

Covid catch up strategy statement (Secondary)

School overview

Metric	Data
School name	Queen Elizabeth's Academy
Pupils in school	584
Proportion of disadvantaged pupils	48.6%
Catch up funding allocation this academic year	£54,500
Actual projected cost	£55,608
Academic year or years covered by statement	2020 - 21
Publish date	September 2020
Review date	February 2021
Statement authorised by	Kimberley Wilmott
Catch up funding lead	James Griffiths
Governor lead	Abigail Hawkins

Strategy aims

Aim	Target	Target date
Minimise reduction in access due to lack of technology for students at home.	Students supported to minimise learning gaps	Reviewed weekly
Interventions based on national standardised assessments for literacy and numeracy. Impacted measured in the same way.	Additional intervention closes gaps in literacy and numeracy.	Sept 2020 baseline Feb 2021 review June 2021 review
Teaching approaches to delivery of new content remotely mirrors effective in class practise of explicit guidance.	Teachers record lessons for absent groups.	Sept 2020 CPD Oct 2020 lessons recorded Half termly review of impact
Curriculum adapted to ensure core concepts delivered due to any lost learning time and reviewed if any further learning time lost to year groups isolating.	2020-21 curriculum reviewed in light of last academic year. Reviewed again after any further lost time.	Sept 2020 Reviewed half termly
Carefully sequenced pastoral tutor and RSE curriculum including explicit social and emotional skill development.	Student well-being programme of support	Sept 2020 plans in place Reviewed: Nov 2020, Feb 2021, June 2021.

Teaching

Measure	Activity	Impact
Priority 1	<p>Assessment to identify gaps in knowledge to inform teaching.</p> <ul style="list-style-type: none"> • Focus on formative assessment in Sept to identify and address gaps. Summative assessment dates moved back to allow for dedicated teaching time. • Assessment audit, CPD on what makes good assessment. • Base line writing in Y7 (training for staff) • Y7 GL progress testing in English and maths • CATs testing Y7 • Star reader Y7 -10 	<ul style="list-style-type: none"> • Staff have identified gaps in students learning without using high stakes assessments. Effective use of formative assessment has enabled faculties to amend curriculum plans to allow for gaps and loss of time. Sequencing has also been reviewed to ensure topics covered during lockdown remain in line with the powerful knowledge our subject experts have identified for the curriculum. • Baseline writing, GL assessments and CATS tests have provided externally verified data to enable the effective planning of mixed ability groups. Data shared with staff enables effective planning of scaffolding to support each learner as our philosophy is to teach to the top. • Pupils' reading progress tracked using Star Reader. • Externally verified data has supported the creation of a "nurture" group with identified support from the SEND team, along with a bespoke English curriculum to support access to the same powerful knowledge.
Priority 2	<p>Teaching approaches to delivery of new content remotely mirrors effective in class practise of explicit guidance.</p> <ul style="list-style-type: none"> • Attendance of Ambition Institute webinars shared with H of F. • Inset day dedicated to planning for future absences using best practice teaching focused on recorded content and modelling. • Coaching for early careers teachers with additional PPA. Internal network. Virtual training on lesson format July. Early career framework pilot. 	<ul style="list-style-type: none"> • INSET focussing on best practice in remote teaching has ensured that all staff are confident in the use of Teams, as well as other online platforms. This has resulted in effective blended learning during the autumn term, as well as remote learning during the spring term. Staff confidence in the use of Teams ensured that students had access to 5 hours of provision during the whole of the lockdown period. • New staff were confident to plan and deliver lessons in the QEA Way due to the July training and this in turn minimised disruption to student learning.
Barriers to learning these	<p>Student absence when testing. Further student absence. QEA lesson format and assessment approaches already seeks to address core concepts that may be forgotten in retrieval practice and focus on formative assessment to check</p>	

priorities address	for misconceptions every lesson. CPD recorded so staff can access this if absent.
Projected spending	Printing booklets for absent students £1000

