



ORMISTON
DENES ACADEMY

Ormiston Denes Academy

Curriculum Response and Recovery Plan

30th August 2020

Updated 1st October 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.

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. All data and strategies below are based on September 2020 year groupings.

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. Attendance is also key for all year groups.

Our cohort, outlined below, is made up of approximately 58% disadvantaged students and 20% of students have SEND. Disadvantaged is at its highest at Key Stage 3.

In this document, headings are cross referenced to the school improvement plan (*in italics and brackets*)

Ormiston Denes Academy Context	
Total number of students on roll	813
Total number of disadvantaged students	455
Percentage disadvantaged students	56%
Total females	429
Total males	384
Total HPA	91
Total MPA	384
Total LPA	140
Total SEND EHCP and K	178
Total EAL	31

Year Breakdown by Group (20/21)

	Year 7	Year 8	Year 9	Year 10	Year 11
Cohort Size	157	167	153	157	179
Number of PP	76	110	92	77	100
% PP	48	66	60	49	56
Females (dis)	87	95 (69)	72 (43)	82 (42)	93 (49)
Males (dis)	70	72 (49)	81 (54)	75 (39)	86 (53)
HPA (dis)	-	30 (18)	20 (9)	22 (5)	19 (10)
MPA (dis)	-	95 (69)	93 (63)	98 (52)	98 (55)
LPA (dis)	-	32 (26)	25 (15)	33 (23)	50 (31)
SEND EHCP/ K (dis)	39	43 (33)	29 (22)	29 (17)	38 (26)
EAL (dis)	2	7 (2)	7 (1)	3 (1)	12 (4)

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 migratory 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

Desired outcomes

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

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 (<i>SIP 1a, 2a, 3b, 3d & 7a</i>)
Success criteria	<ul style="list-style-type: none"> ● Good levels of attendance of all students, in both school time and additional period 5 lessons provided. ● All year 11 students are provided with additional lessons throughout the academic year that ensure all lost teaching time in English, mathematics and science is regained. This is currently planned through period 5 lessons on Mondays, Tuesdays and Thursdays. ● All students receive high quality careers advise and support through on site specialist careers personnel. ● Students who have been adversely affected by academy closure, specifically disadvantaged students have access high quality intervention in English, mathematics and science. ● In maths, the Regional Lead Practitioner is in school every Thursday to support the department and students. Each week’s programme is planned in detailed and in advance. ● All disadvantaged students have access to an appropriate / suitable home learning resources and technology within the home that’s supports accelerated progress – blended learning. ● All students have access to a minimum of 2 careers interviews. ● All students secure an appropriate Post-16 progression route. ● No NEET in 2021. ● Basics increase from 2020 figures of 34% for grade 5+. ● Progress is 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 (<i>SIP 6a & 7a</i>)
Success criteria	<ul style="list-style-type: none"> ● Good levels of attendance of all students, in both school time and additional learning provided. ● 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. ● Year 7 students’ learning progresses rapidly because of the intense focus on building for progression based on forensic analysis of their progress to date. ● 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 3	All students in all years have a planned curriculum that mitigate against lost teaching time (<i>SIP 3b, 3c, 4a & 6a</i>)
Success criteria	<ul style="list-style-type: none"> ● All Schemes of Learning respond effectively to the curriculum deficit caused by COVID-19. ● Every teacher has the opportunity for professional development on the effective use of technology and support for curriculum planning.

	<ul style="list-style-type: none"> ● Ensure every teacher is supported and prepared for the new year to achieve the best outcomes for the pupils – both in internal & external CPD ● Every teacher is supported to effectively identify and intervene with students who require intervention – supported by Heads of Year.
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Outcome 4	All students make rapid progress in all subjects so that they have caught up the deficit by Easter 2021 (<i>SIP 2a, 2b, 3a, 3e, 6a & 7a</i>)
Success criteria	<ul style="list-style-type: none"> ● All students' current level of understanding in each subject collected and analysed then acted upon. ● All teachers assess pupils' wellbeing and learning needs, and plan learning based on current knowledge and misconceptions. ● All students provided with high-quality feedback, which builds on accurate assessment. ● 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 continually improving ● Students use of key terminology within speaking and writing tasks is good and continually developing. ● All parents and carers to feel confident with who to contact should they require assistance – usually through the new Year group structure ● All students' literacy and numeracy level to be collected to identify students needing catch up support.

Outcome 5	Bespoke CPD programme ensures quality first teaching across the academy (<i>SIP 3a, 3c & 3d</i>)
Success criteria	<ul style="list-style-type: none"> ● Teachers devise and implement strategies to improve the outcomes for key focus groups, especially boys and SEND. ● Every teacher delivers good quality lessons to all students at all times. ● Every teacher achieves the best outcomes for all their students. ● Every teacher is able to effectively use technology and for curriculum delivery and planning including blended learning. ● Every teacher is able to effectively identify and intervene with students who require intervention.

Outcome 6	Attendance rates, specifically amongst groups of disadvantaged students are above national figures for 2019-20 (<i>SIP 2a,2b,2c & 7a</i>)
Success criteria	<ul style="list-style-type: none"> ● Attendance for the whole school is on an upward trend moving close to national in 2021 ● PA figures are moving towards national ● Attendance for disadvantaged students improves and is as high as their peers ● Student attendance and behaviour both improve and due to regular and supportive communication with parents

Outcome 7	Students' demonstrate positive mental health and wellbeing and exceptional personal and social development (<i>SIP 2a, 4a & 7a</i>)
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 student's resilience, self-esteem and self-belief. ● High quality support provided through the new Year system

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	£20 000	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 Key Stage 4 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 study areas to be staffed before and after school for independent study	£1 000	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	Year 7 Catch Up Premium strategy	£20 682	
Total		£68 760	