



COVID 19 - Catch-up Funding

Summary of Expenditure and Action Plan

In response to the effect that Coronavirus has had on the education of students across the country, the government released COVID-19 Catch up funding guidance to all schools. This states *that*:

“Children and young people across the country have experienced unprecedented disruption to their education as a result of Coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be amongst the hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.”

At Cumbria Academy for Autism, we have worked tirelessly throughout the pandemic to ensure our young people and their families were supported effectively. Initially, staffing levels were lower, so we ensured Key Stage 4 were the priority age group to return, as pupils were not accessing the curriculum and home-learning tasks as effectively as we hoped and the impact on their exams next year could have been detrimental.

Our most vulnerable families were prioritised, as well as those who were classed as essential key workers.

It was essential that children were given the time to adapt to the new ‘norm’ and social and emotional well-being and development was just as important as striving to achieve academic success. Some pupils who struggled with the pandemic have required 1:1 support in order to reintegrate back into school life.

In Key Stage 3, pupils switched from their initial curriculum plan, and switched to Entry Level work in English and Maths so that staff could track progress more effectively and identify gaps in learning.

In our second data-collection of the year, there was an average reduction in overall progress of 25% across the school. We have high hopes that our plans and approach to the catch-up following COVID-19, will ensure that this gap will be reduced and children will evidently be showing the progress that they were when the academy first opened. Each child continues to be approached as an individual case and learning approaches and resources are sourced and adapted to suit each child.

Our Safeguarding approaches were consistent and robust throughout, and most importantly, we ensured the safety and well-being of our children was a priority throughout.

COVID Catch-up Expenditure Plan.

| Metric | Data |
|---|----------------------------|
| School Name | Cumbria Academy for Autism |
| Pupils in school | 40 |
| COVID recovery allocation | £9600 |
| Academic year (s) covered by the statement | 2020-21 |
| Publish Date | June 21 st 2021 |
| Statement Authorised by | Richard Aindow |
| Pupil Premium Lead | Sarah Kirkbride |
| Governor Lead | Lynne Thornton |

Pupil Barriers to Success

Many of our children have struggled with the significant changes to routine that the COVID-19 pandemic has brought with it. Changes to timetables, differing staff, the introduction of PPE and a more stringent approach to hand-washing and sanitising have all created issues and for some, raised anxieties. Mental health and well-being issues have been exacerbated. Whilst academic success is incredibly important, we have prioritised the social and emotional well-being of our children and their families, ensuring that they felt safe enough to come to school.

Strategy Aim for Catch Up in Academic Achievement

| Aim | Evidence of Impact | Target Date |
|--|---|---|
| Pupils have access to high quality teaching and learning to close the academic gap created as a result of struggling in previous mainstream / alternative settings and also the impact of the COVID 19 pandemic. | Good pupil engagement. Delivery of high-quality, effective lessons. The academic gap begins to close and children show good in-year progress. | Initially July 2021, where evaluation will take place. (The reality is, the measureable impact will take longer to see). |

Strategy Aim for Wider Outcomes

| Aim | Evidence of Impact | Target Date |
|--|---|--------------------|
| Children will be happy, want to attend school and feel supported with their social and emotional well-being. Learning experiences will be enhanced across the curriculum to provide meaningful experiences that will prepare our children for life outside the academy. | Children will attend school well. Positive communications from parents and carers. | July 2021 |

Evaluation of Spending

| Funding | Activity | Impact and Date |
|------------------------------------|---|---|
| Autumn Term 2020 £348.00 | Additional Resource – IDL Cloud purchased to help children with basic literacy and numeracy skills. | Improved basic literacy and numeracy skills. July 2021 and ongoing |
| Spring Term £ 2,988.00 | National College – 3yr subscription. Future-proofing CPD. | Ensuring high-quality teaching and learning across the school for all pupils. |

| | | |
|---|--|---|
| | | July 2021 and ongoing |
| <p>Summer Term £1497.00</p> <p>£535</p> | <p>Discovery Education Subscription</p> <p>Seesaw Subscription</p> | <p>Investment in high-quality teaching and learning resources to enhance learning for children in all areas of the curriculum.</p> <p>To ensure coding is taught effectively and consistently across KS1, KS2 and lower KS3.</p> <p>Effective communication with parents. All staff engaged consistently in all aspects of school life.</p> <p>Learning at home and school both effective.</p> <p>July 2021 and ongoing</p> |

****As of October 2021, we have £5733 to use towards Covid Catch-Up strategies.***