



Kings Ash Academy COVID-19 Catch-up Plan 2020-21

Summary information

Number of Pupils Eligible		Funding	
2019 census	363	Funding based on 2019 census (50%)	£14,520
On roll Sep 2020	359	Funding based on 2020 census (50%)	£14,360
		Total catch up funding	£29,840

50% of catch-up funding is based on the pupil census from the 2019-2020 academic year and 50% is based on the 2020-2021 October pupil census.

Kings Ash Academy has allocated funding to each year group based on September 2020 pupil numbers in order to ensure funding is appropriately allocated to all pupils.

R	1	2	3	4	5	6
£3,906.17	£3,490.62	£4,903.49	£4,238.61	£4,404.83	£4,321.72	£4,571.05

School Context March 2020-May 2020

- Wednesday 18th March 2020-Kings Ash Academy closed to all pupils due to insufficient numbers of staff
- On Monday 23rd March Kings Ash Academy opened as a childcare provision for vulnerable children and the children of keyworkers
- From March to the end of May 41 children attended the child care provision based at Curledge Street Academy
- During this time, learning was posted on the Google Classroom platform for children in Year 1-Y6
- Off-line home learning tasks were provided for children in nursery classes and Reception
- Weekly plans for children without access to Google Classroom were posted on the school Facebook page and without any internet access

School Context June 2020-July 2020

- Kings Ash Academy reopened to pupils in 3yr 4yr nursery, Reception classes, Year 1, Year 5 and Year 6 on a part time basis to pupils who wished to attend in addition to the key worker and vulnerable provision.
- Between these dates, the following numbers of pupils attended school:

	Weekly Attendance						
	1/6	8/6	15/6	22/6	29/6	6/7	13/7
Total	49	58	78	75	81	80	78
Year 6	5	13	23	24	22	23	24
Year 5	4	5	6	27	31	31	28
Year 1	6	22	26	26	27	27	26
Year R	6	7	32	23	26	26	26
Nursery	8	26	34	30	35	33	33
Other year groups	20	21	32	35	37	36	34
Total	49	94	153	165	178	176	176

This equates to around 50% of children in each of the reopened year groups attending school for a 50% timetable for between 4 and 7 weeks of the summer 2nd half term.

For all other children, access to learning was remotely from March to July. A total of 14 weeks of missed schooling.

Engagement with home learning during lockdown

Data collected during the lockdown shows that around 50% of children logged on to online learning via the Google Learning platform. These children did not consistently engage with learning over time. Several families requested resources including pencils and books to complete learning showing several families would not have been able to complete the learning provided. In addition to this, the school library system that usually provides the books for children to continue reading was not available meaning many children would not have had access to any reading during lockdown.

[Survey data](#) shows access to appropriate devices particularly in households with multiple siblings was a barrier.

- Only 46% of children accessed Google Classroom during lockdown-this correlates with data showing 47% have access to a computer/laptop device

Many barriers existed here: no access to the internet; no access to a device that could access the internet; siblings unable to complete learning at the same time due to only one computer. Although the school also provided printed resources for families who said they were having issues after teacher phonecalls (45 children in the final week), a large proportion still did not complete the learning provided.

Barriers to achievement

At Kings Ash Academy we have identified the following barriers to achievement for children which may have impacted on their academic attainment during school lockdown. This document details how catch-up funding will be allocated and the rationale. This will then be reviewed with the successful outcomes for each area of spend.

Barrier/Identified issue on return to school	Evidence	Intervention/Area of Spend <i>All of the following are to support learning whether in school following periods of absence or children whilst at home during periods of absence due to illness.</i>	Intended Impact	Evaluation
<p>Reading <i>Access to phonic programmes and reading resources has led to delayed language development during lockdown and impacted on reading progress</i></p>	<p>Although learning was provided across the school for all year groups, limited access to reading books at home as well as resources to support learning will have impacted on children's ability to progress. AR star test data</p> <p>In Reception Communication & Language for the cohort is currently at 30%.</p> <p>8 children in nursery and 18 in Reception receive additional SALT at school. They did not have access to this during lockdown.</p> <p>RWI assessments show slippage from March. RWI assessment data</p>	<p>RWI Resources</p> <ul style="list-style-type: none"> Rapid phonic/reading catch-up. Additional resources due to smaller groups across year groups (children would usually work across classes). <p>Talk Through Stories Resources</p> <ul style="list-style-type: none"> Access to high quality texts to promote vocabulary development-used in Reception and year 1. <p>Reading spine books for Y2</p> <ul style="list-style-type: none"> (Funded from Foyles Grant). To ensure children have access to high quality texts at home to support language development in addition to decodable reading books. <p>Fresh Start Resources</p> <ul style="list-style-type: none"> Catch up reading programme for year 5. 	<p>The gaps in phonic understanding are addressed, allowing children to make rapid progress with their reading to track back to being on track for their relevant starting points.</p> <p>To ensure children being in bubbles does not reduce frequency of phonic lessons due to high quality resources being available in each bubble.</p> <p>Children are able to better articulate understanding and their bank of vocabulary expands whilst improving their understanding of text patterns and structure.</p> <p>Rapid catch up for children working out of year group.</p>	

