



Curriculum Impact Analysis

2020/21

Year 11 Leavers

Year Group Student Context

Cohort	Number of Students
Students	24
Pupil premium	19
Looked After Child	4
Students started after May 2020 (Last half term of Year 10)	1

Qualification Summary

Please note that these results have been gained using the system put in place by Ofqual due to the COVID-19 restrictions

- 100% of students received a qualification
- 96% of students received a qualification in either English or Maths. (Same student didn't get either. He was on AP for 80% of the time and refused to come into school. Started with us on 2nd September 2020)
- 96% of students received both an English and Maths Qualification
- 96% of students received a Maths qualification
- 96% students received an English qualification
- 33% of students received a Level 2 qualification
- 87% of students received a Level 1 qualification or higher
- 29% of students received 5+ at GCSE, L1 and or L2 qualifications

Special notes

- One student got GCSE Level 5, 5, 5, 4 and 4.
- 7 Students got at least 5 qualifications at L1 or L2
- 37% of students achieved an English GCSE
- 33% of students achieved a maths GCSE
- 58% achieved at least 1 GCSE (not equivalent)

The information below provides a more detailed breakdown of results and highlights the breadth of qualifications on offer to our students as well as the grades that they receive alongside their predictions.

The qualifications are wide and varied but there is a strong focus on all students achieving qualifications in both Maths and English as well as ensuring they are able to access suitable Post 16 opportunities.

Overview of Year 11 In-school Leavers Results by Subject
Hollis Academy
Results 2020-2021

24 students in Year Group. 19 Pupil Premium. 4 Looked After Child

Subject	Cohort	Number of GCSE Grades Achieved											Academy Target Grades		
		X	U	1	2	3	4	5	6	7	8	9	% Below	% Expected	% Above
English Language	9	0	0	2	2	0	2	2	1	0	0	0	0	44	56
English Literature	5	0	0	1	1	0	3	0	0	0	0	0	0	20	80
Mathematics	8	0	0	4	1	0	3	0	0	0	0	0	12.5	12.5	75
Art and Design	9	0	0	1	1	1	1	1	1	0	0	0	0	22	78
Food Preparation	5	0	0	1	0	2	0	2	0	0	0	0	0	20	80
Subject	Cohort	Number of Non-GCSE Level 1 Qualifications Achieved											% Below	% Expected	% Above
Mathematics	4	4											0	25	75
OA Science **	9	7											0	71	29
OA World of Work **	11	9											0	67	33
OA in Online User Skill	5	5											0	80	20
OA Sports/Healthy Living Award **	6	5											0	100	0
BTec Vocational Cert	12	12											0	58	42
Subject	Cohort	Number of Entry Level Qualifications Achieved											% Below	% Expected	% Above
English *	23	23											14	36	50
Mathematics *	23	23											14	21	67
OA Online Basics ***	10	7 (2 failed)											22	45	33
OA Life Skills Cert	2	2											0	100	0

* - 10 students had a higher target and therefore completed the GCSE or Functional Skills so are not included in these figures.

** - Students who failed had a target grade lower than the accreditation for the qualification

*** - One student who failed had a target grade lower than the accreditation for the qualification

Accreditation			Neno English	English Language GCSE	English Lit GCSE	Spoken English GCSE	Maths Entry Level	Maths functional skills	Maths GCSE	Open Awards Science Award L1	OA Introduction to the world of work L1	Btec Vocational Studies Certificate L1	GCSE Food & Nutrition WJEC	OA Life Skills Certificate E3	OA Life Skills Ext Certificate E3	Art & Design AQA GCSE	OA Online Basics E3	OA in Online User Skills L1	OA Sports & Healthy Living L1	NOCN AP	GCSE's (1-3) or L1 Equivalent	GCSE's (4+) or L2 Equivalent	Entry Levels	Total Qualifications
Eng	Maths																							
E3	E3		E3	4	2	Merit	E2	L1		L1	L1	L1	3		1	E3	L1				8	1	3	12
E1/2	L1		E3				E3								4	E3					0	1	3	4
E1/2	E1/2		E3				E3														0	0	2	2
E3	E3		E3				E3	1	Fail	Fail	L1				1						3	0	2	5
L1	E3		E3	4	1	Pass	E3	1	L1	L1	L1	3						L1	L1		8	1	2	11
L1	L1		E3	1		Pass	E3	1		L1								E3			3	0	3	6
E1/2	E1/2		E3				E3			L1	Fail		1	E3	5	E3					2	1	4	7
E3	E3		E3				E3													L1	1	0	2	3
E3	E3		E3				E3	L1						E3							1	0	3	4
																				L1 MV	1	0	0	1
L1	L1		E3	2		Pass	E3	L1							2	Fail			L1		5	0	2	7
E1/2	E1/2		E3				E3	1	Fail	L1	L1				2	E3					4	0	3	7
E3	E3		E2				E2								5	E3					0	1	3	4
L1	L1		E3	6	4	Merit	E3	4	L1	L1	L1	5						L1	L1		5	4	2	11
L1	L1		E3	5	4	Dist	E3	4	L1	L1	L1	5			5			L1			4	5	2	11
L1	L1		E3	2		Pass	E3	2	L1	L1	L1							L1	L1		7	0	2	9
E3	E3		E3				E3					L1									1	0	2	3
E1/2	L1		E3				E3														0	0	2	2
L1	L1		E3				E3														0	0	2	2
E3	L1		E3				E3	FS1												L1	2	0	2	4
E3	E3		E3				E3					L1				Fail					1	0	2	3
E1/2	E3		E3				E3				L1	L1				Fail			Fail		2	0	2	4
L1	L1		E3	1		Pass	E3														1	0	2	3
L1	L1		E3	5	4	Dist	E3	4	L1	L1	L1				2	E3			L1		5	3	3	11
Targets																								
			AP student																					

