

Ormiston Herman Academy

Response and Recovery Plan

Date July 2020

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



Catch up Funding

Background to 2020-21 Funding

An extra £650m funding is being provided by the government 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 pupils need support, some more than others.

Our recovery strategy will depend on the social distancing rules in September and this will be determined by how COVID-19 develops over the summer. Throughout the coming academic year the curriculum will need to be flexible around COVID-19 developments.

Response and Recovery Plan

Ormiston Herman Academy Context	
Total number of pupils on roll	336
Total number of disadvantaged pupils	119
Total number of new disadvantaged pupils as of September 2020	0
Total females (disadvantaged)	184 (66)
Total males (disadvantaged)	152 (53)
Total HAL (HAT disadvantaged)	57 (25)

Total MAT (MAT disadvantaged)	154 (59)
Total LAT (LAT disadvantaged)	72 (35)
Total SEND EHCP and K (SEND EHCP and K disadvantaged)	3 (2) / 33 (18)
Total EAL (EAL disadvantaged)	26 (13)

Year Breakdown by Group

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cohort Size	54	52	38	51	49	38	54
Number of PP	0	13	11	24	21	23	27
% PP	0	25%	29%	47%	43%	61%	50%
Females (dis)	32	26 (7)	21 (6)	26 (12)	28 (13)	22 (11)	29 (17)
Males (dis)	22	26 (6)	17 (5)	25 (12)	21 (8)	16 (12)	25 (10)
HAT (dis)	-	8 (3)	7 (2)	12 (3)	10 (4)	7 (5)	12 (7)
MAT (dis)	-	28 (5)	21 (4)	24 (14)	27 (12)	26 (13)	28 (11)
LAT (dis)	-	16 (5)	10 (4)	15 (7)	12 (5)	5 (5)	14 (9)
SEND EHCP/ K (dis)	0 / 2	0 / 5 (1)	1 (1) / 4 (2)	1 (1) / 6 (4)	0 / 5 (2)	0 / 5 (4)	1 (0) / 4 (2)
EAL (dis)	4	4 (1)	3 (2)	3 (2)	4 (2)	4 (1)	5 (2)

Impact of School Closure

Learning and Progress of current cohorts

Reception

	Number (%) engaged in meaningful learning during school closure	Disadvantaged engaged in meaningful learning during school closure	Non-disadvantaged engaged in meaningful learning during school closure
Total (52)	67% (35)	54% (7)	72% (28)
Females (26)	65% (17)	57% (4)	68% (13)
Males (26)	69% (18)	50% (3)	75% (15)
HAT (8)	75% (6)	67% (2)	80% (4)
MAT (28)	75% (21)	60% (3)	78% (18)
LAT (16)	50% (8)	40% (2)	55% (6)
SEND EHCP (0)	0	0	0
SEND K (5)	0/ 80% (4)	100% (1)	75% (3)
EAL (4)	75% (3)	100% (1)	67% (2)

Year 1

	Number (%) engaged in home learning	Disadvantaged	Non-disadvantaged
Total (38)	61% (23)	55% (6)	71% (17)
Females (21)	38% (8)	50% (3)	33% (5)
Males (17)	88% (15)	80% (4)	92% (11)
HAT (7)	100% (7)	100% (2)	100% (5)
MAT (21)	52% (11)	50% (2)	53% (9)
LAT (10)	50% (5)	50% (2)	50% (3)
SEND EHCP/ K (0/5)	60% (3)	33% (1)	100% (2)
EAL (3)	100% (3)	na	100% (3)

Year 2

	Number (%) engaged in home learning	Disadvantaged	Non-disadvantaged
Total (51)	54% (28)	33% (8)	74% (20)
Females (26)	58% (15)	25% (3)	86% (12)

Males (25)	52% (13)	42% (5)	62% (8)
HAL (12)	75% (9)	33% (1)	89% (8)
MAT (24)	58% (14)	29% (4)	100% (10)
LAT (15)	33% (5)	43% (3)	25% (2)
SEND EHCP/ K (1/6)	0% / 17% (0 / 1)	0% / 25% (1)	0% (0)
EAL (3)	67% (2)	50% (1)	100% (1)

