

# Covid-19 catch up strategy statement: Stewards Academy

## School overview

| Metric   | Data             |
|--|------------------|
| School name                                      | Stewards Academy |
| Pupils in school                                 | 1084             |
| COVID – 19 Premium allocation this academic year | £87,840          |
| Academic year or years covered by statement      | 2020/2021        |
| Publish date                                     | September 2020   |
| Review date                                      | September 2021   |
| Covid – 19 catch up lead                         | Russell Perrin   |

## Pupil performance overview for last academic year

|   |       |
|---|-------|
| <b>All Pupils</b>                           |       |
| Progress 8                                  | -0.35 |
| Ebacc entry                                 | 51.9% |
| Attainment 8                                | 44.59 |
| Percentage of Grade 5+ in English and maths | 37.9% |
|   |       |
| <b>Disadvantaged Pupils</b>                 |       |
| Progress 8                                  | -0.52 |
| Ebacc entry                                 | 36.7% |
| Attainment 8                                | 38.39 |
| Percentage of Grade 5+ in English and maths | 31.7% |

## Strategy aims

| Aim        | Target  | Target date |
|------------|---|-------------|
| Priority 1 | To reduce the attainment gap between disadvantaged pupils and their peers.                  | Sept 21     |
| Priority 2 | To raise the attainment of all pupils to close the gap created by COVID-19 school closures. | Sept 21     |
| Priority 3 | To enable pupils to feel confident and able to cope in a post lock down environment.        | Sept 21     |

## Targeted academic support for current academic year

| <b>Measure</b>                              | <b>Activity</b>   |
|---|---|
| Priority 1 & 2                              | <b>Year 7 and 8 - Literacy intervention (Term 1 only)</b>   |
| Barrier to learning this priority addresses | Emerging evidence suggests that nationally pupil's key literacy skills have regressed as a result of national lockdown.   |
| How will progress be monitored              | Progress to be reviewed on a weekly basis by AHT responsible for Organisation & Enrichment. Weekly review will be feedback to SLs for English & KS3 English lead. |
| Priority 1 & 2                              | <b>Year 7 and 8 - Numeracy Intervention (Term 1 only)</b>   |
| Barrier to learning this priority addresses | Emerging evidence suggests that nationally pupil's key literacy skills have regressed as a result of national lockdown.   |
| How will progress be monitored              | Progress to be reviewed on a weekly basis by AHT responsible for Organisation & Enrichment. Weekly review will be feedback to SL for Maths & KS3 maths lead.      |
| Priority 1 & 2 & 3                          | <b>Science Saturday School (Year 11 Separate Science)</b>   |
| Barrier to learning this priority addresses | Improving pupil confidence.<br>Increasing attainment and improve progress of pupils in this subject.  |
| How will progress be monitored              | Through IPR system by AHT for COVID – 19 catch up strategy  |
| Priority 1 & 2 & 3                          | <b>Science Summer Programme (Year 11 Combined Science)</b>  |
| Barrier to learning this priority addresses | Improve pupil confidence. Increase attainment and improve progress of pupils in this subject.   |
| How will progress be monitored              | Through IPR system by AHT for COVID – 19 catch up strategy  |
| Priority 1 & 2 & 3                          | <b>3 to 1 Tuition Programme in Maths and Science (Year 10)</b>  |
| Barrier to learning this priority addresses | Improve pupil confidence. Increase attainment and improve progress of pupils in this subject.   |
| How will progress be monitored              | Regular feedback from course tutors to staff. SL maths using IPR system.  |
| Priority 1 & 2 & 3                          | <b>Academic Mentor in English (Year group &amp; focus to be determined – KS4)</b>   |
| Barrier to learning this priority addresses | Improve pupil confidence. Increase attainment and improve progress of pupils in this subject.   |
| How will progress be monitored              | Regular feedback from course tutors to staff. SL English using the IPR system.  |
| Priority 1 & 2 & 3                          | <b>Academic Prep (Y11) – additional catch-up and study skills lesson at the end of the school day</b>   |
| Barrier to learning this priority addresses | Coverage of Y10 curriculum (in depth) from Spring and Summer terms  |
| How will progress be monitored              | <b>IPR data and teacher assessments</b>   |
| Projected spending                          | <b>£69,086</b>  |

## Wider strategies for current academic year

| Measure                                       | Activity  |
|---|---|
| Priority 3                                    | To provide additional bespoke emotional and mental health support using the charity Place2Be  |
| Barriers to learning these priorities address | Low self-esteem, anxiety and other mental traumas relating to the pandemic and lockdown.  |
| How will progress be monitored                | IPR system, behaviour system (class charts), pupil voice survey, school council, online pupil survey by AHT for Covid – 19 catch up strategy; Place2Be impact report. |
| Projected spending                            | £18,754   |

## Monitoring and implementation

| Area             | Challenge   | Mitigating action  |
|------------------|---|--|
| Targeted support | Ensuring pupils attend intervention sessions provided and that programmes are having the required impact. | Ensure there is a system for taking registers and following up attendance with parents. Departments will be responsible in the first instance for monitoring attendance and contacting parents. Monitor the quality of interventions to ensure these are engaging for pupils. Holding a “virtual” parents evening to gain parental support at the beginning of the 3 to 1 programme.<br><b>Monitoring:</b> Impact measured through IPR system in conjunction with baseline testing   |
| Targeted support | Supporting pupils who have to self-isolate.   | Ensure there are curriculum resources readily available for pupils to access. Also ensuring all pupils have access to ICT facilities at home so home learning can continue. Put in place a system of safeguarding protocols and training so staff can deliver live lessons to pupils who have to self-isolate at home. Also ensure that protocols are in place to allow self-isolating staff, who are well enough, to teach live lessons from home.<br><b>Monitoring:</b> AHT for Covid-19 catch up programme will implement ICT equipment tracker spreadsheet to track distribution of ICT equipment.<br>Teaching staff will use Class charts to monitor submission of pupils work and provide supportive feedback to pupils. |
| Wider strategies | Cultural stigma attached to Mental health may act as a barrier to seeking help.                           | Promote the issues around mental health through assembly and community briefings. Promote the work of Place2Be. Ensure time for discussion around mental health issues through the ethics and values programme.<br><b>Monitoring:</b> Pupil Voice, School Council feedback, Pupil online survey, Place2Be impact report.   |