YR11 AP students	Accreditation						
	English	Maths	NOCN L1 MV	ASDAN Award Employability	ASDAN Award PSD	NOCN Skills for E,T and PD	
						Award	
	E3	E3				3 credits	
	E3	E3				1 credit	
	E3	E3				L1	
	E3	E3/FS1				L1	
			L1	E2	E2		
	E3	E3				2 credits	

2020 Year 11 Leavers' Destinations

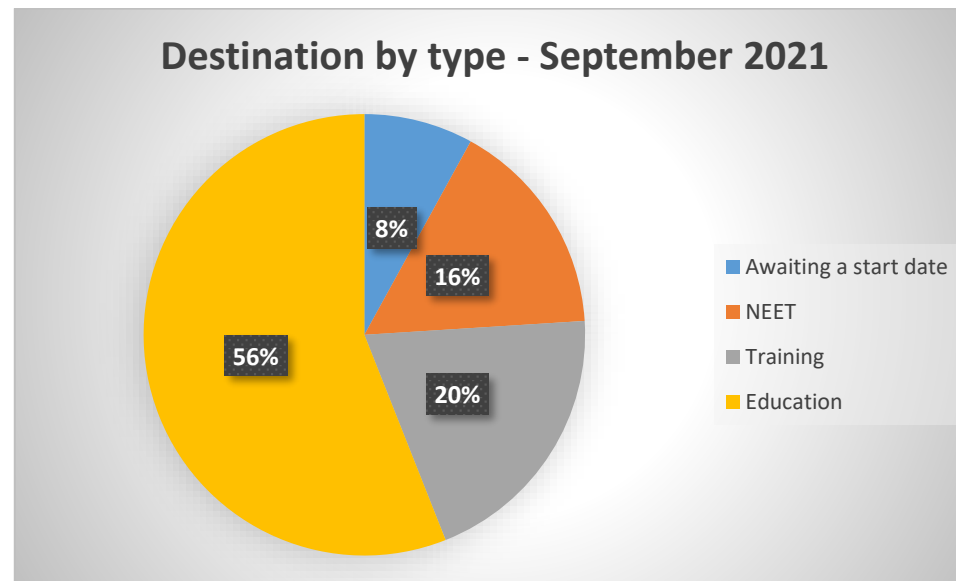
All students in Year 11 are provided with a comprehensive support package to enable them to gain a suitable Post 16 placement in an educational, employment or training session. This included:

- At least one interview from a Level 6 trained careers advisor to ensure they receive independent advice about their Post 16 options. Many students receive three sessions per year as Wendy Gosling makes herself available during Open Award and BTEC lessons
- All students are provided with the opportunity to visit and meet representatives from a wide range of Post 16 providers through a mixture of college visits, both individual and group based and careers afternoons in which parents and students are able to discuss options informally
- Students are provided with advice regarding CVs, applications, transport logistics and are fully supported throughout this application process
- Support with placement interviews, including providing staff to support at the actual interview where required
- A broad, balanced and appropriate curriculum suited to their academic and SEMH needs that enables them to access different Post 16 options
- 20/24 (83.3%) have placements offered in September
- The good links with the college and careers advisors have supported the students