Year 3

	Number (%) engaged in home learning	Disadvantaged	Non-disadvantaged
Total (49)	69% (34)	67% (14)	71% (20)
Females (28)	64% (18)	54% (7)	73% (11)
Males (21)	76% (16)	88% (7)	69% (9)
HAL (10)	80% (8)	75% (3)	83% (5)
MAT (27)	74% (20)	58% (7)	87% (13)
LAT (12)	50% (6)	80% (4)	29% (2)
SEND EHCP/ K 0/5)	40% (2)	100% (2)	0% (0)
EAL (4)	100% (4)	100% (2)	100% (2)

Year 4

	Number (%) engaged in home learning	Disadvantaged	Non-disadvantaged
Total (38)	79% (30)	74% (17)	87% (13)
Females (22)	86% (19)	91% (10)	82% (9)
Males (16)	69% (11)	58% (7)	100% (4)
HAL (7)	100% (7)	100% (5)	100% (2)
MAT (26)	81% (21)	77% (10)	85% (11)
LAT (5)	40% (2)	40% (2)	0%
SEND EHCP/ K (0/5)	80% (4)	100% (4)	0% (0)
EAL (4)	75% (3)	100% (1)	67% (2)

Year 5

	Number (%) engaged in home learning	Disadvantaged	Non-disadvantaged
Total (54)	65% (35)	56% (15)	74% (20)
Females (29)	76% (22)	65% (11)	92% (11)
Males (25)	52% (13)	40% (4)	60% (9)
HAL (12)	92% (11)	86% (6)	100% (5)
MAT (28)	71% (20)	55% (6)	82% (14)

LAT (14)	29% (4)	33% (3)	20% (1)
SEND EHCP/ K (1/4)	0% / 50% (0 / 2)	0% / 50% (0 / 1)	0% / 50% (0 / 1)
EAL (5)	60% (3)	50% (1)	67% (2)

Year 6

	Number (%) engaged in home learning	Disadvantaged	Non-disadvantaged
Total (27)	59% (16)	33% (5)	92% (11)
Females (14)	64% (9)	43% (3)	86% (6)
Males (13)	54% (7)	25% (2)	100% (5)
HAL (9)	78% (7)	60% (3)	100% (4)
MAT (13)	54% (7)	14% (1)	100% (6)
LAT (5)	40% (2)	33% (1)	50% (1)
SEND EHCP/ K (0/4)	75% (3)	67% (2)	100% (1)
EAL (3)	100% (3)	100% (3)	0

Narrative

- There is a general trend that shows HAL children have engaged with learning the most and LAT children the least.
- The gap in engagement between disadvantaged and non-disadvantaged children is not obvious and is very different between year groups. In some year groups, disadvantaged children have been more engaged.
- There is no overall trend in engagement regarding gender. Years 4 to 6 show stronger engagement from girls. However, the younger year groups show either a very similar percentage for boys and girls, or more boys being engaged.
- Engagement of EAL children is good, with high percentages across the academy (100% in three year groups).
- SEND children in Years 2 and 3 have the lowest engagement out of all groups.
- Year 2 (54%) and Year 6 (59%) have the lowest levels of engagement.
- Year 4 (79%) and Year 3 (69%) have the highest levels of engagement.

Impact of School Closure

Pupil 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	5
Family and Relationship Issues	5
Neglect	6
Witness to domestic violence	5
Low mood / anxiety	5
Other Safeguarding / Mental Health Vulnerabilities	5

Analysis of lost teaching time

Measured by current year group and subject

Since schools closed on 12th March, pupils have lost a considerable amount of learning time. The analysis of lost teaching time will support the preparation of an effective catch up plan. A total of approximately 480 hrs has been lost in curriculum learning time
All figures for Foundation Subjects are approximate due cross curricular teaching.

