

Broadland High OA

Curriculum Response and Recovery Plan

23-9-2020

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.

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.

Broadland High Academy Context	
Total number of students on roll	732
Total number of disadvantaged students	129
Total number of new disadvantaged students as of September 2020	0
Total females (disadvantaged)	366 (62)
Total males (disadvantaged)	366 (67)
Total HAL (HAL disadvantaged)	147 (12)
Total MAT (MAT disadvantaged)	365 (72)
Total LAT (LAT disadvantaged)	41 (12)
Total SEND EHCP and K (SEND EHCP and K disadvantaged)	63 (19)
Total EAL (EAL disadvantaged)	12 (3)

Year Breakdown by Group

	Year 7	Year 8	Year 9	Year 10	Year 11
Cohort Size	151	148	150	142	139
Number of PP	27	26	22	29	25
% PP	17.8%	17.5%	14.6%	20.4%	17.9%
Females (dis)	80 (13)	78 (13)	77 (12)	62 (13)	69 (11)
Males (dis)	71 (14)	72 (13)	73 (10)	80 (16)	70 (14)
HAL (dis)	n/a	47 (4)	39 (3)	38 (3)	23 (2)
MAT (dis)	n/a	92 (20)	100 (17)	81 (19)	92 (16)
LAT (dis)	n/a	8 (1)	5 (2)	14 (5)	14 (4)
SEND EHCP/ K (dis)	24 (8)	11 (4)	6 (1)	11 (4)	11 (2)
EAL (dis)	4 (0)	3 (1)	2 (1)	1 (1)	2 (0)

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	131 (94%)	19 (76%)	108 (95%)
Females	65 (94%)	8 (73%)	57 (98%)
Males	62 (89%)	11 (79%)	51 (91%)
HAL	23 (100%)	2 (100%)	21 (100%)
MAT	86 (93%)	13 (81%)	73 (96%)
LAT	12 (86%)	3 (75%)	9 (90%)
SEND EHCP/K	11 (100%)	2 (100%)	9 (100%)
EAL	2 (100%)	-	2 (100%)

Year 9

	Number (%) engaged in home learning	Disadvantaged	Non-disadvantaged
Total	125 (88%)	20 (69%)	102 (90%)
Females	48 (77%)	12 (92%)	47 (96%)
Males	64 (80%)	8 (50%)	56 (88%)
HAL	38 (100%)	3 (100%)	35 (100%)
MAT	67 (83%)	13 (68%)	54 (87%)
LAT	11 (79%)	3 (60%)	8 (89%)
SEND EHCP/ K	8 (73%)	2 (50%)	6 (86%)
EAL	1 (100%)	1 (100%)	-

Year 8

	Number (%) engaged in home learning	Disadvantaged	Non-disadvantaged
Total	124 (84%)	20 (77%)	18 (15%)
Females	14 (18%)	8 (62%)	55 (85%)
Males	63 (88%)	12 (92%)	51 (86%)
HAL	39 (100%)	3 (100%)	36 (100%)
MAT	82 (82%)	11 (71%)	71 (86%)
LAT	1 (20%)	1 (50%)	0 (0%)
SEND EHCP/ K	3 (50%)	1 (100%)	2 (40%)
EAL	2 (100%)	1 (100%)	1 (100%)

Year 7

	Number (%) engaged in home learning	Disadvantaged	Non-disadvantaged
Total	135 (89%)	19 (70%)	116 (94%)
Females	74 (93%)	11 (85%)	64 (96%)
Males	61 (86%)	8 (57%)	53 (93%)
HAL	46 (98%)	4 (80%)	42 (100%)
MAT	83 (88%)	16 (72%)	67 (93%)
LAT	5 (62%)	1 (100%)	5 (62%)
SEND EHCP/ K	21 (88%)	7 (87%)	14 (88%)
EAL	1 (50%)	0 (0%)	1 (100%)

Commentary

- Students have made a positive return to the academy, behaviour is good and attendance high.
- Y11 assessments take place across this half term with a thorough programme of assessment preparation and moderation in place;
- Wave 1 catch up taking place in lessons is effective as judged by regular informal monitoring with teaching staff using diagnostic assessment effectively and experimenting with graphic organisers following February inset;
- Y10 PPG's added during the period of lockdown show progress levels to be above average. Y10 small group tuition is increasing to prepare students for end of year assessments.
- Literacy catch up interventions have been well attended by students with over half having increased level by 1 step.
- Cover supervisor team/Inclusion/Pastoral and SEND - Staff working closely with the Safeguarding/Child Protection team to add capacity - supporting students within their bubbles as social time drop ins not possible
- Relaunch of 'SafeSpace App' so students can send any concerns directly to SG/CP team when they need to

Next steps:

Recovery Curriculum

- Stage 2/3 recovery planning to be monitored closely through SLT link meetings
- PPG assessments to inform recovery developments by year group

Catch up

- Further identification of Y10 students for small group tuition
- My Tutor students and timings to be reviewed
- Decisions made regarding temporary contracts to facilitate DSL hours

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	5
Family and Relationship Issues	7
Self Harm	5
Suicidal thought	6
Sex and Relationship Concerns	4
Other Safeguarding / Mental Health Vulnerabilities	6

- Between March 20th to September 6th 2020, there were 459 incidents recorded on CPOMS. 42% of the 'Nagging Doubts' were recorded as Emotional Related. Students were mainly struggling without contact with friends and in over crowded home situations. 15% suffered some domestic violence or physical incidents, some of which were related to drug/alcohol misuse by adults (all but one of these cases were disadvantaged).

