



**Ormiston Meridian Academy**

# **Response and Recovery Plan**

**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.

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a support guide for schools with evidence-based approaches to catch up for all students.

<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/>

Schools should use this document to help them direct their additional funding in the most effective way. The Strategies in the guide are grouped into three categories:

- Teaching and whole-school strategies
- Targeted support
- Wider strategies

### Teaching and whole-school strategies

- Supporting great teaching
- Transition support
- Pupil assessment and feedback

### Targeted support

- One to one and small group tuition
- Extended school time
- Intervention programmes

### Wider strategies

- Supporting parents and carers
- Summer support
- Access to technology

# Impact of School Closure

## Learning and Progress

An analysis of remote learning data during lock down is essential to understanding the disparities in engagement of different students thus equipping us with the information we need to inform decisions about how to use catch-up funding effectively.

The following trends were identified:

- Low ability students were the group whose learning has been most effected by school closure, specifically low ability disadvantaged students
- Approximately 1/3 of SEND students, did not engage in meaningful learning during school closure. Male SEND students were the group most affected
- Approximately 1/3 of EAL students did not engage in meaningful learning during school closure
- Significantly more disadvantaged students did not engage meaningfully in learning and as result the gap between disadvantaged and non-disadvantaged students is very likely to have widened
- Low ability students are the group whose learning has been most effected by school closure

## Impact of School Closure Student Mental Health and Wellbeing

During lockdown, we implemented three strategies to monitor and support the mental health and wellbeing of our students:

- 'Safe, Well and Achievement (SWA) Checks' that asked a series of questions relating to their thoughts and feelings on their welfare, wellbeing, learning and achievement. All students were contacted once every 2 weeks, and some students were contacted more frequently; some receiving daily SWA checks. We acted upon all information at the time and will continue to use this information to provide ongoing support throughout this academic year.
- 'Let's Talk' initiative, which allows students and their families to contact the inclusion team at any point via email.
- Google Classroom to allow students to contact their teachers to discuss their learning assignments

All of the information relating to students' mental health and wellbeing was analysed and the following trends were identified:

- 5% of the student population reported having decline in their mental health or wellbeing during lockdown
- 2% of the student population reported feelings of breakdown in relationships with friends
- 3% identified an increase in their anxiety levels
- 3% identified that they felt anxious about coming back to school
- 4% reported a breakdown in routine and structure that impacted on sleep patterns, levels of motivation and enthusiasm for learning
- 1% reported feeling low levels of confidence and self-belief
- 3% reported feeling concerned that they are falling behind in their learning and this was causing them anxiety
- The vast majority of students reported that they simply wanted to return to school

## Analysis of lost teaching time Measured by year group and subject

Since schools closed on 12th March, students have lost 350 hours of lesson time. The analysis of lost teaching time has been used to support the preparation of our Response and Recovery Plan. The time that students have left in school has influenced the catch up provision heavily.

### Year 10 (moving into Year 11 in September 2020)

Subject	Lost teaching hours
English	70
Mathematics	63
Science	63
Option 1	35
Option 2	35
Option 3	35
Option 4	35
PE	14
PSHE	7 * form time and lesson time
RE	7 * extended form time

Around half of lost learning time comes from core subjects, just over a third from student's option choices, and a quarter from statutory PSHE, RE and PE.

These students start year 11 in September 2020 and have approximately 10 months to catch up the time lost whilst preparing them robustly for their examination season in summer 2021. Therefore, they are the priority in terms of funding allocation.

### Year 9 (moving into Year 10 in September 2020)

Subject	Lost teaching hours
English	70
Mathematics	63
Science	63
Option 1	35
Option 2	35
Option 3	35
Option 4	35
PSHE	7 * form time and lesson time
Reading	7 * extended form time
PE	14

The proportions of lost learning time are almost identical to year 10 students. Year 9 students also lost reading time. Students study statutory RE in Year 10. The examination season for these students will take place in summer 2022 and therefore, these students have just under 2 academic years to catch up.

### Year 8 (moving into Year 9 in September 2020)

Subject	Lost teaching hours
English	56
Mathematics	56
Science	49
Geography	28
History	28
RE	14
Languages	28
ICT	14
PE	21
Dance	7
Drama	7
Music	7
Technology	21
Art	14
PSHE	7* * form time and lesson time
Reading	7 *extended form time

Just under half of lost learning time comes from core subjects, just over a quarter from EBacc subjects, and a quarter from other subjects.

These students have just under 3 academic years to catch up the time lost before they sit their GCSE examinations

### Year 7 (moving into Year 8 in September 2020)

Subject	Lost teaching hours
English	56
Mathematics	56
Science	49
Geography	28
History	28
RE	14
Languages	28
ICT	14
PE	21
Dance	7
Drama	7
Music	7
Technology	21
Art	14
PSHE	7* * form time and lesson time
Reading	7 *extended form time

Just under half of lost learning time comes from core subjects, just over a quarter from EBacc subjects, and a quarter from other subjects.

