

GAP ANALYSIS ACTION OVERVIEW STATEMENT 2020/2021

ABBEY HILL ACADEMY

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. In August 2020, the government announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

GAPS	PLANNED ACTIONS	PREDICTED IMPACT / TIMESCALE
Quality of Education		
<p>Loss of structure and learning opportunities:</p> <p>Literacy- The teaching of phonics has been interrupted due to lockdown and therefore phonic sounds need to be re-introduced and consolidated</p>	<ul style="list-style-type: none"> • Phonic assessments to be carried out on all students within school and logged in an ongoing database. • Purchase 'Active Learn' online phonics resource to support students' learning both in school and at home. (approx. £1000) • Broaden the range of reading books for students working within Set 1 phonics (RWinc) to meet the needs of all learners; those who need sight-words and those who need a phonic based approach. (approx.£500) 	<p>All staff will have an accurate picture of students' current phonic knowledge.</p> <p>Lessons/ activities will be differentiated and targeted to improve students' phonic knowledge.</p> <p>Students will be engaged with high-quality resources.</p> <p>Parents/ carers will be able to engage in phonic activities with their child.</p> <p>To be launched Autumn Term 2. Reviewed on a half termly basis.</p>
<p>Loss of structure and learning opportunities:</p> <p>Y11 accreditation and the need for additional support for non-specialist teachers</p>	<ul style="list-style-type: none"> • Bespoke timetable in place for 6KF and 11AB. Timetable to be reviewed regularly. • Planning to be sent to Y11 tutors from HoD. • Support from HoD in all subjects. • Regular staff meetings • Standing MLT agenda item. • Work will be monitored and moderated at least twice per half-term. 	<p>Y11 students will gain accreditation in all core subjects.</p> <p>Y11 students will access high quality teaching.</p> <p>In place from Autumn Term 1 and to continue for the academic year.</p>
<p>Loss of Routine:</p> <p>Students who are needing to self-isolate or due to their anxieties are persistent absentees</p>	<ul style="list-style-type: none"> • Highly differentiated home-learning packs to be delivered weekly, collected and marked. • Home tuition for those self-isolating/ persistent absenteeism (once risk 	<p>Students engage with bespoke learning.</p> <p>Y11 students gain EL accreditation in English and Maths.</p> <p>Y7-10 students working towards predicted attainment level.</p>

	assessed that it is appropriate).	Home learning packs sent on a weekly basis. Regular tutor checks in with students and their families. Home tuition to begin Autumn Term 2 for identified students.
Loss of Opportunity: Experiential learning- students in the pre- and semi-formal curriculums have missed opportunities to learn in 'real life' as school visits have ceased	<ul style="list-style-type: none"> • Outdoor equipment to be purchased for the playground i.e. mud kitchen, water trays. • Staff will be trained in ideas for outdoor play. • Students will be taught to explore together. • Make resources for 'Tinkers Yard'.(approx. £000) 	<p>A Curriculum that reaches the child where they need it.</p> <p>Students re-engage with the curriculum.</p> <p>Students will be able to learn through play and exploration.</p> <p>Social interactions and communication skills will improve for semi-formal students.</p> <p>Connections will be made with the wider world. Students understanding of the world will improve.</p> <p>Tutor projects launched September 2020, with an emphasis placed on experiential/outdoor learning.</p> <p>To be reviewed on a half termly basis.</p>
Behaviour and Attitudes		
Loss of friendships: Student wellbeing- reconnection and resilience	<ul style="list-style-type: none"> • Students will continue to access learning in tutor group 'bubbles'. • Identified students will have access to Alliance Counselling services. • Results from student 'post lockdown survey' Oct 2020 are overwhelmingly positive with regards to students reporting that they are happy to be back at school to see their friends and staff. School will need to support students in this area should we go back into lockdown. 	<p>Students will be settled, happy and ready to learn.</p> <p>Students' mental health will be improved and are emotionally strong.</p> <p>Students will have the opportunity to access mental health support as required.</p> <p>COVID Experience forms collated September 2020</p> <p>Surveys for students and their families shared October 2020</p> <p>Educational Psychologist working with Senior Leaders to review and identify next steps (fortnightly)</p>
Loss of routines, structure and interactions: Reduce the anxieties of students with ASD and	<ul style="list-style-type: none"> • SaLT support following a SCERTS approach ½ day per week. • Training for 6SM staff. • Information to be shared with parents and social workers. 	<p>Students with ASD will improve their communication strategies.</p> <p>Teachers and support staff will model effective communication and self-regulation.</p>

improve their communication skills		<p>Students with ASD will imitate strategies.</p> <p>Students with ASD will reduce their anxieties.</p> <p>Tutor projects launched September 2020, with an emphasis placed on social skills and communication with others.</p> <p>Specific SCERTS input to be delivered from Autumn Term 2.</p>
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Personal Development

<p>Loss of physical opportunities:</p> <p>Implement opportunities for increased physical movement/ endorphin release</p>	<ul style="list-style-type: none"> • Review the delivery of the PE curriculum. • Training for tutors. • Purchase indoor PE equipment to encourage movement from students with gross motor difficulties. • Explore ways to re-instate rebound (cover for MOVE Coordinator). • Employ Sport Coach (Costs TBC) 	<p>All students will engage in movement-based activities.</p> <p>Students in the formal curriculum will access high quality PE activities.</p> <p>All students in the pre- and semi-formal curriculums will have access to a bespoke movement-based curriculum according to their needs.</p> <p>Tutor teams have incorporated opportunities for physical movement in as part of the curriculum offer e.g. gardening project, Eco Awareness – Litter Picking.</p> <p>Hydrotherapy pool was reopened to students on an individual basis from October 2020.</p> <p>Physiotherapy was prioritised and given additional space in the school building to accommodate more students throughout the week. This will continue for the academic year.</p> <p>Additional physical education sessions will be made available from Autumn Term 2 and reviewed on a half termly basis.</p>
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Total Budget:	£51,600 *10% already allocated to IT equipment for Teachers
Total Spend to date:	TBC