			<p>Children are supported further in their understanding of maths by using high quality resources that can be used in school, or at home in the event of any further absence. Gaps in mathematical understanding created by lockdown are addressed. Children are still able to access high quality learning opportunities whilst at home.</p>	
<p>Mental health <i>Periods of illness and anxiety leading to missed learning and affecting learning behaviours on the return to school.</i></p>	<p>Lockdown had an adverse effect on engagement with learning. Around 50% of nursery, Reception, Y1, Y5, Y6 children returned to school in Summer 2.</p> <p>During phonecalls home, parents discussed increasing anxiety amongst children within the household.</p> <p>Anxiety limited engagement in learning as the key priority was to stay safe. This was reflected in the low engagement rates with home learning (46% logging on to Google Classroom at any point during lockdown).</p> <p>Some families did experience loss of life or periods of illness during the lockdown period which also limited the children's ability to access and complete</p>	<ul style="list-style-type: none"> ● To overcome anxiety around the return to school, robust safety plans were communicated with families. ● First unit of learning to focus on wellbeing and rebuilding relationships. ● Additional mental health and family support to be provided by FSW where there is an identified need. ● Referrals to Wellbeing practitioner ● Support for families to come back to school eg home visits, regular phone calls, where attendance is impacted by anxiety. ● Staffing - Pastoral support staff allocated to most vulnerable bubbles to provide additional support for children with SEMH needs. 	<p>Children do not exhibit anxiety in school which therefore does not impact their academic attainment.</p> <p>Children are effectively supported emotionally so behaviour incidents are reduced. Children articulate and demonstrate their positive mental health and how they are supported.</p> <p>Parents feel supported effectively with their own mental health and anxiety as well as in being able to support their child with effective learning whilst at home.</p>	<p>Attendance in the first week of Autumn term was</p> <p>No negative impact on behaviour across the school due to strategies in place i.e. opportunities to discuss concerns in bubbles, structured and consistent timetables, consistent adults etc. (see behaviour report).</p>

	the learning provided.			
<p>Home learning access Access to resources and technology to be able to complete home learning during lockdown were limited therefore gaps in knowledge and understanding have emerged</p>	<p>Only 46% of children accessed Google Classroom during lockdown-this correlates with data showing 47% have access to a computer/laptop device. These children did not consistently engage with learning over time.</p> <p>Around 50 paper packs of home learning were sent out weekly to families with limited internet access.</p> <p>11% of our families can not access the internet at home so were unable to access online learning provided.</p> <p>Several families requested resources including pencils and books to complete learning showing several families would not have been able to complete the learning provided.</p> <p>The school library system that usually provides the books for children to continue reading was not available meaning many children would not have had access to any reading during lockdown.</p> <p>Survey data shows access to appropriate devices particularly in households with multiple</p>	<p><u>Curriculum</u> Long term curriculum overviews to be adapted to take account of missed areas of learning as a result of the lockdown.</p> <p><u>Chromebooks</u> Additional devices to be purchased to be able to provide devices for all children who need them when self isolating or in case of bubble lockdown.</p> <p><u>iPads-Year 2 & 3</u> Ipad based catch up programmes will be used in Phase 2 to support children's reading and maths catch up in a child friendly interface.</p> <p><u>CGP Books</u> Purchased and sent home for year 1-6 to be used for additional home learning practise or as resource in case of isolation or bubble closure.</p> <p><u>Support guides for home learning</u> - CGP Maths, Reading & SPaG</p> <p><u>Power Maths Student Books</u></p> <ul style="list-style-type: none"> ● Access to high quality DfE approved books linked to schemes used within school in order to develop blended learning approach and ensure high quality resources during periods of isolation. ● Consistency of learning between school and home. <p><u>Staff Meeting allocation</u> Staff meetings allocated to the development of home learning resources linked to the taught in school curriculum with home learning packs issued</p>	<p>Ensure curriculum matches pupil need and decisions can be made about where learning needs to be caught up in order to access the current year's objectives.</p> <p>Gaps that have emerged in academic attainment are closed and the percentage of children on track for age related or greater depth continues to improve.</p> <p>Children who are disadvantaged due to being unable to access learning opportunities online whilst at home are able to complete learning with the same accessibility as other pupils. The negative impact from not being in school is minimised or eliminated.</p> <p>As above. Engagement with home learning is significantly higher compared to the first national lockdown. Upon return to school after periods of absence, children are able to articulate reasoning and understanding of what has been completed whilst they have been absent from school.</p> <p>Children are able to access high quality learning resources that can support their learning and understanding when they are not in</p>	<p>End of Autumn term PiRA and PuMA assessments as well as Accelerated Reader progress, indicate that across the school, gaps are being addressed and children are catching back on lost learning (see whole school data & AR tracking)</p> <p>Engagement with home learning during periods of absence due to COVID since return to school has improved due to blended learning and distribution of paper packs and chromebooks to households. 139 pupils have had periods of isolation in Autumn 2020. Systems have been implemented to</p>

