

## Tudor Grange Academy Redditch – Covid Catch Up Impact Statement 2020-21

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Literacy skills and reading has been impacted for those transitioning from Middle School
B	Gaps in curriculum as identified by each Head of Department
C	Gaps in knowledge and skills that have appeared during lockdown
D	Ensuring our SEND students are making social, emotional and academic progress following the lockdown period
E	Wellbeing: students adjusting to the new school routines and structures

### ADDITIONAL BARRIERS

#### External barriers:

F	Improving attendance for all students below 95%
G	Wellbeing: concerns around anxiety and safeguarding issues following the lockdown period

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Initiative	Date	Barrier	Initiative description	Staff lead	Cost	Impact
Transition – raising standards of reading	June to September 2020 onwards	A	Year 9- all new students sent a reading book and a transition pack to complete	MMA	£350.00 (100 copies @ £3.50)	All students were given a reading book as a part of transition, this has been used to further support their learning in Y9 literacy lessons. <b>Impact: Most year 8 students successfully transitioned into year 9. This is reflected in student voice (HT1 survey the majority of students were happy returning to school and felt well supported in their learning).</b>
Supporting learning of students when transitioning between key stages	July to September 2020	C	Transition days and taster sessions	JHE	N/A	All students received bridging work and have been successful in transition to 6th form as well as to Y13. The number of students remaining through to Year 12 was positive. (29/60 students). Students attended 2 days of transition and taster lessons. This supported students to choose the correct A Level options. Gaps in knowledge were mapped out in subject documentation and students were supported over the course of the year. Positive results for Y13 show that strategies were successful. <b>Impact: KS5 A Level VA 1.22 (2020: 0.84, 2019: 0.12) and positive VA for vocational (0.56)</b>
Effective assessment	September 2020 Standardisation of marking HT2 and HT3	A, B, C	Reading Tests Standardisation of assessments	MBM HODs	£4,301.04	All students in Y9 completed reading age tests and the data was used to inform support needed. Teachers have also used this information to further adapt their lessons to support student learning. Standardisation of marking for mocks across the Trust ensured accuracy of judgements and therefore knowledge gaps that needed to be addressed. <b>Impact: Accuracy of grades awarded at KS4 and KS5, no appeals received.</b>

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Graduate coaches	September 2020 - July 2021	C	Small group face to face intervention sessions & support for our most vulnerable learners	DFS	£30,651  Daily cost per graduate £105	<p>Students involved in small group sessions had additional support in learning specific content and topics. As a result they were more confident about their learning.</p> <p>Year 11 Form Time All year 11 students had one English, one maths and one science session per week on a rolling programme (Tues – Thurs). These were staffed by one teacher and one graduate coach per subject (except maths where there were two teachers) so that the numbers of students in each session was reduced to approximately 8 for greater impact. <b>Impact: See Y11 results in core subjects</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Progress 8</th> <th colspan="2">Attainment</th> </tr> <tr> <th>Subject</th> <th></th> <th>Summary</th> <th>Subject</th> </tr> </thead> <tbody> <tr> <td></td> <td>P8 Subject</td> <td></td> <td>A8 Subject</td> <td></td> </tr> <tr> <td>Combined Science</td> <td>0.52</td> <td style="background-color: #90EE90;"></td> <td>3.91</td> <td style="background-color: #90EE90;"></td> </tr> <tr> <td>English</td> <td>-0.08</td> <td style="background-color: #FFDAB9;"></td> <td>3.64</td> <td style="background-color: #90EE90;"></td> </tr> <tr> <td>English Literature</td> <td>-0.25</td> <td style="background-color: #FFDAB9;"></td> <td>3.51</td> <td style="background-color: #FFDAB9;"></td> </tr> <tr> <td>Maths</td> <td>0.73</td> <td style="background-color: #90EE90;"></td> <td>3.79</td> <td style="background-color: #90EE90;"></td> </tr> </tbody> </table> <p>Small group Physics and Chemistry teaching HT2. <b>Impact: See Y11 GCSE data</b></p> <p>The graduate coaches were also used to support students who were internally excluded so that their time in isolation included support with the core subjects. This was on a rolling programme so that there was maths, English and science provision daily.</p>		Progress 8		Attainment		Subject		Summary	Subject		P8 Subject		A8 Subject		Combined Science	0.52		3.91		English	-0.08		3.64		English Literature	-0.25		3.51		Maths	0.73		3.79	
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Mytutor	May 2021	C	Individual virtual subject tuition Year 11 students were identified through assessment information and College leader involvement. Students received individual tutoring on either Maths, English or Science. Sessions were delivered virtually through an NTP provider 'MyTutor'.	MJS	N/A, funded via NCOP	<p>Students were involved in tuition had additional support in learning specific content and topics. As a result they were more confident about their learning. Formal assessments took place in the summer term which demonstrate an improvement in the subject areas where students receive tuition.</p> <p><b>Impact: See exam/assessment analysis on those students that received tutoring and mytutoring individual reports</b></p>																																		

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<p>Effective support of SEND students to ensure effective learning and engagement</p>	<p>Sept 2020- July 2021</p>	<p>D, E, F, G</p>	<p>Teaching Assistants supporting students' virtually in channels in Teams  1:1 support with graduate coaches for students displaying social and emotional trauma</p>	<p>JCE ST/JP</p>	<p>Graduate coach costs (see above)</p>	<p>All SEND students were invited into small school during school closure with two TAs on site at all times. TAs also supported online lessons to ensure a smooth transition once students returned to school.</p> <p>Graduate coaches were also used on a 1:1 basis for students displaying social and emotional trauma post COVID:</p> <p>Student 1– 1:1 pastoral support, anger management, in class support. <b>Impact: graduated response as part of EHCP referral</b></p> <p>Student 2– pastoral support, social skills. <b>Impact: Improved attendance, results</b></p> <p>Student 3 – 1:1 learning, support to attend lessons, classroom resources to meet needs, regulation of emotions. <b>Impact: accessed learning</b></p>
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Preparing students for full return to face to face school	Jan-March 2021	E, F, G	Individual meetings with every student and 1 member of their family.; years 7, 8, 9, 10 & 12. Students brought in their books and showed the work they had completed in each subject. Some meetings held via Teams as students had already gone abroad.	SLT	No additional cost	<p>Contact with students and their parents gave them confidence about returning to school. Evidence of work completed during the Virtual School shows the students have learnt well.</p> <p>Students developed confidence with their learning through a range of activities.</p> <p>All students received welfare calls and some were visited at home to ensure they had access to remote learning.</p> <p><b>Impact: During lockdown, leaders were extremely successful in improving attendance to live lessons, limiting the impact of the pandemic. In the week beginning 4<sup>th</sup> January, 52% of students attended live lessons rising by 20% by the 12<sup>th</sup> February.</b></p>
Whole school trauma informed approach	Summer term 2020/1	D, E, F, G	Pastoral initiative to support the wellbeing of students. Staff training on the trauma informed approach and emotionally available adults (Trauma Informed School Level 5 Diploma)	LLE	£700	<p>Programme supports student wellbeing, increases independence and resilience, and reduces behaviour and potential for bullying.</p> <p>One college leader has now completed their training and disseminated to all staff. Staff have opted to become EAAs for our most vulnerable learners.</p> <p>Impact: The training started summer term 2020</p>

**Budget: £21 040**  
**Total costs: £35 302.04**

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