

Quest Academy Covid-19 Funding Report 2020-2021

This document provides a summary of the school's Covid-19 funding expenditure, the strategies/ approaches used and the impact these have had on helping our learners, in particular or most vulnerable and disadvantaged learners, to catch up on lost learning time.

Context

As a special school Quest remained open throughout the pandemic prioritising the most vulnerable learners and those whose parents /carers were identified as critical key workers in line with government guidance. Whilst there were no changes to government guidance over the Summer Term the numbers of learners attending school increased.

In September 2020 all learners returned to school.

In January 2021 when the country went into another lockdown 18 % of our learners remained full time at home as a result of medical needs/ families' preferences for this to happen.

All learners returned to school from March 12th. During March – May the school had no outbreaks of COVID and no class bubbles had to be sent home.

After May half as a result of bubbles needing to close and track and trace, the impact of both learner and staff absence had a significant effect on learning. For some of the learners who remained in school, managing daily changes to routines and staffing additionally impacted on learning.

Throughout the pandemic learners were able to continue to benefit from our multi-disciplinary team (examples include: Educational Psychologist, Clinical Psychologist, Play therapist, Counsellor, Speech and Language Therapist, Occupational Therapist) through face to face sessions, via Zoom and through activities within the class bubbles as directed by our multi- disciplinary team.

The impact of lost learning and the positive impact of the school's use of the COVID 19 Catch-Up Funding is summarised at the end of this report.

Our Intent was:

To support all learners to catch up on missed learning so that they had the skills and knowledge needed to close the gap between their starting points and age-related expected norms. To achieve this, we:

- Triangulated assessment information and feedback from stakeholders to inform our practice (whole school and targeted support)
- Monitored and adapted our practice in line with changing national / local circumstances, feedback from stakeholders and our COVID action research project led by our Clinical Psychologist

Implementation

Quality teaching for all- in line with the School Development Plan we will continue to focus on supporting our learners to:

- Improve their reading skills so that they are able to access and engage with their learning.

- Understand the purpose of school and how it will support them to be “Ready for Life”
- Develop the social skills and other attributes needed to support them access learning (Ready to Learn)

We further developed our home learning platform to support remote learning.

Targeted support

As part of our curriculum delivery all learners access targeted support through timetabled personalised learning lessons. In addition, personalised programmes of support are delivered throughout the week to any learner requiring above and beyond the targeted support delivered through Personalised learning and other lessons.

As part of our remote learning offer we provided the equipment families needed, for example, laptops and providing Internet access via an internet dongle. All learners accessing learning remotely were offered additional intensive specialist Maths, English and Science teaching through the National Tutoring Programme.

Other approaches

Training was provided for staff and timetables were changed to support additional planning time for staff to deliver remote learning.

Use of video clips to support learning at home

Financial information

For the academic year 2020/21 our whole school expenditure for Covid-19 Funding was 100%.

Activity	Expenditure		Alignment to SDP	Status (planned / active)	Impact (or expected impact)
	£24000	% of total			
Laptops	10699.40	45	PD1	Active	Enabling all learners to safely access online learning both onsite and at home
NTP	13300.60	55	JR	Active	JR
		= 100%			

1. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improvement in reading opportunities and engagement	Increase in reading levels Increase in enjoyment in reading.
B.	Increase in engagement and concentration levels improved motivation, resilience and self-esteem (Ready for Learning)	Engagement in NTP Increase in core subject attainment
C.	Increase in availability of technology for home learners.	Laptops for all learners. Increased ability to access and increased engagement with home learning
D.	Update of home learning portal and platform access.	increased engagement with home learning Increase in core subject progress
E.	Increased engagement in core subjects Improved resilience and self-esteem.	Increase in core subject progress Decrease in behaviors in core subjects when returning to school.
F.	Additional training to support learning and setting up supplementary learning experiences internally and externally	All staff are confident with online platforms Online external access will increase

Impact and Data

The data show that the funding has overall had a positive effect on closing gaps and supporting education at a very difficult time for learners, educators and families.

Area	Impact
A) Reading	See data below based on data obtained Sept 20 following the national lockdown from Easter 2020 and July 20 and data in July 21
B) Ready for Learning (NTP)	See data below based on data obtained Sept 20 following the national lockdown from Easter 2020 and July 20 and data in July 21
C)Technology	All learners accessed learning rom home as a result of receiving a laptop and dongle where needed
D) Home Learning Portal	This was developed throughout the pandemic with 100 positive feedback from families

E) Ready for Learning	See data below based on data obtained Sept 20 following the national lockdown from Easter 2020 and July 20 and data in July 21
F) Additional Training	Staff were supported via training and additional time to plan.



