

Ormiston Sandwell Community Academy

Covid-19 Catch Up Premium Report

Curriculum Response and Recovery Plan

Date September 2020

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

Plan subject to change due to unstable local/national picture.

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.

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.

There is understandably huge concern about the learning that many students will have missed whilst unable to attend OSCA due to the COVID-19 outbreak – both due to learning time they have missed, and due to a possible extended ‘summer learning loss’ effect where learning prior to the lock down may have been forgotten. There is also, rightly, concern about the impact of students from a socio-emotional perspective. A rising awareness of the digital divide between students has also impacted on the effectiveness of remote learning, especially for disadvantaged students.

It is important that we avoid making sweeping assumptions around students and how far they may have engaged with remote learning based on, for example, measures of disadvantage. It is vital that we use our knowledge, understanding and relationships to support our students in a variety of ways. Each student will have had a different experience of lock down – therefore we need to consider our response carefully, ensuring whatever strategies we employ have the greatest impact on closing gaps created by the lockdown.

All curriculum areas have prepared a bridging curriculum for each year group, based on identifying the key knowledge required for progression, as well as re-establishing good learning practices and skills in all students. Key knowledge has been identified through close study of KS2/KS3 National Curriculum documentation and specification materials. Core/history/geography will also be using OAT materials provided as part of this bridging curriculum. The bridging curriculum will also include a range of assessments (in a variety of formats) so staff can identify key misconceptions or gaps. Further SOL across the year and catch up strategies to be employed can then address those identified gaps across all year groups effectively. This first approach is dependent on quality first teaching, accurate use of assessment and question level analysis to identify gaps of knowledge and understanding. This will also enable any catch-up provision across the rest of the academic year to be accurately targeted – at the right areas and at the most appropriate groups of students.

OSCA will also use the first half term to focus on supporting the mental well-being of our students, and to re-establish routines and expectations. Good relationships and clear expectations are vital for any catch-up strategies to be effective in closing gaps. Our Learning For Success PSHE curriculum has been adapted to help re-establish a clear ethos and culture at OSCA in September with all students.

All staff will also receive training on helping other staff and students with issues of anxiety, stress and bereavement. Safeguarding and CPOMS training will also be completed with all staff. The SEN and mentoring team will use the first half term to work with identified vulnerable students.

Ormiston Sandwell Community Academy Context	
Total number of students on roll	1105
Total number of disadvantaged students	327
Total number of new disadvantaged students as of September 2020	-
Total females (disadvantaged)	160
Total males (disadvantaged)	167
Total HAL (HAL disadvantaged)	122
Total MAT (MAT disadvantaged)	194
Total LAT (LAT disadvantaged)	64
Total SEND EHCP and K (SEND EHCP and K disadvantaged)	155
Total EAL (EAL disadvantaged)	204

Year Breakdown by Group

	Year 7	Year 8	Year 9	Year 10	Year 11
Cohort Size	243	239	206	210	207
Number of PP		104	77	74	72
% PP		12%	9%	9%	8%
Females (dis)		54	30	43	33
Males (dis)		50	47	31	39
HAL (dis)		39	30	41	12
MAT (dis)		44	32	76	42
LAT (dis)		21	15	28	17
SEND EHCP/ K (dis)		48	36	30	41
EAL (dis)		33	57	61	53

Impact of School Closure

Learning and Progress

Year 10

	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	178 (86%)	57 (79%)	121 (90%)
Females	88%	85%	90%
Males	84%	74%	89%
HAL	90%	78%	94%
MAT	84%	76%	89%
LAT	88%	88%	88%
SEND EHCP	100%	0%	100%
SEND K	75%	61%	86%
EAL	85%	88%	83%

- SEND K students, specifically those who are disadvantaged, have engaged the least in meaningful learning during school closure
- Disadvantaged male students are the group whose engagement with meaningful learning is the second lowest.
- Low ability students are the ability group whose learning has been most effected by school closure, compared to MAT/HAT students

Year 9

	Number (%) engaged in home learning	Disadvantaged	Non-disadvantaged
Total	189 (90%)	65 (88%)	124 (91%)
Females	87%	84%	89%
Males	93%	94%	93%
HAL	91%	90%	92%
MAT	90%	88%	91%
LAT	87%	82%	92%
SEND EHCP/ K	100%	100%	100%
EAL	82%	78%	84%

- Disadvantaged EAL students are the group which have engaged the least in home learning followed by LAT disadvantaged
- Disadvantaged females have engaged less than males by 10

