



## RECOVERY PLAN

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

## Context

### Background to 2020-21 Funding

An extra £650 million worth of funding is being pumped into schools to help pupils catch up on teaching missed during the coronavirus outbreak. This will equate to £27,200 for Ormiston Cliff Park Junior Academy with 340 pupils on roll as of 22<sup>nd</sup> Sept 2020.

Our model is based on best practice and evidence of what works and takes account of the work academies are already doing through the Education Endowment Foundation.

Our model is based on the knowledge of the needs of our children, where the level of need is highest and where gaps need to be closed. We have examined closely the number of pupils who returned to the Academy from 1st June and those that did not. We have undertaken baseline assessments to understand where the lockdown has had most impact and have sought to put resources in the areas of most need.

### Impact of School Closure on Learning and Engagement

*A recent review of remote teaching conducted by the EEF found that 'remote learning can be effective, given the right conditions. Therefore, students who have engaged effectively in home learning are less of a risk' (EEF, 2020a)*

Since schools closed in March, students have undoubtedly lost learning time. We are hopeful that our positive engagement figures, along with the daily work set for all year groups throughout the lockdown period, has limited the impact on our students. However, we acknowledge and aim to eliminate any negative impact that is apparent within our cohorts of pupils.

*The Education Endowment Foundation states that 'It is highly likely that the gap will have widened upon pupils returning, even though our best efforts were put in to mitigating this risk'*

Over the months of lockdown we carefully tracked our home-learning engagement figures and made contact with all pupils. Pupils deemed as vulnerable were contacted several times a week. Pupils who did not have access to online learning were provided with weekly packs of work.

### Further research

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

## Funding

Ormiston Cliff Park Junior Academy has received a total of £27,200 to help close the gaps that have arisen due to the pandemic.

## Desired Outcomes

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

<b>Outcome 1</b>	<b>All pupils in Y1-6 make rapid progress in reading, writing and maths so that they catch up lost learning</b>
<b>Funding</b>	<ul style="list-style-type: none"> <li>● PiXL Primary Lead Practitioner contribution £1500</li> <li>● Teacher led intervention (1 day supply cover per year group, per week to release teachers for intervention 4 x 4 week blocks over 4 half terms) £11,520</li> <li>● TA led intervention - Additional 0.5 day per week per year group to release experienced TA to deliver SEND/PP intervention 4 x 4 week blocks over 4 half terms £3840</li> <li>● Phonics training for Y3 staff £600</li> <li>● Additional TA support for preparation of resources for intervention for SEND pupils 5 hours per week x 30 weeks ££1800</li> <li>● Purchase of 32 Devices (Chrome Books?) to support pupils without access to technology 6600</li> <li>● Associated insurance for device loan scheme to parents £200</li> <li>● Release for PSPHE/SRE lead to monitor implementation and well-being 1 day release per term £540</li> <li>● Sumdog License to support home learning £600</li> </ul>
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>● Gaps in learning identified in reading, writing and maths as early as possible using PiXL and additional Academy assessments.</li> <li>● Children achieve targets identified via Autumn transition package and subsequent data demonstrates retention over time</li> </ul>

<b>Outcome 2</b>	<b>All teachers and identified teaching assistants are confident in delivering PiXL therapies to ensure rapid catch up of lost learning</b>
<b>Funding</b>	
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>● Training in therapies completed September 2020.</li> <li>● Therapies are an integral element of the teaching and learning programme</li> <li>● All targeted pupils accessing therapies as required</li> </ul>

<b>Outcome 3</b>	<b>Curriculum adapted successfully for years 3-6 in order address gaps in learning</b>
<b>Funding</b>	
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>● Gaps in knowledge, skills and vocabulary identified and addressed</li> <li>● Pre-teaching of knowledge, skills and vocabulary integral to learning programmes as relevant</li> <li>● Pupils confident to use these to create links and build learning</li> </ul>

<b>Outcome 4</b>	<b>Attendance rates, with a focus on vulnerable groups, are above national figures for 2019-20</b>
<b>Funding</b>	
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>• Attendance rates for vulnerable groups at least in line with 2019/20 national averages</li> <li>• Attendance rates for years 3-6 above national</li> </ul>

<b>Outcome 5</b>	<b>Pupils demonstrate positive mental health and wellbeing and exceptional personal and social development</b>
<b>Funding</b>	
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>• Attendance rates of vulnerable pupils at least in line with national</li> <li>• All pupils, staff and parents are clear about behaviour expectations</li> <li>• Positive culture of behaviour management and support in school means that number of incidents and referrals are in line with or below those of the term preceding closure.</li> </ul>