	<p>siblings was a barrier.</p>	<p>immediately if a child is required to isolate. Blended/Remote learning plan</p> <p><u>Staffing allocation</u> Additional teaching staff allocated to bubbles in year 4 and 5-these were our most vulnerable year groups based on emotional and academic needs.</p>	<p>school. Potential barriers (such as parent ability to support due to lack of time or complexity of learning) are significantly reduced or eliminated. Upon return to school after periods of absence, children are able to articulate reasoning and understanding of what has been completed whilst they have been absent from school. Online resources also used to support further learning and understanding alongside this means children can still engage effectively with learning during periods of absence.</p> <p>Children are supported further in their understanding of maths by using high quality resources that can be used in school, or at home in the event of any further absence. Gaps in mathematical understanding created by lockdown are addressed. Children are still able to access high quality learning opportunities whilst at home.</p> <p>Gaps that have emerged in academic attainment are closed and the percentage of children on track for age related or greater depth continues to improve.</p>	<p>monitor engagement with learning and provide support as needed.</p>
<p><i>Low parental engagement during lockdown</i></p>	<p>Regular calls-fortnightly- were made to home by class teachers and support staff. More regular calls were made to children open to other agencies and parents were able to contact</p>	<p><u>Seesaw</u> - Parental engagement with school during periods of isolation. -In order to support learning and catch up, parental engagement has been highlighted as a priority in order to build positive relationships between home</p>	<p>Parental engagement with school is much higher compared to the national lockdown meaning they have a clear understanding of the expectations of what children are expected to complete whilst at</p>	<p>Seesaw data shows high engagement-approx 90% of families have engaged with</p>

	<p>the family support team directly by phone.</p> <p>Any families that we had concerns about who did not engage in phone calls were visited and food parcels delivered before the summer break.</p> <p>Despite this, it was difficult to contact many families and engage them consistently in learning activities. Many parents have low levels of literacy and numeracy and found it difficult to follow the learning activities set for them.</p> <p>A recent survey of children shows that 93% of pupils have access to the internet, however, only 46% accessed Google Classroom during this time. This was despite at least fortnightly phone calls to all families to check in and see home learning was being completed. This shows that a large proportion of children had access but did not use the resources being provided for them.</p>	<p>and school and overcome the barrier of no face to face contact.</p> <ul style="list-style-type: none"> - Seesaw will be implemented to ensure teachers can communicate effectively with parents about children’s learning in and outside of school. - Parental survey showed that 87% of those who completed use mobile phones to access the internet. Seesaw is a mobile friendly parental engagement tool that will be essential for engaging our parents. 	<p>home.</p> <p>Teachers are better able to support parents if they have queries about home learning.</p> <p>By sharing children’s learning more effectively and frequently with home, parent’s engage more with their children whilst completing learning from home.</p> <p>Teachers are able to provide instant feedback to parents and children of any learning completed at school or home which can then be acted upon more quickly and effectively.</p> <p>Engagement with home learning significantly improves.</p> <p>Gaps that have emerged in academic attainment are closed and the percentage of children on track for age related or greater depth continues to improve.</p>	<p>Seesaw within the first term introduction with around 600 views per week.</p>
<p><i>Physical development was affected due to lack of outside space and access</i></p>	<p>In nursery and Reception classes, there has been a clear impact on gross and fine motor development due to missed nursery and Reception learning.</p>	<p>Outside equipment to promote gross and fine motor skill development purchased for EYFS and Year 1 eg water trays mud kitchen, work bench, PE resources, bikes, scooter.</p>		

<i>to resources for many families</i>		Additional equipment purchased to ensure access to children in all bubbles.		
<i>Time missed in Nursery and Reception years leading to gaps in PSED</i>	Low baseline data in Reception for PSED is 32%.	PSED resources needed to support children due to isolation from their peers and greater focus		

To overcome these barriers potentially experienced by our pupils, the following allocation of spending has been provided.

Key expenditure: how the allocation will be spent-by year group/phase

How will the school measure the impact of the Catch-up funding?

At Kings Ash Academy, data to track the progress of each cohort is collected at 3 points during the academic year (Dec/Mar/July). In addition to this, before Aut1 half term, an additional round of assessment will be completed for all year groups to identify gaps that exist as a result of lockdown. These gaps will then be addressed through adapted planning and ongoing teacher assessment.

Review of the above data, together with teacher observations, ensures the early identification of specific needs. Half-termly review meetings, which include the Assistant Head for each phase and the class teacher, reflect upon the impact of support and any need to change the level/ type of support required. At each review meeting, pupils selected for specific support/interventions will be reviewed.

The expenditure and impact of the Catch-Up Funding will be reported to the Trust Board throughout the year via the relevant governor responsible.