

Quest Academy Covid-19 Funding Report 2020/21

The data attached is a summary of Covid-19 funding expenditure and strategies, approaches and increased levels of support to impact our learners educational and SEMH achievements.

Intent

As a school we continue to manage our budgets in the most effective way possible, and to redirect the existing resources to best support all our pupils, particularly our vulnerable children and children of critical workers.

As a result of coronavirus (COVID-19) or where additional support is required to enable learners to access education or require SEMH provision.

Our plans for the funding are to use this for specific activities and resources to support learners to catch up for lost teaching over the previous months, in line with the curriculum expectations for the next academic year in actions for schools during the coronavirus outbreak.

The intent of our Covid-19 budget is to raise the attainment of disadvantaged students and support students with additional needs outside their EHCP needs. This is a government enterprise intended to address the achievement gap for learners that are affected by coronavirus (COVID-19). The additional funding is given to schools in England to raise the attainment of all learners has the opportunity to raise attainment across groups, classes or the school due to whole school approaches.

This report is written on real data based on all our pupils, linked to our assessment system (Odyssey) and all students have an Education Health Care Plan (EHCP).

At Quest academy there are **99** Learners with an age range is 5-16 with a gender mix of Female (12) Male (87)

Implementation

Outcomes- the vast number of outcomes are based around educational attainment, SEMH support, pupils not attending school, additional educational access.

Quality teaching for all- in line with the SDP the school has looked to improve reading levels and engagement in reading, there has also been a continued focus on engagement in maths through improved learning prospects, pathways resilience and self-esteem.

The school is rapidly developing its home learning platforms and onsite learning opportunities to adapt to the coronavirus (COVID-19) demands. This will include increased access, user friendly interface and technological advances.

The ability to facilitate external and internal experiences have been limited and to facilitate these have relied on expertise of current staff members to be adaptive and creative. This has been seen as a chance to upskill staff to provide more onsite/offsite opportunities and support

Targeted support- the interventions programme development and Personalised Learning has been aimed at improving all aspects of learners to include a range of 1-1 support, alternative timetables and catch-up curriculum embedding learning and increasing engagement.

All specialist support access has been improved with SALT, OT, EP and CP availability increased through online parental consultations, videos, additional support ideas with further planning for school counsellor. The impact of this should be to expanded our universal targeted and specialist provision across the school.

Other approaches- to enable learners that have significant anxieties around coronavirus (COVID-19) and barriers to learning, we will be sourcing additional learning opportunities for them to access the national tutoring programme. This will enable them to have dedicated 1:1 virtual sessions in core subjects of literacy, maths and science.

Technological improvements that will allow learners to access education from home through Laptop and internet services made available from the school e.g. Laptop loan, internet dongle etc. This will also benefit learners in school to access online interventions for maths and literacy.

All the statements below are from our coronavirus (COVID-19) strategy and were planned to have desired positive educational or SEMH impacts. They have been rag rated to show if we are currently achieving, working towards or currently not achieving or planned in the future. All costings are provisional until purchased and these will be highlighted in the financials section below after purchasing.

Green = Achieving **Yellow** = Working towards **Red** = Currently not achieving or planned in future.

1. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
Quality Teaching for All		
A.	Improvement in reading opportunities and engagement	Reading ages increase. Increase in reading ability on Odyssey Whole school promotion of engagement in reading The “celebration” of learners – in which they can gain certificates through accelerated learning,
B.	Increased engagement in math’s. Improved concentration levels, resilience and self-esteem.	Increased Manga High engagement Home learning accessed regularly. White Rose maths employed across the school. Minecraft curriculum used to embed learning.
C.	Additional training to support learning and setting up supplementary learning experiences internally and externally	Facilities assistant and IT apprentice employed to support smooth running of operations vital to learning. Staff experience increased through additional CPD Increase in social skills on Odyssey
D.	Interventions program, National Tutoring Programme and catch up curriculum	Complete interventions catalogue. Broad range of learning tools e.g. books, learning programs etc. Catch-up curriculum developed in house. NTP to increase learner’s attainment who are both absent from school for sustained periods of time, as well as our CLA learners.
Targeted Support		
E.	Update of home learning portal and platform access.	Revamped home learning platform Expansion of website. Interactive lessons and improved attainment across core subjects. ZOOM and Teams platforms training and increased use

F.	Increase in availability of technology for home learners.	New and additional learner laptops. Internet dongles to increase access. Increase in home learning access. Interactive lessons and improved attainment across core subjects.
G.	SALT, OT, EP,CP services improved access online and remotely.	SEMH reductions Anxiety levels and behaviour incidents reduced Support levels for parent/carers increased
Other Approaches (including links to personal, social and emotional wellbeing)		
H.	Engagement with specific families due to their previous poor experiences of education.	Improved Family Footings presence. Home visits increased. Restructured consistent safeguarding checks. Increased support with external agency appointments eg CAHMS, CIN, LAC,
I.	Transport changes and learners' complex needs.	Smooth transport transitions. Directed scheduling of transport groupings to LA

The three headings below enable Quest Academy to demonstrate how they are using the COVID-19 funding to improve classroom pedagogy, provide targeted support for learners and families and support whole school strategies.

i. Quality of teaching for all					
Desired outcome	Chosen action/ Approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Provisional costing/review date of Implementation.

