

# Catch up Funding - Ormiston Forge Academy – Executive Summary

## 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.

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. An emphasis also needs to be placed on overcoming identified barriers to remote/blended learning from our experiences in 2020. A blended learning approach that covers all potential scenarios has been included as an appendix to this document.

Ormiston Forge Academy (OFA) is a large 11-19 secondary school. The academy has a large Sixth form, more than 200 students, with strong outcomes and 0% NEETS.

Inclusion is at the centre of everything we do at OFA. The ‘Success Centre’ on site impacts positively upon inclusion by working with the most vulnerable students and parents.

## What does the research tell us?

Research/findings	Addressed in action plan
<p>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 - inference, classroom teachers need to be clear about who has engaged, how they engaged and who hasn't engaged to inform planning for September.</p>	<p>Throughout the plan and emphasised in early September for staff to know their students' experience.</p>
<p>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. <i>Gershenson (2017) finds that over the summer higher-attaining disadvantaged children fall behind other higher attainers at a faster rate than other groups. This is because of the different use of summer time and parental involvement and the involvement in enrichment activities.</i> We can expect something similar for this break away from school despite what we have tried to provide for students, the disadvantaged are the ones least likely to have opted in (we need to scrutinise the data more for our local context). However we know that good teaching is the most important lever schools have to improve outcomes for disadvantaged students (EEF guide to pupil premium) so that is where we need to focus.</p>	<p>Year 11 disadvantaged students having transport provided for saturday morning school, holiday catch-up sessions and a focus on their attendance at Friday revision sessions, revision guides provided and a whole school PP first attitude to questioning and marking.</p>
<p>Cooper et al (1996) estimated that reading and language is most affected by school closure, “on average, summer vacations created a gap of about 3 months between middle- and lower-class students”</p>	<p>Reading fluency and literacy skills highlighted for new year 7; accelerated reader used with year 8</p>
<p>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 student attendance</p>	<p>Year 11 disadvantaged students targeted support; training for staff on use of language post covid, on having well being conversations; attendance focus for pastoral team.</p>
<p>Tackling learning gaps for pupils transitioning from primary to secondary this year will be tricky - but this could be an opportunity to develop greater curriculum continuity across KS2/3 (Alex Quigley EEF National Content Manager, writing in the TES 9th July 2020). This is considered particularly true of English and Maths learning and therefore affects all subjects. and target catch-up strategies. <a href="https://www.tes.com/news/coronavirus-schools-reopening-where-will-english-and-maths-gaps-be-year-7s">https://www.tes.com/news/coronavirus-schools-reopening-where-will-english-and-maths-gaps-be-year-7s</a></p>	<p>Both English and Maths subject leads very aware of time since last learning and revising year 7 SOW to take this on board</p>
<p><i>If I had to reduce all of educational psychology to just one principle, I would say this: the most important single factor influencing learning is what the learner already knows. Ascertain this and teach him (sic) accordingly.</i> (Ausubel 1968). Assessing where students' learning is in September will be crucial. Questions to consider:</p> <ul style="list-style-type: none"> <li>○ what is the purpose of our assessments?</li> <li>○ what will we do as a result of assessing students?</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/news/eeef-blog-assessing-learning-in-the-new-academic-year-part-1/">https://educationendowmentfoundation.org.uk/news/eeef-blog-assessing-learning-in-the-new-academic-year-part-1/</a></p>	<p>Year 7 whole cohort testing (GL assessments); staff training on AFL in a covid classroom; use of “Do Now” tasks for recall and aimed at misconceptions; subject curriculum reviews and planning in assessments</p>