Year 8

	Number (%) engaged in home learning	Disadvantaged	Non-disadvantaged
Total	171 (83%)	61 (79%)	110 (85%)
Females	82%	70%	89%
Males	83%	85%	82%
HAL	79%	66%	84%
MAT	88%	88%	88%
LAT	84%	90%	88%
SEND EHCP/ K	83%	79%	88%
EAL	88%	94%	86%

- Disadvantaged females have engaged the least. The difference between disadvantaged and non is nearly 20%
- Disadvantaged HAT have one of the lowest engagement rates of all year groups at 66%

Year 7

	Number (%) engaged in home learning	Disadvantaged	Non-disadvantaged
Total	(198) 82%	(81) 78%	(117) 87%
Females	82%	81%	83%
Males	83%	74%	91%
HAL	84%	82%	85%
MAT	80%	77%	82%
LAT	75%	81%	91%
SEND EHCP/ K	80%	79%	88%
EAL	79%	76%	81%

- Disadvantaged MAT and EAL students would be the main groups for concern in year 7.
- Disadvantage males have also engaged less than females. (7%)

Impact of School Closure

Student 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	3
Engagement	1
Family and Relationship Issues	3
Self Harm	1
Suicidal thought	1
Sex and Relationship Concerns	3
Other Safeguarding / Mental Health Vulnerabilities	7

At the start of the school closure period we identified 106 vulnerable students/families that we would need to pay attention to during lockdown. This list has been added to as new information has been received. Identified key workers have been in regular contact with these students and families through different means (text, email, phone calls and home visits). The level of vulnerability determined the frequency of contact – bi-weekly, weekly, fortnightly. Students and families have received a variety of supportive measures throughout the period of lockdown e.g. signposting, Early Help referral, mentoring/counselling, assistance where there has been financial hardship.

We have 8 students who have suffered bereavement of a close family member during this time (only 2 of these being Covid-19 related). These students have received some bereavement support from our mentor team where it has been needed. Whilst this is not atypical for this length of time, and therefore not registering a big concern, there is concern that they have not received the more intensive, student facing support they would receive in normal circumstances.

We have received 10 Domestic Violence notifications for 8 separate families during the period of lockdown. Usual procedures have been followed in each case in terms of support provided, including adding students to our Key Worker/Vulnerable student provision. Whilst any incident is a concern, again these numbers are typical for this period of time. We seem to have gone against the national picture of a sharp increase in incidences of Domestic Violence.

We have only had one notification of self-harm and one notification of a student experiencing suicidal thoughts. As a result, we have been able to provide distanced support for the student and parents, signposting and liaise with relevant agencies. Again, based on comparison with similar periods of time this number is low. However, the concern is whether there have been other incidents not reported and dealt with by parents in isolation.

There have been a range of other incidents reported to us that have raised concerns. These include sexting, accessing pornographic material online, teenage pregnancy, missing from home, neglect, financial worries, mugging, online bullying, low mood and anti-social behavior.

In our analysis of data around these incidents, there is no direct correlation between students who are disadvantaged and susceptibility to negative mental health and wellbeing. All students, regardless of background, can suffer with their mental health and wellbeing. Whilst disadvantaged students might be more exposed to neglect and financial worries, it is often the case that non-disadvantaged students are more often suffering from anxiety, low mood and suicidal thoughts for an array of reasons.

As Year 10 returned to school we conducted a Wellbeing Survey to give us a better insight into students' mental health and wellbeing throughout the period of lockdown. We managed to capture information from roughly two thirds of students and we were impressed with the students' apparent resiliency throughout the lockdown, their confidence in talking about their experiences and there were some real heart-warming positives shared - students appreciating the opportunity to spend more time with families, bringing them closer etc. The vast majority felt safe about returning to school but there were many comments along the lines of "please break us in gently". The main anxiety was about the impact on their exams next year and whether they will still be able to fulfil their potential.

In terms of where the survey might have flagged concerns about general wellbeing this was from students already on the radar, and the vast majority of those who felt they would like to speak to someone about their experiences/feelings (there were very few) already had an identified person supporting them.

We intend to complete a similar survey with all year groups as they return in September to identify levels/nature of support we need to provide for students. We have also planned staff awareness raising/training sessions for our September training days around mental health and wellbeing providing staff with strategies to support students in areas such as coping with bereavement and anxiety.

Analysis of lost teaching time

Measured by year group and subject

Since schools closed in March, students have lost a considerable amount of learning time. The analysis of lost teaching time will support the preparation of an effective catch up plan.