<p>A. Improvement in reading opportunities and engagement</p>	<p>Dockside reading intervention Wordsmith reading curriculum. Literacy assistant. Accelerated reader online platform. Myon National Tutoring Program</p>	<p>Odyssey Regular reading x3+ a week. Home learning access Reading opportunities access.</p>	<p>Reading journals. Data trawls termly Literacy coordinator overseeing library/online library and key learning opportunities for reading Certification Literacy display board</p>	<p>KD</p>	<p>Termly</p>
<p>B. Increased engagement in math's. Improved concentration levels, resilience and self-esteem.</p>	<p>Manga high Targeted maths home learning White Rose maths Minecraft curriculum National Tutoring Program</p>	<p>Manga high engagement leading to continued improvement and increased online scores, used as home learning White Rose maths employed across the school. Online systems accessed regularly.</p>	<p>Regular weekly checks by tutors Termly checks by math's lead Data drop termly meetings</p>	<p>IW</p>	<p>Weekly Termly</p>
<p>C. Additional training to support learning and setting up supplementary learning experiences internally and externally</p>	<p>Facilities assistant and IT apprentice employed. Training courses for individual members of staff relating to interests and potential experiences for learners.</p>	<p>Increased ability to support learners learning. Higher engagement factor by providing broader opportunities to practice and apply numeracy & literacy skills in different engaging contexts. Expansion of skill sets to offer more in-house activities and experiences. Daily onsite IT support</p>	<p>Timetabling of support staff +training and guidance. Intrinsic planning using core subject principles to underline previous learning</p>	<p>KB</p>	<p>Termly</p>

<p>D. Interventions program, National Tutoring Programme and catch up curriculum</p>	<p>Catch up curriculum led by subject leads. Extensive interventions catalogue. 8 targeted interventions summer term. New intervention structure planned Additional time for SENCO to complete interventions catalogue. Additional learning tools e.g. books, learning programs etc. National Tutoring Program</p>	<p>A fully functional intervention program that has intent implementation and impact will provide a secure foundation to improving all outcomes for learners. An additional intervention is the National Tutoring Programme and we have targeted learners who are both absent from school for sustained periods of time, as well as our CLA learners.</p>	<p>Odyssey Timely reviews of interventions Provision Map</p>	<p>BM/ RE</p>	<p>Termly</p>
Total budgeted cost					<p>£ £13300.60</p>
ii. Targeted support					
Desired outcome	Chosen action/ Approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Provisional costing/review date of Implementation.
<p>E. Update of home learning portal and platform access.</p>	<p>Additional Website capacity Updated home learning criteria. Recorded home learning lessons Home learning menus ZOOM and Teams platforms available</p>	<p>Additional space acquired on the website for home learning platform expansion. New home learning criteria. Recorded home learning lessons and learning menus available and record of engagement ZOOM and Teams platforms increased use</p>	<p>Home learning recording sheet. Safeguarding and family contact. Regular updates of content weekly. Increased push to complete meetings digitally across the school.</p>	<p>CED VS</p>	<p>Weekly meetings Weekly</p>

F. Increase in availability of technology for home learners.	New laptops Internet dongles	New and additional learner laptops available for all. Planned phase increase to cover next 9 months. Internet dongles to increase access at home	Engagement levels in Home learning. Odyssey	CED BM	Termly
G. SALT, OT, EP, CP services improved access online and remotely.	Social communication groups Targeted interventions Parental consultations	CPD dissemination of knowledge through training sessions. Word aware training. Targeted and specialist support for PP pupils and whole school	Structured timetabling Pastoral management	BM	Termly Weekly
Total budgeted cost					££10699.40
iii. Other approaches (including links to personal, social and emotional wellbeing)					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Provisional costing/review date of implementation.
H. Engagement with specific families due to their previous poor experiences of education.	Increased Family Footings presence. Home visits. Safeguarding checks. Increased support with external agency appointments eg CAHMS, CIN, LAC,	Increased family carer engagement. Increased levels of safeguarding Improved outcomes of external support	Reorganisation of family footings. Additional SLT/ELT to complete additional home checks. Weekly teacher/tutor contact	AS	
I. Transport changes and learners' complex needs.	Family footings to support with arranging transport filling forms, liaising with specialist transport etc. Directed scheduling of transport groupings to LA	Transport organised and arranged in advance and issues and ongoing problems sorted quickly	Regular weekly contact with transport	AS	

