

Response and Recover Plan

Executive Summary

Impact of School Closure

The average student will have lost approximately 300 hours of teaching time from the beginning of the Lockdown on March 23rd to the end of the academic year. During this time students have been given work packs to keep them up to date and students in year 10 were part of the online Teams lessons trial, as well as being part of the summer school to help them transition to year 11.

School closure has undoubtedly had an impact on wellbeing. From the pastoral support programme during Covid19, 7 referrals have been made for counselling. Parents and carers have described students unable to maintain concentration and family disagreements have escalated due to lack of engagement and stress caused by home learning. In response to these concerns, we have a catch-up recovery programme in form time focusing on developing resilience, community connection and peer friendships. Also, we have increased time from school counsellor with more intensive groupwork. We have decided to use the Pupil Development Award as a focus and structure for the support of developing emotional intelligence and leadership/leadership skills. There has been an increase in Domestic Violence referrals and there will be a positive parenting programme in 2020/21.

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
- Teaching and Learning research showed that where learning is appropriately sequenced and presented that it has greatest impact.
- 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.
- 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 student attendance

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What does the data tell us?

The academy has conducted a number of baseline tests across the upper and lower school. The data suggests that:

- Baseline data for Students in the lower school are significantly below average in English and Mathematics. The performance of males is lower than females.
- Given the socio-economic profile of the academy and despite the efforts of academy staff to engage students during Lockdown via remote learning, it has become clear that on return to the academy the students have a deficit in knowledge.

What has parents and student feedback told us?

We have conducted a number of online parent forums and student voice activities both during Lockdown and following our return to the academy.

Parents

- Online Teams lessons were very beneficial for students during the Lockdown and as such if we had to close again, we would have a more extensive programme of all students having Teams lessons.
- Parents valued the pastoral and wellbeing support given to students and the impact of this is evidenced by the lack of a spike in Safeguarding concerns since our return in September.
- Parents appreciated the regular contact from the principal and senior team, including the online learning support forums.

Students

- In year 7 to 10 students spoken to said they would value small group tuition sessions to help them catch up. They said they would like this option in a range of subjects. We are offering this in English and Mathematics currently for these year groups. Other subject area gaps can be addressed through the careful use of bridging curricula and class profiles.
- Year 9 and 10 students felt that they would value some online revision clips and tutorials that they can re-watch in their own time. Resources such as GCSEpod might be useful for some subject areas if the content matches. We can create/gather a bank of videos to support learning of key points.
- The current year 11 cohort who experienced Teams lessons during Lockdown found this invaluable and felt that it really helped them to stay more on track. Hence Teams lessons being the primary focus of the closure plan.
- Students in year 10 and year 7 suggested support sessions for parents to enable parents to help with their work. The example was given where parents were struggling with the Mathematics, they needed to support their child and the students wondered if the school could offer some support to parents in this area. This can take the form of some online lessons and guidance notes available to parents.

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Outcome Objectives

Outcome 1	Ensure all Year 11 students have an appropriate Post-16 Progression route that meets their futures needs as young adults
Outcome 2	All year 7 students have access to highly effective bridging and recovery schemes of learning across all subjects
Outcome 3	Plan and implement short, medium- and long-term catch-up curriculum plans for all year groups that mitigate against lost teaching time
Outcome 4	All students in the Lower School make rapid progress in their literacy so that they have caught up deficit by July 2021
Outcome 5	Bespoke CPD programme ensures quality first teaching across the academy
Outcome 6	Attendance rates, specifically amongst groups of disadvantaged students are above national figures for 2019-20
Outcome 7	Students' demonstrate positive mental health and wellbeing and exceptional personal and social development

Actions Taken to Date

- Mocks have taken place for year 11. Baseline testing has taken place for lower school.
- English and Mathematics catch-up sessions and extension sessions have been scheduled and started for lower school and year 10.
- Period 6 are in place for all year 11 for all subject areas except English and Mathematics. English and Mathematics Form-Time intervention is in place for year 11.
- Summer school took place in June/July.
- Additional hardware has been purchased to support the teaching of remote lessons including where teaching staff have to self-isolate and are well.
- EAL software has been purchased and support is being offered to students.
- Literacy interventions are in place for the students whose literacy levels fall below of the required level.
- CPD programme has been designed to support the needs of staff especially during this time and with a focus on the academy development plan.
- Attendance is being monitored as part of the new attendance strategy.
- Form-time mental health and wellbeing sessions are underway and counselling continues.

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Spend Plan

Programme		Cost
Outcome 1	Tuition in English, Mathematics, and Science	£30000
	Summer School	£5000
	Additional careers support	£1000
	Home learning resources and technology	£23000
	RLP in English.	£0
	Marking Support Package (No More Marking)	£595
Outcome 2	Literacy and Numeracy activities and resource development.	£1000
Outcome 3	GL assessments for key year groups to ensure accurate baseline and progress.	£5580.75
	Staffing costs for P6 interventions (staff who are doing more than 2 sessions)	£1425.00
	Equipment for school-wide Teams teaching.	£4820
Outcome 4	GL assessments (as above)	N/A
	EAL Student support software	£500
Outcome 5	CPD for curriculum improvements.	£4000
	Cover given to staff on PIPs (NSH). £200 per day.	£4000
Outcome 6	Attendance Plan and associated costs.	£2000
Outcome 7	Pastoral Recovery Programme with focus on mental wellbeing and strategies – form time extension using resources recommended by DfE (Barry Carpenter – recovery curriculum online/Nurture UK and use of restorative work to capture thoughts/feelings on experience)	£1,000
	Focus on mental wellbeing and support in PSHE	£2,000
	The Human Toolkit	£18,500
	Drop-Down Days (Year Groups) focusing on mental wellbeing	£3,000
	Leading Parent Partnership Award – formal structure to increase community participation and support	£2,750
	Excellence in Pupil Development award-formal structure to support student development and resilience	£2,750
Total		£82,920.75