<p>Thoughts may turn to <i>when</i> we should assess students. It is likely that the first weeks or months of the autumn term will see teachers focus on formative and granular assessments. Such meaningful and manageable approaches mean that students can reconnect with their teachers and their peers and teachers can re-establish curriculum and assessment. If we assess too soon, without allowing time for familiarisation and settling in, we may not be able to distinguish between once secure learning that has been forgotten and learning that wasn't secure in the first place. Questions to consider:</p> <ul style="list-style-type: none"> <li>○ What assessment tasks will give us the best diagnostic information about the prerequisite knowledge, skills and competencies we want our students to develop through the school curriculum?</li> <li>○ Are we clear about the kinds of choices we want information from our assessments to support? Are they choices that we actually can and do act upon? Do our assessments give us the information we need to inform good choices?</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-2/">https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-2/</a></p>	<p>See above plus focus in subject and individual teacher medium and long term plans. Information provided to staff in September training</p>
<p>Reading comprehension strategies focus on the learners' understanding of written text. A focus on these strategies is shown to have a very positive effect on progress. (EEF teaching toolkit)</p>	<p>School wide focus on comprehension</p>
<p>The Recovery Curriculum is an essential construct for our thinking and our planning. Each school must fill it with the content they believe is best for the children of their school community, informed by your inherent understanding of your children in your community. What were the aims and values of your school before this pandemic? Use them now to guide your judgements, to build a personalised response to the child who has experienced loss. No Government can give you the guidelines for that. It is down to you, as that skilled, intuitive teacher, who can lift the mask of fear and disenfranchisement from the child. You can engage that child as a learner once more, for engagement is the liberation of intrinsic motivation, (Carpenter et al, 2015) 'Engaging Learners with Complex Needs', London, Routledge. Think Piece A Recovery Curriculum: Loss and Life for our children and schools post pandemic <a href="https://barrycarpentereducation.files.wordpress.com/2020/04/recovery-curriculum-loss-and-life-for-our-children-and-schools-post-pandemic.pdf">https://barrycarpentereducation.files.wordpress.com/2020/04/recovery-curriculum-loss-and-life-for-our-children-and-schools-post-pandemic.pdf</a> Liberty, K., (2018) 'How research is helping our children after the earthquakes.' <a href="https://www.healthprecinct.org.nz/stories/how-research-is-helping-our-children-after-theearthquakes">https://www.healthprecinct.org.nz/stories/how-research-is-helping-our-children-after-theearthquakes</a> (accessed 14th April, 2020.)</p>	<p>All subjects have reviewed their curriculum using OAT resources, particularly in year 7.</p> <p>Clear plan to focus on the pastoral needs of students first and teach them how to be a school student again; Re- learning to learn and avoiding deficit language in this process.</p>



## Desired outcomes - Year 11 cohort 2020-21

Outcome	<b>Ensure all Year 11 students have an appropriate Post-16 Progression route that meets their future needs as young adults</b>
Success criteria	<ul style="list-style-type: none"><li>● Ensure that students who have been adversely affected by academy closure, specifically disadvantaged students are able to access high quality additional teaching in English, mathematics and science as a minimum</li><li>● All disadvantaged students have access to an appropriate / suitable home learning resources and technology within the home that supports accelerated progress</li><li>● All students have access to a minimum of 2 careers interviews</li><li>● All students secure an appropriate Post-16 progression route</li><li>● No NEET</li><li>● Basics at least in line with National figures</li><li>● Progress at least in line with National figures</li><li>● Best provision for practical subjects as guidance allows</li></ul>

## Desired Outcomes - Sixth Form

Outcome	<b>Ensure Year 13/14 students have access to quality additional academic support, intervention, tutoring, careers guidance and support for independent learning to aid progress, and support their transition to the next stage of education/employment</b>
Success criteria	<ul style="list-style-type: none"> <li>● All students in the year group have the opportunity to attend a summer revision week; a week of subject specific sessions designed to consolidate key year 12 concepts and prepare students for year 13.</li> <li>● All A level students who currently do not qualify for any of the Academy's academic tutoring programmes have access to quality, personalised tutoring outside of normal lesson time (ie students who do not qualify for tutoring via The Access Project, Aim Higher Plus or Aspire to HE).</li> <li>● All year 13 /14 to receive one-to-one progress review meetings throughout term 1 and on the lead up to mock examinations in December</li> <li>● Students making below expected progress, particularly those from disadvantaged backgrounds, have access to group based and / or individual after-school tuition later in the academic year</li> <li>● All students receive access to quality resources, webinars and live lessons via Virtual Higher Education &amp; Employment Week.</li> <li>● All students have weekly university and / or employment workshops depending on their post-sixth form intentions.</li> <li>● Stability, if not an increase, in the progression rate of leavers to higher education</li> <li>● An increase in the percentage of non-UCAS applicants joining higher level apprenticeships or entering quality employment.</li> <li>● No NEET</li> <li>● An improvement in the number of students demonstrating a strong work ethic and commitment to their studies</li> <li>● An improvement, overtime, in prediction attainment and progress scores</li> <li>● A reduction, overtime, in the number or students making below expected progress in subjects.</li> <li>● A reduction in the percentage of students needing to follow a three year sixth form pathway.</li> <li>● A reduction, overtime, in the number or students making below expected progress in subjects.</li> <li>● A reduction in the percentage of students needing to follow a three year sixth form pathway.</li> </ul>