Reception

Area of learning	Lost teaching hours
All areas	Total 480hrs
Phonics	84
Literacy	84
Maths	84

Year 1

Subject	Lost teaching hours
English	84
Phonics	84
Mathematics	84
Science	14
Geography	14
RE	14
ICT	14
PE	28
Music	14
Art	14
PSHE	14

Year 2

Subject	Lost teaching hours
English	84
Phonics	84
Mathematics	84
Science	14

Geography	
History	14
RE	14
Languages	
ICT	14
PE	28
Dance	
Drama	
Music	
Technology	
Art	14
PSHE	

Year 3

Subject	Lost teaching hours
English	84
Mathematics	84
Science	28
Geography	14
RE	14
Languages	14
ICT	14
PE	28
Music	
Technology	
Art	12
PSHE	12
Reading	60

Year 4

Subject	Lost teaching hours
English	84
Mathematics	84
Science	28
Geography	14
History	
RE	14
Languages	14
ICT	14
PE	28
Art	14
PSHE	14
Reading	84

Year 5

Subject	Lost teaching hours
English	84
Mathematics	84
Science	28
Geography	14
History	
RE	14
Languages	14
ICT	14
PE	28
Dance	
Drama	
Music	
Technology	
Art	14
PSHE	14
Reading	84

Year 6

Subject	Lost teaching hours
English	60
Mathematics	60
Science	24
Geography	14
History	
RE	14
Languages	14
ICT	14
PE	24
Dance	
Drama	
Music	
Technology	
Art	14
PSHE	14

What does the research tell us?

Example (change, adapt, add to etc)

- A recent review of remote teaching conducted by the EEF found that remote learning can be effective, given the right conditions (EEF, 2020a). Therefore, pupils 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 pupil attendance

Desired outcomes

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

You will all need to include this:

Outcome 1	All pupils in Y1-6 make rapid progress in reading, writing and maths so that they catch up lost learning
Success criteria	<ul style="list-style-type: none"> ● Gaps in learning identified in Reading Writing and Maths as early as possible using Academy assessments and PIXL ● Children achieve targets identified through the Autumn transition package

Outcome 2	All teachers are confident in delivering PiXL therapies to ensure rapid catch up of lost learning
Success criteria	<ul style="list-style-type: none"> • Training in PiXL therapies completed • Therapies an integral part of the teaching and learning planning programme • Children accessing therapies achieve targets
Outcome 3	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.
Success criteria	<ul style="list-style-type: none"> • Gaps in key knowledge, vocabulary and skill in subjects identified and addressed • Pupils confidently use these to build on learning
Outcome 4	All Year 1 pupils will make rapid progress to achieve all Early Learning Goals to make expected progress through Year 1
Success criteria	<ul style="list-style-type: none"> • Gaps in learning identified based on the EYFS profile outcomes 2019/20 • Pupils achieving at least age expected in all areas by December 2020
Outcome 5	Attendance rates, with a focus on vulnerable groups, are above national figures for 2019-20
Success criteria	<ul style="list-style-type: none"> • Attendance rates for vulnerable groups achieve at least national average • Attendance rates for Years 1- 6 above national
Outcome 6	Pupils demonstrate positive mental health and wellbeing and exceptional personal and social development
Success criteria	<ul style="list-style-type: none"> • Attendance rates achieve at least national for vulnerable groups • Behaviour incidents, rates of referrals do not exceed those of March 2020

Spend Plan 2020-21

At a glance

	Programme	Cost	Person Responsible
Outcome 1	PiXL Primary Lead Practitioner	1500	KR
	Additional intervention support beyond school day	2500	
	2 Days cover for PIXL Release	400	
Outcome 2	Additional intervention support beyond school day	2500	
Outcome 3	Investment in technology and software to support online learning	9,000	
Outcome 4	Investment in TA support (Year 1) to implement and monitor catch up	9,000	
Outcome 5	6 x tablets (2 per term) as prizes for hitting attendance target	750	
Total		25,650	