Year 10

Subject	Lost teaching hours
English	70
Mathematics	56
Science	56
Option 1	42
Option 2	42
Option 3	42
Option 4	14
PSHE	14

Year 9

Subject	Lost teaching hours
English	70
Mathematics	56
Science	56
Option 1	42
Option 2	42
Option 3	42
Option 4	14
PSHE	14

Year 8

Subject	Lost teaching hours
English	56
Mathematics	56
Science	56
Geography	28
History	
RE	
Languages	14
ICT	14
PE	14
Dance	14
Drama	
Music	
Technology	14
Art	
PSHE	14
Reading	14

Year 7

Subject	Lost teaching hours
English	56
Mathematics	56
Science	56
Geography	28
History	
RE	
Languages	14
ICT	14
PE	14
Dance	14
Drama	
Music	
Technology	14
Art	
PSHE	14
Reading	14

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
- 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 student attendance

- Specific catch up strategies to be employed by OSCA include the following:
- Small group tuition, especially in core subjects, which have missed the most amount of teaching hours (+4)
- Developing comprehensive reading strategies across the academy, impacting the progress and attainment of all across every subject and supporting curriculum access of all learners, but especially LAT and EAL students, as identified as some key groups above (+6)
- Social and emotional learning to seek management of emotions to support greater engagement in learning by all groups, including disadvantaged females in year 8 and disadvantaged males in year 10 (+4)
- All of these strategies have been identified in the EEF toolkit as being low to moderate cost, and effective adding 4-6 months of progress on average (as research suggests)
- OSCA will also adapt and evaluate its strategic catch up plan across 2020-2021 to the ever changing local and national picture. Analysis of assessment from September- October will ensure any catch up and intervention is targeted to have the highest impact

Desired outcomes

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

Outcome 1	Ensure all Year 11 students have an appropriate Post-16 Progression route that meets their futures needs as young adults
Success criteria	<ul style="list-style-type: none"> • Ensure that students who have been adversely effected by academy closure, specifically disadvantaged students are able to access high quality additional teaching in English, mathematics and science • All students have access to a minimum of 2 careers interviews • All students secure an appropriate Post-16 progression route • No NEET • Basics at least in line with National figures • Progress at least in line with National figures

Outcome 2	All year 7 students have access to highly effective bridging and recovery schemes of learning across all subjects
Success criteria	<ul style="list-style-type: none"> • 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 • Year 7 students' learning progresses rapidly because of the intense focus on building for progression • Year 7 students display high levels of confidence, enthusiasm and motivation • Year 7 students display high levels of leadership skills, teamwork and personal skills and attributes because of the deep commitment to personal development • 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

Outcome 3	Plan and implement short, medium and long term catch up curriculum plans for all year groups that mitigate against lost teaching time
Success criteria	<ul style="list-style-type: none"> • All year 11 students are provided with intervention opportunities throughout the academic year (when safe to do so – DFE guidelines) that ensure lost teaching time in English, mathematics and science is regained • Year 10 students have scheduled intervention opportunities throughout the year in core and ebacc subjects, to address common misconceptions and develop confidence and good learning habits

	<ul style="list-style-type: none"> Year 10 students are prioritised for extra curricular opportunities in academy events/activities which will allow them to refine skills required for open subjects Year 8 and 9 will have 'Saturday workshop opportunities' which will focus on key knowledge and skills in non core subjects – taught in engaging and motivating way
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Outcome 4	All students makes rapid progress in their literacy so that they have caught up deficit by December
Success criteria	<ul style="list-style-type: none"> Students read fluently, confidently and accurately Students reading levels are at an age appropriate level by summer 2021 Reading interventions are highly impactful for identified students and they make rapid progress – AR in yr 7 and 8 Students oracy within lessons is excellent Students use of key terminology within speaking and writing tasks is excellent

Outcome 5	Bespoke CPD programme ensures quality first teaching across the academy
Success criteria	<ul style="list-style-type: none"> Focus on IT and effective blended learning strategies Successful recall and retention in every lesson – OSCA teacher toolkit CPD on developing reading and oracy within every lesson Extra support available for RQTs, NQTs, Academic tutors and new staff through induction program and use of OAT CPD materials

Outcome 6	Attendance rates, specifically amongst groups of disadvantaged students are above national figures for 2019-20
Success criteria	<ul style="list-style-type: none"> Attendance for the whole school is at least in line with national figures by January 2021 PA figures are below national figures Attendance for disadvantaged students is as high as their peers

Outcome 7	Students' demonstrate positive mental health and wellbeing and exceptional personal and social development
Success criteria	<ul style="list-style-type: none"> The academy environment is one of enjoyment, engagement and confidence. OSCA values are well known and visible Curriculum is coherently planned to support the rapid development of students' personal skills and attributes Students and staff help and support one another Interventions and support programmes are highly effective at building students resilience, self-esteem and self-belief