Targeted academic support

Measure	Activity	Impact
Priority 1	<p>Interventions based on national standardised assessments for literacy and numeracy. Impact measured in the same way. Intervention close gaps to allow students to progress and access curriculum.</p> <ul style="list-style-type: none"> Literacy and numeracy TA to deliver intervention using identified students from star reader and GL progress tests. Y7 nurture group 	<ul style="list-style-type: none"> Year 8 – Three groups of pupils (18) were invited to join remote literacy intervention Jan-Feb 2021 in lockdown. Six pupils made progress (including two pupils who did not engage). Five pupils remained static, but learning loss potentially negated. Two pupils' scores were significantly lower than earlier assessments with gap widening. Four pupils absent during March testing window. Year 7 nurture group- 15 pupils. Sept 2020-March 2021 average progress for the whole group +0.07mths. Eight pupils made significant progress. Five pupils made no progress from a significantly low starting point (RA 6-7 years). Next step for TA to deliver high quality small group intervention (Fresh Start) to these five pupils whilst continuing to make connections with English curriculum. Pupil voice suggests an improvement in attitude

		to reading with pupils able to articulate a favourite book or author.
Priority 2	<p>Ensure Y11 reach targets to enable students to successful move on to their next destinations.</p> <ul style="list-style-type: none"> • Intervention timetabled during the school day (Y11) • P6 added to Y11 student timetables for identified students • Interventions delivered by subject teachers who can identify specific focus for intervention. • Mentoring of students in all year groups following summative assessments. • Careers pastoral programme in year 11 developed. 	<ul style="list-style-type: none"> • Half-termly achievement meetings and Raising Achievement Plans identified bespoke intervention requirements for pupils that have been delivered on a weekly basis since October 2020. This has contributed to projected Progress 8 scores increasing from -0.92 to -0.66. All pupils have had a half-termly meeting with their mentor and this has ensured that most pupils have plans in place for their transition to further education, employment, or training. All pupils have also been supported with a careers interview by a member of the leadership team at QEA to further support their transition. Furthermore, 12 pupils are receiving 1:1 support from mentors at Nottingham Trent University to support their current attainment and raise their aspirations for Higher Education. The impact so far is that the pupils are feeling more confident with their GCSE studies and producing a higher quality of work for their evidence portfolios.
Barriers to learning these priorities address	Student and staff absence to deliver and be part of face to face small group and 1-1 intervention sessions.	
Projected spending	Literacy/ numeracy TA £22,608 Teach first academic mentor £6,000	

	<p>Tutors 1-1 for Y11/10 at £25 an hour (17 staff) 6 week blocks £10,500 Year 11, Y10 £12,750.</p> <p>1-1 tutoring for year 13 students who did not reach targets in year 12 (3 students) 10 sessions for 3 student at £750.</p>
--	--

Wider strategies for current academic year

Measure	Activity	Impact
Priority 1	Carefully sequenced pastoral tutor and RSE curriculum including explicit social and emotional skill development.	<ul style="list-style-type: none"> All Schemes of Work have been completed. Lessons meet the needs of pupils and the teaching philosophy of the Academy. Statutory elements are currently being implemented. Development work is currently focussing on linking taught lessons to the pastoral programme.
Priority 2	<p>Student absence:</p> <ul style="list-style-type: none"> Regular messages of support and guidance around attendance to reassure parents. Tiered approach to student absence (shared with staff to ensure clarity) with clear and simple letter re expectations while absence and work provided. All students have visited the school library to take out a book to use in school and at home. Targeted drive for Weduc parental sign up to increase parental engagement Student support with use of ICT with focus on Teams 	<ul style="list-style-type: none"> Attendance for the autumn term was 94.4%, which was above the national average of 89%. Tiered approach to covid related absence with clear guidance to staff and parents has meant that learning has continued with minimal disruption, either via blended learning or via online learning as required. Teachers who have self-isolated have continued to deliver lessons via Teams, meaning that they are able to continue with their curriculum entitlement. Targeted drive has led to 75% of parents creating WeDuc

Measure	Activity	Impact
		<p>accounts. This has enabled Year 9 Parents Evening to proceed using SchoolCloud. Furthermore, 93% of Year 9 pupils returned their GCSE option choices by the deadline because of communication via WeDuc.</p> <ul style="list-style-type: none"> • Sessions on Teams delivered in ICT lessons and in tutor time, as well as instructions and video shared with parents, means that students were able to access all the functionality required in Teams to fully engage with learning.
Barriers to these priorities being addressed	Access to technology. Misconceptions re when to isolate for staff and students. Parental support with home learning. Regular simple messages needed.	
Projected spending	Library resources – books and reading rewards £2000	