Outcome 1				
Actions	Who/When	Cost	Success Criteria	R
All pupils in years 1-6 complete PiXL diagnostic assessments by 18.09.20	Staff		Gaps identified, interventions selected and in place	
Staff complete the gap in teaching document - key knowledge and skills- 6.7.2020	Staff		Gaps identified, interventions selected and in place	
Staff complete the PIXL training (3 areas) by 7.9.2020	K Redhead		All staff can select, deliver, analyse and action PIXL resources with confidence	
Targets set for half term - progress tracked through PIXL	M Thorpe/K Redhead		Combined tracker complete and updated at agreed points	
Support Assessments (Phonics Screen, Salford, Youngs, Times Tables SpeedReading etc) completed to create a 'bigger picture'	Staff		All completed and results analysed and sent to SLT as baseline comparisons	
Planning in place to deliver lessons based on common needs	Staff		Planning shows evidence of pre learning and overlearning to secure missed learning. Lessons delivered address gaps.	
Interventions in place (therapies) to support vulnerable groups	Staff		Vulnerable groups identified and accessing high quality lessons to 'catch up' Progress to targets tracked	
Regular use of low stakes quizzing to recap key knowledge skills and vocabulary	Staff		Pupils show increased knowledge, vocabulary and skills in core subjects and can apply them across the curriculum.	

Outcome 2				
Actions	Who/ When	Cost	Success Criteria	R.
Staff receive updated PIXL Training in order to :	K Redhead/ M Thorpe			
<ul style="list-style-type: none"> navigate site 	Staff		know where and how to select appropriate assessments, therapies, trackers etc	
<ul style="list-style-type: none"> deliver tests 	Staff		tests delivered clearly, according to instructions	
<ul style="list-style-type: none"> complete QLA'S 	Staff		QLA's completed and analysed. Vulnerable groups identified	
<ul style="list-style-type: none"> plan whole class lessons to address missing TCCs 	Staff		High quality lessons planned showing pre learning overlearning low stake quizzing and enables pupils to catch up quickly.	
<ul style="list-style-type: none"> Staff identify vulnerable pupils on tracker E2'S B1's A2's 	Staff		All staff know who is vulnerable and why and can select appropriate therapies and interventions to move them forward	
<ul style="list-style-type: none"> Staff confidently select therapies for whole class and intervention groups 	Staff		Therapies enable pupils to move on and close gaps in knowledge, skills and vocabulary	
<ul style="list-style-type: none"> Staff use tests to measure progress and update PIXL Tracker 	Staff /SLT/RSL		Combined tracker reflects good progress being made	
<ul style="list-style-type: none"> Monitor effectiveness of PIXL Programme 	SLT/RSL		All groups on track	
<ul style="list-style-type: none"> Staff regularly update SLT and RSL using the language of PIXL 	Staff /SLT/ RSL		Common Awareness	
<ul style="list-style-type: none"> Vulnerable groups - PP/SEN. E2's/ B1's and A2'S monitored for disparity and actions added if needed 	Staff /SLT/ RSL		No groups fall behind, All pupils hit targets	

Outcome 3				
Actions	Who/ When	Cost	Success Criteria	R
Staff identify lost learning from plans and narratives sent from last class teacher	Staff		Gaps identified and lessons planned to close gaps in knowledge, skills and vocabulary for each subject.	
Staff extract key skills,vocabulary and knowledge	Staff		Staff know and plan lessons that address key skills and plan lessons that include prelearning and over learning to close gaps quickly.	
Staff plan 'tight' lessons built on prior learning to build on skills, vocabulary and knowledge from missed foundation lessons.	Staff		Staff know and plan lessons that address key skills and plan lessons that include prelearning and over learning to close gaps quickly.	
Staff use low stakes quizzes to assess, build on and move forward	Staff		Staff have records and can talk confidently about who is making and why	
Staff identify vulnerable pupils and plan opportunities for support through pick up and planned interventions	Staff		Misconceptions and gaps are picked up and corrected quickly, allowing the pupil to move on.	
Staff identify cross curricular opportunities to address and revisit universal skills	Staff		Pupils have regular opportunities to revisit and overlearn eg. data analysis in science, recounts in history etc	
Staff provide knowledge organisers for pupils to draw on	Staff		Pupils use organisers for reference and rote learning in lessons and at home.	
Staff use online learning to set homework based on in school learning	Staff		All pupils can assess and complete tasks online, with access to a device. Staff can monitor who is completing tasks remotely.	
Academy invest in hardware and online resources to support vulnerable groups in after school clubs	Staff		Vulnerable pupils make required progress	