- For some, the closure was a positive. Families were given time to spend together without external pressures.
- Some HPA preferred the independent learning and virtual feedback they received
- Disadvantaged students felt significant benefit from us providing Chromebooks and dongles - we have continued this for some families.
- Students who are just on the edge of care caused the greatest level of concern. Safeguarding/SEND/Pastoral teams worked to a communications rota to ensure students were regularly communicated with and external intervention and support referred to when needed - regardless of the holidays/weekends etc.

As a result of analysis of students needs on their return we have taken the following actions:

External support

- Leeway - 1 day per week - individual and small group work (coordinated by the SG/CP team). Support with relationships
- Prospects - 1 day per week - individual and small group work aged 13+(coordinated by the SG/CP team). Support with engagement
- Matthew Project - individual and small group work (coordinated by the SG/CP team). Support with drugs/alcohol use by individuals or members of the family
- Joint meetings with CAMHS/GPs to ensure appropriate support planning

Internal Development

- Attendance Officer carried out DSL training to support with students struggling to return and monitoring those isolating/long term absence
- Cover supervisor team/Inclusion/Pastoral and SEND - Staff working closely with the Safeguarding/Child Protection team to add capacity - supporting students within their bubbles as social time drop ins not possible
- Relaunch of 'SafeSpace App' so students can send any concerns directly to SG/CP team when they need to

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	49
Mathematics	56
Science	70
Option 1	35
Option 2	35
Option 3	35
Option 4	35
PSHE	7
PE	28

Year 9

Subject	Lost teaching hours
English	49
Mathematics	49
Science	42
MFL	28
History	28
Geography	28
RE	28
Art	14
Music	14
Drama	14
PE	28
Computing	14
Catering	14

Year 8

Subject	Lost teaching hours
English	42
Mathematics	42
Science	42
MFL	28
History	28
Geography	28
RE	28
Art	21
Music	14
Drama	14
PE	28
Computing	21
Catering	14

Year 7

Subject	Lost teaching hours
English	42
Mathematics	42
Science	42
MFL	28
History	28
Geography	28
RE	28
Art	21
Music	14
Drama	14
PE	28
Computing	21
Catering	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 affected 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

Desired outcomes

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

Outcome 1	Address gaps in knowledge / understanding for students
Success criteria	<ul style="list-style-type: none"> ● All departments to produce a recovery curriculum plan using time on September SDDs and review it regularly in department meeting time during the Autumn ● Provide mini whiteboard set for each child and visualiser for every classroom to enable formative assessment and modelling ● Provide CPD on formative assessment techniques ● Provide small group tutoring from BHOA staff for all identified students. ● Provide additional resourcing where appropriate to ensure students have the tools to study independently (books, subscriptions) ● Provide My Tutor Maths/English for 60 students, 10 sessions each in groups of 3 using core PE time / after school ● Basics measures are above national average ● Progress 8 is positive overall, and for individual buckets
Outcome 2	Address literacy gap for weakest readers in all year groups.
Success criteria	<ul style="list-style-type: none"> ● Provide e-Books and audiobooks via the Wheelers e-platform. Promote to students and build into library lessons. ● Employ additional LSA. ● Provide training on reading intervention for nominated LSA to enable 20 weakest readers across Y7-10 to have 3 sessions a week. ● Star reader tests over the year show a more rapid improvement than average over the time period

Outcome 3	Ensure technology is available to enable all students to engage with the full curriculum in school, and with remote learning.
Success criteria	<ul style="list-style-type: none"> ● Purchase 30 Chromebooks and trolley for use with My Tutor and to enable access for HSC, Catering and Drama to complete coursework. ● Purchase 8 reader pens to enable exam access arrangements without close support from LSA.
Outcome 4	Support students' mental health, well-being, attendance and aspirations
Success criteria	<ul style="list-style-type: none"> ● Provide a careers appointment with Beacon East for all students who need one both for guidance and to raise aspirations / motivation (greater need this year). ● Attendance Officer DSL trained to support those isolating or absent for other health reasons ● Provide additional hours of DSL time this year to support students struggling with anxiety and well-being, including those in danger of self-harm and suicidal thoughts. ● Decrease over the year in students requiring support from the Safespace/SEND teams (those on phased return/high risk) ● All students in y11 have made a suitable post-16 application by January.

Spend Plan 2020-21

At a glance

	Programme	Cost	Person Responsible
Outcome 1	Small group tutoring from BHOA staff	£14,000.00	LAM
	Additional resourcing (books, subscriptions)	£6,000.00	SJL
	My Tutor Maths/English for 60 students, 10 sessions each in groups of 3 using core PE time / after school	£2,250.00	SJL
Outcome 2	Provide e-Books and audiobooks via the Wheelers e-platform. Promote to students.	£200.00	GW
	Employ additional LSA.	£17,000.00	TAR
	Provide training on CUL for nominated LSA to enable 10 weakest readers in Y7-10 to have 3 sessions a fortnight.	£500.00	TAR
Outcome 3	Chromebook trolley.	£1,000.00	TH
	30 Chromebooks for My Tutor, enable access for HSC, Catering and Drama.	£5,500.00	TH
	8 reader pens to enable support for access arrangements without close support from LSA	£0.00	JT
Outcome 4	3 extra days of careers support from Beacon East	£0.00	JR

	Contribution to 2 days of DSL time to support with safeguarding/wellbeing	£11,000.00	DCR
Contribution to already committed catch up activities	The catch up funding needs to be used for existing Literacy and Numeracy catch up provision, such as Accelerated Reader.	£10,000.00	JM
Total		£59,700	

Additional funding will be used from the PP budget, the careers budget, department capitation, exams and IT in order to achieve these outcomes.