## Desired outcomes - Whole school catch up

<b>Outcome</b>	<b>Using a range of specialist staff, plan and deliver impactful intervention sessions to all year groups to mitigate lost teaching hours, ensuring complete curriculum/content/skills coverage, and resulting in demonstrable student outcomes</b>
Success criteria	<ul style="list-style-type: none"><li>● All year 11 and year 13 students are prioritised and provided with intervention opportunities throughout the academic year that ensure all lost teaching time is regained in English, mathematics, science, Ebacc and open bucket subjects with opportunities for practical learning where possible</li><li>● All subjects create and deliver intervention and tutoring opportunities for ‘at risk’ and disadvantaged students in all year groups to close gaps in curriculum content and skills</li><li>● Targeted students in year 7 receive high quality literacy and numeracy intervention to make rapid progress in skills where deficiencies have been identified</li><li>● Support staff/academic coaches are deployed impactfully to provide quality in-class support provision for ‘at-risk’ and disadvantaged students</li><li>● Subject leaders are supported in identifying curriculum fundamentals to help create flexible and bespoke curriculum plans to address the ongoing needs of all learners on a daily, weekly and termly basis</li><li>● Departments and individuals are supported with bespoke CPD training in order to deliver impactful lessons/interventions</li><li>● Demonstrable increase throughout the academic year in the number of students making expected progress for their relevant stage of education as a result of interventions/tutoring/recovery programmes</li><li>● Year 11/13 exam results in 2021 are commensurate with the Academy’s headline attainment and progress data from 2019 results</li></ul>

## Desired outcomes - Year 7 cohort 2020-21

Outcome	<b>All year 7 students have access to highly effective bridging and recovery schemes of learning across all subjects</b>
Success criteria	<ul style="list-style-type: none"> <li>● All Schemes of Learning respond effectively to the curriculum deficit from year 6 providing a high level of continuity and coherency</li> <li>● Year 7 students' learning progresses rapidly because of the intense focus on skills and building for progression</li> <li>● Year 7 students display high levels of confidence, enthusiasm and motivation in spoken, written and reading tasks</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 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> </ul>

## Desired outcomes - Wellbeing and mental health

Outcome	<b>Create a culture of wellbeing to encourage students to aspire to make good choices and understand what they need to do to keep mentally healthy</b>
Success criteria	<ul style="list-style-type: none"> <li>● Support programme in place to address impact of Covid-19 on students' mental health</li> <li>● The academy environment is one of respect, aspiration and resilience</li> <li>● Whole academy approach in place to address wellbeing for all students and staff</li> <li>● Programme in place to students' character in line with Forge values of Respect, Aspiration and Resilience to enable them to reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others</li> <li>● Interventions and support programmes are highly effective at building students' resilience, self-esteem and self-belief</li> <li>● Attendance, classroom engagement, student voice, staff and student surveys all indicate positive wellbeing and mental health towards all aspects of Academy life</li> </ul>

## Desired outcomes - CPD

Outcome	
Success criteria	<ul style="list-style-type: none"> <li>● all staff feel supported and prepared for student re-entry to the classroom by having had the right conversations and training regarding curriculum and behaviour</li> <li>● all staff have had the opportunity to consider the practice and role of assessment in the post-covid classroom</li> <li>● all staff have the skills to develop student learning should a further lockdown occur.</li> </ul>

## Desired outcomes - Reading

Outcome	<b>All students make rapid progress in their reading skills so that they have caught up deficit by Summer 2021</b>
Success criteria	<ul style="list-style-type: none"> <li>● Students read fluently, confidently, accurately and with enjoyment</li> <li>● Student reading levels progress at a rapid rate and are at, or significantly closer to, age appropriate levels by summer 2021</li> <li>● Reading interventions are highly impactful for identified students and they make rapid progress</li> <li>● Reading is modelled in lessons and students are shown how to ‘read like an expert’</li> <li>● Students are able to effectively employ a range of reading strategies across a range of subjects to access new vocabulary, including tier 2 words</li> <li>● Oracy within lessons is excellent and is used to support reading</li> <li>● Students’ understanding and use of key terminology within speaking and writing tasks is accurate</li> </ul>

## Desired outcomes - Attendance

Outcome	<b>Attendance rates, specifically amongst groups of disadvantaged students are above national figures for 2019-20</b>
Success criteria	<ul style="list-style-type: none"> <li>● Attendance for the whole school is at least in line with national figures by January 2021</li> <li>● PA figures are below national figures by January /2021</li> <li>● Attendance for disadvantaged students is above National figures by January 2021</li> </ul> <p><i>All attendance target figures to be added following guidance</i></p>