These students have just under 4 academic years to catch up the time lost before they sit their GCSE examinations

## Desired Outcomes

### What we intend to achieve over the next 12- 18 months

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

<b>Outcome 1</b>	<b>Ensure all Year 11 and 10 students successfully catch up the content knowledge and skills missed so that they meet or exceed their potential across a range of GCSE subjects</b>
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>• All year 11 students are provided with a large range of intervention opportunities, including evening and Saturday tuition between September 2020 and July 2021</li> <li>• All year 10 students are provided with a large range of intervention opportunities, including evening and Saturday tuition between January 2021 and July 2022</li> <li>• All students in Years 11 and 10 that have been adversely effected by academy closure (specifically low ability, disadvantaged, SEND and EAL students) are able to access high quality additional teaching in English, mathematics and science to further accelerate progress</li> <li>• All Year 11 and 10 students have access to an effective package of home learning resources and technology within the home that supports accelerated progress across a range of subjects</li> <li>• All Year 11 and 10 students who do not have their own laptop at home can loan one from the academy so that they can learn remotely</li> <li>• All Year 11 and 10 students have access to a minimum of 2 careers interviews and an extensive careers mentoring service</li> <li>• All students secure an aspirational and appropriate Post-16 progression route</li> </ul>
<b>Outcome 2</b>	<b>Plan and implement short, medium and long term catch up curriculum plans across all year groups that mitigate against lost teaching time</b>
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>• All students in Years 7-9 have access to an effective package of home learning resources and technology within the home that supports accelerated progress</li> <li>• All students in Years 7-9 who do not have their own laptop at home can loan one from the academy so that they can learn remotely</li> <li>• Families of SEND and LAT students are well supported to enable them to engage in HAIL effectively</li> <li>• Students engage and have success with Home and Independent Learning strategy (HAIL) across all subjects</li> </ul>

	<ul style="list-style-type: none"> <li>• Targeted students are provided with bespoke intervention and additional teaching opportunities throughout the academic year</li> <li>• Curriculum ‘essentials’ for Reading, writing and mathematics are identified and taught / revisited across wider curriculum subjects</li> <li>• Curriculum enrichment and enhancement opportunities are accessed by all students in Key Stage 3</li> </ul>
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<b>Outcome 3</b>	<b>All year 7 students have access to a highly effective transition programme and bridging curriculum</b>
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>• All Year 6 students access the Success and Progress Summer Academy</li> <li>• 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</li> <li>• All year 7 students engage in ‘Building a Community’ residential</li> <li>• Year 7 students’ learning progresses rapidly because of the intense focus on building for progression</li> <li>• Curriculum ‘essentials’ for reading, writing and mathematics are identified and taught / revisited across wider curriculum subjects.</li> <li>• Year 7 students display high levels of confidence, enthusiasm and motivation</li> <li>• Year 7 students display high levels of leadership skills, teamwork and personal skills and attributes because of the deep commitment to personal development</li> <li>• Interventions are targeted and 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</li> <li>• All year 7 students engage in curriculum enrichment and enhancement activities</li> </ul>

<b>Outcome 4</b>	<b>Targeted students makes rapid progress in their literacy</b>
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>• Provide research-led reading and literacy CPD that ensures teachers deliver reading strategies consistently and effectively</li> <li>• Targeted students (specifically low ability, SEND and EAL) make rapid progress in reading fluency, accuracy and confidence</li> <li>• Students reading levels are at an age appropriate level by summer 2021</li> <li>• Students’ oracy within lessons is excellent</li> <li>• Students’ vocabulary acquisition is excellent</li> </ul>



	<ul style="list-style-type: none"> <li>• Communicate and engage parents and carers in academy reading strategy and provide them with support materials</li> </ul>
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<b>Outcome 5</b>	<b>Bespoke Continuous Professional Development (CPD) programme that ensures quality first teaching and pastoral care across the academy</b>
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>• Highly positive impact of evidence-informed CPD to enhance leader, teacher and teaching assistant development</li> <li>• Impact of Assessment for Learning external CPD is highly positive</li> <li>• Whole-class/ academy reading approach underpinned by clearly defined formative assessment practices</li> <li>• Whole-class academy approach to the teaching of numeracy is consistent and effective</li> <li>• All staff are highly skilled at supporting students and families who are experiencing bereavement, high levels of anxiety and feelings of worry</li> </ul>

<b>Outcome 6</b>	<b>Attendance rates, specifically amongst groups of disadvantaged students are above national figures for 2010-21</b>
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>• Families are well supported by pastoral and attendance liaison support teams in dealing with anxieties surrounding attendance to school, learning and achievement</li> <li>• Attendance for the whole school is at least in line with National figures by January 2021</li> <li>• Attendance for disadvantaged, SEND, low ability and EAL students is at least as high as their peers</li> <li>• Persistent Absence figures are below national figures</li> </ul>

