

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, and 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 	
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. 	
Barriers to learning these priorities address	<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 for misconceptions every lesson. CPD recorded so staff can access this if absent.</p>	
Projected spending	<p>Printing booklets for absent students £1000</p>	

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 	
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. 	
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	<p>Literacy/ numeracy TA £22,608 Teach first academic mentor £6,000 Tutors 1-1 for Y11/10 at £25 an hour (17 staff) 6 week blocks £10,500 Year 11, Y10 £12,750. 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.	
Priority 2	<p>Student absence:</p> <ul style="list-style-type: none"> Regular messages of support and guidance around attendance to reassure parents. 	

Measure	Activity	Impact
	<ul style="list-style-type: none"> • 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 	
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	