



# RECOVERY PLAN

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

## Context

### Background to 2020-21 Funding

An extra £650 million worth of funding is being pumped into schools to help pupils catch up on teaching missed during the coronavirus outbreak. This will equate to £24,950 for Ormiston Herman Academy with 361 pupils on roll as of 22<sup>nd</sup> Sept 2020.

Our model is based on best practice and evidence of what works and takes account of the work academies are already doing through the Education Endowment Foundation.

Our model is based on the knowledge of the needs of our children, where the level of need is highest and where gaps need to be closed. We have examined closely the number of pupils who returned to the Academy from 1st June and those that did not. We have undertaken baseline assessments to understand where the lockdown has had most impact and have sought to put resources in the areas of most need.

### Impact of School Closure on Learning and Engagement

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

Since schools closed in March, students have undoubtedly lost learning time. We are hopeful that our positive engagement figures, along with the daily work set for all year groups throughout the lockdown period, has limited the impact on our students. However, we acknowledge and aim to eliminate any negative impact that is apparent within our cohorts of pupils.

*The Education Endowment Foundation states that 'It is highly likely that the gap will have widened upon pupils returning, even though our best efforts were put in to mitigating this risk'*

Over the months of lockdown we carefully tracked our home-learning engagement figures and made contact with all pupils. Pupils deemed as vulnerable were contacted several times a week. Pupils who did not have access to online learning were provided with weekly packs of work.

### Further research

(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

## Funding

Ormiston Herman Academy has received a total of £25,600 to help close the gaps that have arisen due to the pandemic.

## Desired Outcomes

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

<b>Outcome 1</b>	<b>All pupils in Y1-6 make rapid progress in reading, writing and maths so that they catch up lost learning</b>
<b>Funding</b>	<ul style="list-style-type: none"> <li>● PIXL Primary Lead Practitioner £1500</li> <li>● Additional intervention support beyond school day £ 2500</li> <li>● 2 Days cover- PIXL Release £400</li> </ul>
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>● Gaps in learning identified in Reading Writing and Maths using Academy Baseline assessments and PIXL Autumn Transition Package.</li> <li>● Interventions in place to close gaps</li> <li>● Children achieve targets identified through the Autumn transition</li> <li>● Disadvantaged students who do not have access to appropriate home learning resources and technology within the home identified and alternative provision given.</li> <li>● All pupils are accessing google classrooms for home-learning and staff uploading lessons each day to allow pupils to access this at home or if self-isolating.</li> <li>● Parents are able to support with pupils learning</li> </ul>

<b>Outcome 2</b>	<b>All teachers are confident in delivering PiXL therapies to ensure rapid catch up of lost learning</b>
<b>Funding</b>	<ul style="list-style-type: none"> <li>● Additional intervention support beyond school day £2750</li> </ul>
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>● Training in PiXL therapies completed</li> <li>● Therapies an integral part of the teaching and learning planning programme</li> <li>● Other PiXL resources identified and used to provide quality first lessons.</li> <li>● Children accessing therapies achieve targets</li> </ul>

<b>Outcome 3</b>	<b>All pupils have acquired the knowledge, skills and vocabulary for the foundation subjects missed in Summer 2020 and can use them to progress future learning.</b>
<b>Funding</b>	<ul style="list-style-type: none"> <li>● <b>Investment in technology software and personnel to support online learning £9,000</b></li> </ul>
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>● Gaps in key knowledge, vocabulary and skill in subjects identified and addressed</li> <li>● Staff quickly address misconceptions using low stakes quizzing</li> <li>● Pupils confidently use knowledge organisers and other resources to build on learning</li> <li>● Pupils read fluently, confidently and accurately in all lessons, using key terminology</li> <li>● All Pupils' reading levels are in line with chronological age by Spring 2021</li> <li>● Pupils' oracy within lessons is excellent</li> <li>● Pupils' use of key terminology within speaking and writing tasks is excellent</li> </ul>

<b>Outcome 4</b>	<b>All Year 1 pupils will make rapid progress to achieve all Early Learning Goals to make expected progress through Year 1</b>
<b>Funding</b>	<ul style="list-style-type: none"> <li>● <b>Investment in TA support (Year 1) to implement and monitor catch up £9,000</b></li> </ul>
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>● Gaps in learning identified based on the EYFS profile outcomes 2019/20</li> <li>● Pupils achieving at least age expected in all areas by December 2020</li> <li>● SLT support in place 2 days a week</li> <li>● Provision revised to be in line with Year 2.</li> <li>● Greater emphasis on reading in all lessons.</li> <li>● Behaviour management strategies in place for identified pupils.</li> </ul>

<b>Outcome 5</b>	<b>Attendance rates, with a focus on vulnerable groups, are above national figures for 2019-20 - 2020/21</b>
<b>Funding</b>	<ul style="list-style-type: none"> <li>● <b>£50</b></li> <li>● <b>0 to support vulnerable groups with provision of additional materials / personnel to support Home learning and reintegration.</b></li> </ul>
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>● Attendance rates for vulnerable groups achieve at least national average</li> <li>● Attendance rates for Years 1- 6 above national</li> </ul>

	<ul style="list-style-type: none"> <li>● Attendance for the whole school remains at least in line with national figures by January 2021</li> <li>● PA figures remain better than national figures</li> <li>● Weekly liaison with Attendance and Entitlement Officer re Vulnerable pupils and PA.</li> <li>● Attendance for disadvantaged students is as high as their peer</li> </ul>
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<b>Outcome 6</b>	<b>Pupils demonstrate positive mental health and wellbeing and exceptional personal and social development</b>
<b>Funding</b>	
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>● Attendance rates achieve at least national for vulnerable groups</li> <li>● Behaviour incidents, rates of referrals do not exceed those of March 2020</li> <li>● The academy environment is one of enjoyment, engagement and confidence</li> <li>● The curriculum is coherently planned to support the rapid development of personal skills and attributes</li> <li>● Staff use PIXL Wellbeing Packages to support Personal Development.</li> <li>● All pupils and staff participate in and support National events - InterFaith Week, Black History Month, World Mental Health Day, Anti Bullying Week etc to promote respect and understanding for all.</li> </ul> <p>Students and staff show mutual support and respect.</p> <ul style="list-style-type: none"> <li>● Interventions and support programmes are highly effective at building students resilience, self-esteem and self-belief</li> <li>● COVID restrictions are clearly understood by all pupils and staff, so that all feel safe in the working environment.</li> </ul>