Destination by Student

Student	Destination	Type
1	Middlesbrough College	Education
2	Mechanics Apprenticeship	Education
3	Stockton Riverside College	Education
4	Middlesbrough College	Education
5	Middlesbrough College	Education
6	Refused NETA offer. Awaiting a start at Middlesbrough College	Awaiting a Start Date
7	Started at YH Training and the provider went into liquidation 12/09/21. Awaiting a start at Middlesbrough College	Awaiting a Start Date
8	Traineeship in Construction	Training
9	Stockton Riverside College	Education
10	Nacro	Training
11	Nacro	Training
12	Redcar and Cleveland College	Education

13	NEET	NEET
14	Lingfield Choosing Pathways	Education
15	NEET	NEET
16	Carlisle College	Education
17	Nacro	Training
18	NEET	NEET
19	NEET	NEET
20	NETA Study Programme	Education
21	Study Programme	Education
22	Lingfield Choosing Pathways	Education
23	Askham Bryan College	Training
24	Lingfield Choosing Pathways	Education



Attendance

Attendance remained a key focus of Hollis Academy and all staff are focused on ensuring good attendance for all students. Many students who join Hollis have had negative experiences throughout their education, with some missing months and whole years from formal school, and other receiving a small amount of education through home tutoring.

	Attendance	Unauthorised	Authorised
Whole School	65.49	16.21	18.3

Whole Cohort

Year Group	Attendance
Y7	66.77%
Y8	75.29%
Y9	61%
Y10	70.35%
Y11	59.21%

	LAC	Not LAC
Y7	64.33%	65.55%
Y8	69.67%	71.84%
Y9	61%	69.95%
Y10	70.5	57.05%
Y11	36.78	59.64%
Average	60%	65%

	Pupil Premium	Not PP
Y7	88%	89%
Y8	97%	88%
Y9	37%	81%
Y10	64%	61%
Y11	93%	67%
Average	76%	77%

Wider Curriculum Activities

Along with the 'traditional taught curriculum', Hollis Academy offers a range of activities that although are difficult to quantify in terms of their actual impact on students, provides them with a range of skills, experiences and enjoyment that add to the Hollis Academy offer.

Outdoor Education:

This is delivered by highly trained and experienced members of staff and is carried out on a Form by Form basis every Wednesday. Added to this is the Duke of Edinburgh group of 3 students who completed the Bronze Award by completing their expedition this September. These students are going on to complete the Silver Award and a further 6 students are following the Bronze Award. Students take part in a wide range of activities such as walking, scrambling, gorge walking and bush craft. Outdoor Education continued to take place throughout in a limited format the year and activities may have changed due to the weather but students are expected to face all types of the elements. Students generally enjoy these activities and the benefits are highlighted below:

- Teamwork
- Resilience
- Awareness of the natural world
- Awareness of local places
- Exercise
- Experience of open and quiet places
- Endurance and challenge

Sporting competitions

Where possible, Hollis likes to take part in sporting competitions against similar schools. As well as enabling students to have an enjoyable time, sporting competitions provide the following benefits to our students:

- Exercise
- Builds pride and belonging within the school
- Resilience against set-backs and defeat (unless they win)
- Fair play and following rules
- Mixing with different people
- A sense of pride with their own performance
- The importance of teamwork

- Building self confidence
- The importance of being competitive
- Regulating emotion under stress

Enrichment/Reward Activities

Throughout the week, students have the opportunity to achieve five points per lesson. Students that have achieved sufficient points have the opportunity to access the games room at break and lunch time. At the end of the week, the points are totalled up and students pick their reward activity in order from the top points achiever to the least points achiever. Activities include the games room, cooking, watching a film, Football, multi-sports and ice-skating. A plan to incorporate swimming into the rewards activities is also underway.

Impact of COVID-19

When the partial closure of school due to COVID-19 was announced, Hollis Academy wanted to ensure that needs of all of our students continued to be met as far as possible. This included:

- A COVID-19 student risk assessment was created which took into account the social and medical needs of students and their suitability for them to attend school. Some students attended school throughout the lockdown due to their parents being key workers, social care involvement or other factors. The number of students within the school building increased during the summer term, with students placed into groups so that social distancing and social bubbles were maintained
- At least weekly phone calls made by staff to student and parents, with an increasing number of phone calls made to students who were deemed to be more vulnerable
- For those students who are self-isolating after testing positive after taking a PCR test, work was set and was clearly organised by year group and subjects on a weekly basis. For those students who could not access this, or preferred to work on paper, work was sent out for them to complete and this was managed through the weekly staff phone calls
- The weekly phone calls acted as a major positive way in which staff have been able to build up relationships with home, especially for those harder-to-reach students

- Throughout the first half of the autumn term, teaching staff are working with students to not only establish routines but also to assess the impact of any lost learning. The Leadership team will then work with different subject areas to look at how the key elements of this work can be delivered to ensure curriculum continuity