Total budgeted cost	£
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Impact

Due to the Covid-19 outbreak provision has increasingly been delivered online through digital lessons, work packs and school correspondence or from reduce time within in school. There has been an increased monitoring of children through class teams and Family Footings especially for CLA and vulnerable learners. There has been an increased presence with specialists support from EP, OT and CP being completed remotely or in school if children have been attending this has also involved supporting families. Play therapy has continued and family footings have increased their presence with an increase in communication and support. Technological support has been increased and availability for all learners has been achieved so they have access to the home learning portal.

iv. Quality of teaching for all

Desired outcome	Chosen action/ Approach	What is the impact of the funding?	Next steps	Staff lead	Final costing/review date of Implementation.
A. Improvement in reading opportunities and engagement	Dockside reading intervention Wordsmith reading curriculum. Literacy assistant. Accelerated reader online platform. Myon	Odyssey Regular reading x3+ a week. Home learning access Reading opportunities access.		KD	Termly

<p>B. Increased engagement in math's. Improved concentration levels, resilience and self-esteem.</p>	<p>Manga high Targeted maths home learning White Rose maths Minecraft curriculum</p>	<p>Manga high engagement leading to continued improvement and increased online scores, used as home learning White Rose maths employed across the school. Online systems accessed regularly.</p>		<p>IW</p>	<p>Weekly Termly</p>
<p>C. Additional training to support learning and setting up supplementary learning experiences internally and externally</p>	<p>Facilities assistant and IT apprentice employed. Training courses for individual members of staff relating to interests and potential experiences for learners.</p>	<p>Increased ability to support learners learning. Higher engagement factor by providing broader opportunities to practice and apply numeracy & literacy skills in different engaging contexts. Expansion of skill sets to offer more in-house activities and experiences. Daily onsite IT support</p>		<p>KB</p>	<p>Termly</p>
<p>D. Interventions program, National Tutoring Programme and catch up curriculum</p>	<p>Catch up curriculum led by subject leads. Extensive interventions catalogue. 8 targeted interventions summer term. New intervention structure planned Additional time for SENCO to complete interventions catalogue. Additional learning tools e.g. books, learning programs etc. National Tutoring Program</p>	<p>A fully functional intervention program that has intent implementation and impact will provide a secure foundation to improving all outcomes for learners. An additional intervention is the National Tutoring Programme and we have targeted learners who are both absent from school for sustained periods of time, as well as our CLA learners.</p>		<p>BM/RE</p>	<p>Termly</p>

Total budgeted cost					£
v. Targeted support					
Desired outcome	Chosen action/ Approach	What is the impact of the funding?	Next steps	Staff lead	Final costing/review date of Implementation.
E. Update of home learning portal and platform access.	Additional Website capacity Updated home learning criteria. Recorded home learning lessons Home learning menus ZOOM and Teams platforms available	Additional space acquired on the website for home learning platform expansion. New home learning criteria. Recorded home learning lessons and learning menus available and record of engagement ZOOM and Teams platforms increased use		CED VS	Weekly meetings Weekly
F. Increase in availability of technology for home learners.	New laptops Internet dongles	New and additional learner laptops available for all. Planned phase increase to cover next 9 months. Internet dongles to increase access at home		CED BM	Termly
G. SALT, OT, EP, CP services improved access online and remotely.	Social communication groups Targeted interventions Parental consultations	CPD dissemination of knowledge through training sessions. Word aware training. Targeted and specialist support for PP pupils and whole school		BM	Termly Weekly
Total budgeted cost					£12,000
vi. Other approaches (including links to personal, social and emotional wellbeing)					

Desired outcome	Chosen action/ Approach	What is the impact of the funding?	Next steps	Staff lead	Final costing/review date of Implementation.
H. Engagement with specific families due to their previous poor experiences of education.	Increased Family Footings presence. Home visits. Safeguarding checks. Increased support with external agency appointments eg CAHMS, CIN, LAC,	Increased family carer engagement. Increased levels of safeguarding Improved outcomes of external support			
I. Transport changes and learners' complex needs.	Family footings to support with arranging transport filling forms, liaising with specialist transport etc. Directed scheduling of transport groupings to LA	Transport organised and arranged in advance and issues and ongoing problems sorted quickly			
Total budgeted cost					£

