

Covid-19 Impact Statement

Pupils at Kader Academy have lost a significant amount of teaching time due to Covid-19. The school closed to students on Monday 23rd March 2020, 14 teaching weeks prior to the end of the academic year. Our children had no live lessons at all during this period of time, they worked, at home, on activities set via Purple Mash, Conquermaths and paper work packs. We remained open to Key worker children and had an uptake of 4-8 children initially increasing to 18 by the end of the summer term. When school partially reopened in June, we had a limited uptake in Year 6, 1 and Reception - only 28 year six, 12 year one and 21 Reception children out of the 60 in each cohort attended. All other children continued to receive support as previously provided. However, provision was dependent on having IT facilities and supplementary adult support at home, which was not always available for all of our pupils. Thus resulting in a very sporadic and inconsistent uptake across classes and year groups. Due to school remaining closed, no end of year assessments, no transition days and no secondary inductions were able to take place.

Since re-opening in September 2020, over 1300 teaching days have been lost to children and over 130 days for staff members due to the continuing impact of the pandemic. Year group bubbles in Reception, Year 3 and Year 5 have been sent home to isolate alongside multiple individual children across school self-isolating. As must be appreciated, this has incurred an increased level of stress and anxiety for our students and staff. It is clear that Covid-19 is continuing to have a continuing impact on our children in spite of our best efforts to provide them with a consistent education.

To help address the impact Covid-19 has had on our children, baseline assessments were carried out in years 2-6 to identify individual and cohort specific needs. A thorough gap analysis was completed with modified teaching and intervention programmes put in place to help establish our Recovery Curriculum. Additional staff have been employed across school to help support year groups return to education, assisting children's gaps in learning, academic progress, stamina and resilience. School

has also purchased Seesaw to support our online remote learning provision; live lessons are being trailed in Year 6, in the first instance,

Curriculum Recovery Plan – Covid-19

Rationale

The key principles that underpin the DFE advice on curriculum planning are:

- education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.
- remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

Using the principles set out by DFE at Kader Academy we will:

- Ensure that the curriculum planning is informed by the baseline assessment of pupils' starting points and addresses the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, DART activities, quizzes, pupil observations and conversations in class, marking and scrutiny of pupils' work)
- Modify the curriculum at the start of the year, so teaching time can be prioritised to address the identified gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by summer 2- 2021.
- Teach an ambitious and broad curriculum in most subjects from the start of the autumn term

- *Consider how all subjects can contribute to the filling of gaps in core knowledge. Ensuring an emphasis on reading, writing and mathematics is seen across other subject areas.*
- *Use our professional skills and knowledge to plan and teach on the basis of the educational needs of our pupils.*
- *Within subjects, decide upon the most important components for progression and ensure there is a greater focus upon these elements.*
- *Develop our internal tracking systems to monitor for impact, progress and attainment.*
- *Develop our remote education provision so that it is integrated into our school's curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for in the case of a local lockdown or groups of pupils needing to self isolate.*
- *We will plan to ensure any pupils needing to be educated at home are given the support they need to access their curriculum, allowing them to make good progress.*
- *We aim to return to Kader's normal curriculum in all subjects by summer 2- 2021*

Kader Academy Covid-19 catch-up premium funding allocation is based on the following:

Total no. pupils: 413

Amount of catch-up premium per pupil: £ 80.00

Total catch-up premium: £ 33,040.00

<i>Funding allocation</i>	<i>Aim</i>	<i>Impact</i>	<i>Evaluation</i>
<i>1 additional teacher Year 6 Sept-Aug 2021</i>	<i>To provide enhance pupil teacher staffing ratio to enable immediate classroom-based intervention</i>		
<i>1 additional teacher Year 1 Sept-Aug 2021</i>	<i>To provide pupils with necessary blended provision towards achieving Early Learning Goals and addressing the needs in Year 1</i>		
<i>1 additional teacher Year 2 Sept-Aug 2021</i>	<i>To allow for more focussed provision specifically with early reading and phonics and number.</i>		
<i>1 additional teacher Year 5 January- July 2021</i>	<i>To assist with the closing of gaps specifically in maths and English in preparation for Year 6.</i>		
<i>Purchase of Seesaw for online provision</i>	<i>To provide online provision to support learning from home when isolating</i>		