Outcome 6			
Attendance rates, specifically amongst groups of disadvantaged students are above national figures for 2019-20 (or 18/19)			
Actions	Who/ When	Cost	Success Criteria
All SEND and vulnerable students are invited into school prior to opening to understand new processes and year group areas. Follow up phone calls to happen within two weeks to monitor, support and resolve issues	BJN,CSE HoY, PMs & SENDCo	£0	<ul style="list-style-type: none"> SEND and vulnerable group student attendance and behaviour to be close to national average due to regular and supportive communication with parents
All parents/carers to receive the school's attendance expectations. Families most at risk of PA to receive phone calls of its importance	BJN,SE HoY, PMs & Attendance	£0	<ul style="list-style-type: none"> Families shared into attendance expectations
All parents/carers to receive the school's new behaviour policy before the summer break. Parent/carers feedback encouraged.	JLN Jul 20	£0	<ul style="list-style-type: none"> Families shared into the new behaviour policy, to begin understanding of the expectations on return
Tutors, Heads of Year and Pastoral Managers to have either a face to face conversation or telephone conversation with each family to build positive relationships with the family and identify any support needed. Follow up conversation within two weeks to monitor, support and resolve issues	HoY Sep 20	£0	<ul style="list-style-type: none"> Student attendance and behaviour to be close to national average due to regular and supportive communication with parents

Each year group to receive a virtual 'Raising Achievement Evening' from their Head of Year and Pastoral Manager. This event will explain how the school will keep students safe, and how they will be caught up with the loss of learning.	BJN,CSE, HoY Sep 20	£0	<ul style="list-style-type: none"> Year 7 students display high levels of leadership skills, teamwork and personal skills and attributes because of the deep commitment to personal development Improved parental and student confidence in the school's approach to staying safe and catching up with lost learning.
Increased absence calling via Pastoral Managers on targeted basis	HoY,PM	£0	<ul style="list-style-type: none"> Student attendance and behaviour to be better than national average due to regular and supportive communication with parents
High visibility attendance displays and information around academy updated on a regular basis	BJN,CSE, HoY,PM	£0	<ul style="list-style-type: none"> Student attendance and behaviour to be better than national average due to regular and supportive communication with parents

Outcome 7			
Students' demonstrate positive mental health and wellbeing and exceptional personal and social development			
Actions	Who/ When	Cost	Success Criteria
All Year 11 students receive high quality careers advice and support.	BJN,CBU, DON Dec 20	£0	<ul style="list-style-type: none"> All Year 11 students have access to a minimum of 2 careers interviews. All Year 11 students secure an appropriate Post-16 progression route. No NEET. Careers advise and support delivered as part of tutor time and PSHE throughout all year groups.
Teachers to initially use low stakes formative assessment to determine students understanding. Those who require support selected for intervention. Intervention targeted to specific misconceptions.	All teachers Sep 20	£0	<ul style="list-style-type: none"> All students' learning progresses rapidly All students display high levels of confidence, enthusiasm and motivation 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.
All parents/carers to receive the school's attendance expectations. Families most at risk of PA to receive phone calls of its importance	JLN,PM, Attendance team	£0	<ul style="list-style-type: none"> Families shared into attendance expectations
All parents/carers to receive the school's new behaviour policy before the summer break. Parent/carers feedback encouraged.	JLN Jul 20	£0	<ul style="list-style-type: none"> Families shared into the new behaviour policy, to begin understanding of the expectations on return
Heads of Year and Pastoral Managers to have either a face to face conversation or telephone conversation with each family to build positive relationships with the family and identify any support needed.	HoY Sep 20	£0	<ul style="list-style-type: none"> Student attendance and behaviour to be better than national average due to regular and supportive communication with parents
Each year group to receive a virtual 'Raising Achievement Evening' from their Head of Year and Pastoral Manager. This event will explain how the school will keep students safe, and how they will be caught up with the loss of learning.	BJN,CSE, HoY Sep 20	£0	<ul style="list-style-type: none"> Year 7 students display high levels of leadership skills, teamwork and personal skills and attributes because of the deep commitment to personal development Improved parental and student confidence in the school's approach to staying safe and catching up with lost learning.
High quality tutor time scheme of learning planned	BJN,CSE, DON	£0	<ul style="list-style-type: none"> Students are ready to learn therefore making maximum use of lesson time. Also in the right frame of mind and feeling supported.
High quality tutor time scheme of work delivered and quality monitored	BJN,CSE, HoY	£0	<ul style="list-style-type: none"> Tutor time sessions well prepared and having desired impact

PSHE curriculum reviewed the Schemes of Learning in all years and create a plan to enable catch up material to be taught	PDG,DON Sep 20	£0	<ul style="list-style-type: none"> ● PSHE Schemes of Learning planned to reduce the curriculum deficit. ● Schemes of Learning respond effectively to the curriculum deficit caused by COVID-19
--	-------------------	----	--

Year 7 Catch Up Strategy			
Actions	Who/ When	Cost	Success Criteria
Literacy			
Targeted 1-1 support for those pupils above phonics but not yet successful in class.	CSE,DDI	£0	<ul style="list-style-type: none"> ● Increased reading ability for Year 7 targeted students
Guided reading sessions for very low ability readers not involved in Read Write Inc but not yet successful in class - target pupils with a current reading age of 8:0	CSE,RRE, LHO	£1 650	<ul style="list-style-type: none"> ● Increased reading ability for Year 7 targeted students
Able readers - Accelerated Reader	CSE,RRE, LHO	£0	<ul style="list-style-type: none"> ● Increased reading ability for Year 7 students
High ability pupils - Talk the Talk - debating intervention for oracy. Highest predicted English results (CAT tests).	CSE,EDO	£0	<ul style="list-style-type: none"> ● Increased oracy for Year 7 targeted students
Online publications for news and current events that can be made available online to all our students. Would support cultural knowledge and provide background for oracy tasks.	CSE,RRE	£1 200	<ul style="list-style-type: none"> ● Increased reading ability for Year 7 targeted students
Numeracy			
Purchase Maths Watch - KS3 and KS4 package. Support bottom 35 pupils in maths during form time intervention.	CSE,RRE, LHO	£500	<ul style="list-style-type: none"> ● Increased numeric ability for Year 7 targeted students
Resources			<ul style="list-style-type: none"> ●
Purchase laptops to increase form time interventions from 25 to 60	CSE	£8 600	<ul style="list-style-type: none"> ● Increased number of students able to be targeted
Monitoring of student resources at home and making appropriate interventions such as: places to work and technology (initial purchase of 6 laptops. Further resources to follow based on need)	CSE	£1 380	<ul style="list-style-type: none"> ● Students have access to intervention and lessons from home
Further resources to follow based on need for online learning	CSE	£6 930	<ul style="list-style-type: none"> ● Students have access to intervention and lessons from home