Outcome 4				
Actions	Who/ When	Cost	Success Criteria	R
Staff create an environment that bridges the gap between EYFS and Y1, taking into account the needs of the cohort.	EYFS / Y1Staff		Environment meets the needs of all pupils and supports high standards of learning and behaviour	
Academy invest in a TA for Year 1 to implement and monitor catch up	SLT		No groups fall behind	
Staff complete the gap in teaching document - key knowledge and skills- 6.7.2020	EYFS / Y1Staff		Staff have a clear understanding of where pupils are and where they need to be.	
Staff identify gaps in Early Learning Goals and plan a series of lessons to address and close	EYFS / Y1Staff		Gaps are closed through high quality learning	
Staff set targets and assess progress over time, using a range of EYFS assessment techniques and some quantitative assessment	EYFS / Y1Staff		Gaps are identified, tracked and closed Targets are met	
Support Assessments (Phonics Screen, Salford, support to give bigger picture	EYFS / Y1Staff		All assessments are complete and support allocated. Vulnerable pupils identified.	
Planning in place to deliver lessons based on common needs	EYFS / Y1Staff		Plans show understanding of gaps and strategies to close them.	
Interventions in place (therapies) to support vulnerable groups	EYFS / Y1Staff		Daps closed	
Regular use of low stakes quizzing to recap key knowledge skills and vocabulary	EYFS / Y1Staff		Responses tracked, assessed and recorded to identify strengths and weaknesses and allow pupils to move on.	

Outcome 5				
Actions	Who/ When	Cost	Success Criteria	R
Attendance carefully tracked and missing pupils contacted	Offise/SLT/ FLO		Attendance rates are at or above national.	
Weekly meeting with SLT and attendance officer to identify vulnerable pupils	Offise/SLT/ FLO		SLT and FLO establish relationships with parents or persistent abs and pupils attend school regularly	
FLO to make contact with regular non attenders and build relationship with parents to identify barriers to attendance	Offise/SLT/ FLO		SLT and FLO establish relationships with parents or persistent abs and pupils attend school regularly	
Academy to inform Outside Agencies where problems persist	Offise/SLT/ FLO		Families are supported and barriers overcome. Pupils attend regularly.	
Whole school attendance promotion and reward scheme for pupils exceeding Academy target	Offise/SLT/ FLO		Parents and pupils understand the importance of regular attendance and attendance improves.	
Monitor punctuality	Offise/SLT/ FLO		Persistent lateness is tackled, barriers are overcome and all pupils attend punctually.	

Outcome 6				
Actions	Who/ When	Cost	Success Criteria	R
Staff use PIXL wellbeing packages for Y1 - 6	Staff PSHE Lead KRE		Staff deliver clear and well constructed lesson that help pupils to overcome any anxieties they may have about returning to school	
Staff identify vulnerable pupils and their needs	Staff		All pupils feel safe and happy and are receiving extra support if needed.	
Where necessary , staff inform SENCO and SLT	Staff //SLT/ SENCO		SLT/FLO/SENCO work with pupils and families to provide support for specific difficulties.	
Class teacher / FLO speak with parents to identify any underlying anxieties	Staff //SLT//FLO		Underlying anxieties are addressed and barriers to learning are overcome	

Staff create safe and supportive environments	Staff //SLT		Pupils surveyed say that they feel safe and happy at school.
Staff revisit routines and safeguarding with all children to create a positive atmosphere	Staff //SLT		All pupils understand routines and expectations and follow them. Behaviour incidents are low.
Where necessary, staff in consultation with SENCO and SLT seek the support of outside agencies	Staff//SLT/ SENCO		Outside agencies work with families to achieve a positive home environment that promotes emotional well being.
Staff follow procedures for Behaviour and Safeguarding concerns	Staff //SLT		Behaviour incidents are recorded and followed up. Parents are notified. Incidents are low.