<b>Outcome 7</b>	<b>Students' demonstrate positive mental health and wellbeing and exceptional personal and social development</b>
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>• Implement a successful school holidays support service that ensures students and families can be supported throughout school holiday periods</li> <li>• Whole academy House and Rewards strategies are successfully implemented and have positive impact on students' wellbeing and positive mental attitude</li> <li>• PSHE and wider curriculum support self-awareness of mental health and wellbeing factors</li> <li>• Curriculum is coherently planned to support the rapid development of students' personal skills and attributes, and as a result students; are incredibly smart, polite and well-mannered demonstrate confidence, independence and resilience self-regulate lead and manage their learning</li> <li>• Interventions and support programmes are highly effective at building students resilience, confidence and self-belief</li> </ul>

	<ul style="list-style-type: none"><li>• Additional support services, including counselling, 'Arch' therapies and dog therapy services are available for those students that need them</li></ul>
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## Spend Plan 2020-21 At a Glance

Based on the funding formula published by the government, we anticipate that we will receive in the region of £75000 over this academic year. The payment will be made in 3 installments over this academic year. In addition to this we have reallocated £21500 academy funding to resource all of the catch up programmes we wish to run.

Programme	Description	Outcome	Cost	Person Responsible
Success and Progress Summer Academy	Implement a 'Success and Progress Summer Academy' throughout the 6-weeks summer holiday so that; <ul style="list-style-type: none"> <li>all Year 10 students so that they can access face-to face teaching across all subjects to mitigate against lost teaching time.</li> <li>all vulnerable Year 7-10 students who are not engaging in remote learning are provided with face to face teaching</li> <li>all year 6 students are provided with an effective transition programme within the academy</li> </ul>	1, 2, 3 and 7	£6000	Mrs Stanyer
Additional tuition in English, mathematics and science	Create and implement bespoke curriculum packages for Year 11 students who require it and communicate this with students and parents. Provide similar opportunities for students in Year 10 that require it from January 2021.	1, 3	£20000	Miss Darlington
Additional tuition in other subjects (evenings and Saturday sessions)	Implement a timetable for P6, 'Bootcamp' and Saturday sessions for Year 11 students across a range of subjects and track, monitor and analyse attendance	1, 3	£8000	Miss Darlington
Revision resources for all students in year 11 and 10	Revision work books for all students in Years 11 and 10 for mathematics, English and Science	1, 3	£7000	Miss Darlington
Academic mentoring and careers interviews	Provide an extensive programme of careers mentoring for students in Years 11 and 10 so that they secure a successful post-16 progression route	1, 3	£2000	Mr Martin and Mr Davies
Home learning resources and technology	Use a range of online learning platforms that provide effective tutoring programmes for effective independent learning (Hegarty Maths, Ever Learner, GCSE Pod and MyGCSEScience.com)	1, 3, 7	£5000	Faculty Directors

Laptop Loan service	Purchase and provide a laptop loan service for all disadvantaged students who do not have the technology at home for effective home learning	1, 3, 7	£20000	Mr Hussain and Ms McGlynn
1:1 and small group reading and literacy intervention	Provide an extensive range of reading and literacy catch up programmes for all students in KS3 that require them including; <ul style="list-style-type: none"> <li>• 'Reading for Enjoyment' programme for all students in years 7-9,</li> <li>• 'Early Bird', 'Project X' and 1:1 reading intervention for targeted students</li> <li>• 'Big Writing Adventure' for targeted students</li> </ul>	2, 4	£3000	Ms Peacock, Mrs Hope and Mrs Rowley
Curriculum enhancement Year Key Stage 3	Provide an extensive range of catch up resources for all students in KS3 including; <ul style="list-style-type: none"> <li>• Catch up home workbooks for all students in Years 7-9 in mathematics, English and science</li> <li>• Achiever Planners for all students in Years 7-9</li> <li>• All year 7 students engage in 'Building a Community' residential</li> <li>• 'Skills Academy' for KS3 SEND students</li> <li>• 'Learning by Questions' licences</li> <li>• Maths Ninja numeracy programme for targeted students</li> </ul>	2, 3, 4	£8000	Mr Blundred
Targeted and personalised CPD suite	Provide all leaders, teachers and support staff with an extensive programme of CPD to ensure that all staff are equipped with the skills and expertise required to support students through Covid-19	5	£3000	Mrs Falarmarzi
Family attendance liaison and support	Deliver targeted support, intervention and remote learning services for those students whose attendance has been effected or continues to be affected by the impact of Covid-19	6, 7	£5500	Mr Hutchinson
Personal and Character Development House System	Launch and implement the OMERA House System and provide all students with personal and character development opportunities. Students will have the opportunity to develop their confidence, resilience and independence through a range of opportunities including House competitions, student leadership and mentoring	7	£2000	Mr Goodwin
Rewards system	Implement the OMERA House Rewards System to ensure students are highly motivated and enthused to achieve House points and are rewarded regularly for excellence	7	£2000	Miss Boyles
Therapeutic support services	Provide high quality therapeutic, wellbeing and counselling services for targeted students via 'The Arch'. Provide identified students with sessions with the school dog	7	£3000	Mrs Berrisford
Additional counselling services	Identify those students who need further support and refer for sessions with school councillor	7	£2000	Mrs Berrisford

TOTAL			£96500	
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