

# COVID-19 catch-up premium report for Market Harborough C of E Academy

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## COVID-19 catch-up premium spending: summary

Summary Information			
Total number of pupils [currently]:	359	Amount of catch-up premium received per pupil:	£87.27
Total catch-up premium budget:	£28,000		

Strategy Statement
<p>This strategy has been designed to address gaps in children’s learning caused by the COVID disruption. We have identified areas that evidence suggests will support children.</p> <ul style="list-style-type: none"><li>• Developing teacher knowledge</li><li>• Effective use of feedback and assessment for learning</li><li>• Targeted support strategies to address gaps in knowledge, loss of learning time</li><li>• Support for pupil wellbeing</li></ul> <p>We have used evidence and research to inform our decisions and ensure that, whilst this is a one-off grant, it will allow us to invest in some activities that will have a long term and sustainable impact beyond the life span of the funding window. We want to reduce the attainment gap between disadvantaged children and their peers and raise the attainment of all pupils, closing the gap between where they are likely to have been should the COVID disruption not have happened and where they are now.</p>

## Barriers to learning

Barriers to future attainment	
<b>Academic barriers:</b>	
A	Catching up on lost teaching time due to COVID
B	Gaps that have developed in children's knowledge in English
C	Gaps that have developed in children's knowledge in Maths
<b>Additional barriers</b>	
<b>External barriers:</b>	
D	Pupils' well-being has been and continues to be impacted by COVID
E	Challenges of family life [conflicting pressures at home] means that it is challenging for some parents to provide the support their children need, both in remote learning situations and in supporting catch up homework. This can be due to financial pressures, lack of parent capacity, juggling 'home working' and school life. Parents/home life are not a homogenous group in terms of barriers
D	Vulnerable pupil disadvantage has been exacerbated during lockdown for many children due to lack of support at home and lack of ICT to support remote learning. In addition, attendance by disadvantage children has been a concern in Autumn 2020.
E	The continuation of bubble closures due to COVID and supporting children to continue their learning from home in a remote way.

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	Evidence and rationale for this choice?	Evaluation	Staff lead	Review date
Targeted support					
Action	Intended outcome and success criteria	Evidence and rationale for this choice?	Evaluation	Staff lead	Review date
Buy PIXL to supplement the curriculum and laptops £3500 (PIXL)	That identified children with Gaps in their learning will be able to make progress back to at least where they were prior to the COVID lockdown.  <b>SC</b> We will see a reduction in the % of children who had fallen behind where we would have expected them to be (Using Sept 2020 baseline data).	Teaching assistants are most effective when they have high quality and targeted resources to use with specific children (EEF effective use of TAs)		EB/GN/ET	

<p>To buy CGP booklets to support all identified children [in school or at home] with opportunities to focus on possible gaps from the previous POS. £2,000 [resources and DHT time to maintain contact with parents]</p>	<p>That identified children with Gaps in their learning will be able to make progress back to at least where they were prior to the COVID lockdown. <b>SC</b> As above</p>	<p>Teaching assistants are most effective when they have high quality and targeted resources to use with specific children (EEF effective use of Tas part 6)</p> <p>Working with Parents to support at home EEF – Section 2 - Tailor school communications to encourage positive dialogue about learning.</p> <p>Section 3 – Offer more sustained and intensive support where needed through use of CGP books.</p>		GN	
<p>To complete CGP books in school with mentors for identified children who would not be supported at home. £3,000 [Family worker and SENCO time]</p>	As above	As above		EB/SI	
<p>Provide additional intervention leads across the school so that Y1 – Y5 have a dedicated member of the support staff to provide rapid ‘catch up’ each day using PIXL resources (8hrs per wk) £4735 x 2 = £9500</p>	<p>All identified children to have an opportunity to deepen understanding of concepts as they meet them in their learning. <b>SC</b> As above</p>	<p>Teaching assistants are most effective when they have high quality and targeted resources to use with specific children (EEF effective use of Tas part 6)</p>		EB/GN/ET	

To provide a 'catch up' LSA in year 6 to support with in-class support at the moment of teaching in maths and to provide 'rapid intervention' using PIXL/other resources. LSA = £12000;	All identified children to have an opportunity to deepen understanding of concepts as they meet them in their learning. <b>SC</b> As above and ensure improved % achieving EXS at end of year 6 against baseline in Sept 2020.	<b>Improving Maths in KS2 and 3 EEF</b> Section 1 – Use assessment to build on pupils' existing knowledge and understanding Section 5 – Develop pupils' independence and motivation Section 7 – Use structured interventions to provide additional support		CR/NL/ET/GN	
				Total budgeted cost:	Total = £30,000
<b>Other approaches</b>					
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>Evidence and rationale for this choice?</b>	<b>Evaluation</b>	<b>Staff lead</b>	<b>Review date</b>
To provide additional reading [mentors] for all children who are identified as a concern and are not reading regularly at home.	The children will build fluency and enjoyment of reading. <b>SC</b> We will see consistent improvement in reading outcomes using Rising Star Assessments and data drops in school.	Improving Literacy in KS1 Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills Improving Literacy in KS2 Support pupils to develop fluent reading capabilities		ET/EB and class teachers	
				Total budgeted cost:	£500

## Additional information

EEF Guidance reports

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Covid-19\\_support\\_guide\\_for\\_schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf)

<https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-2-3/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/>

[KS2 Literacy Guidance - Poster.pdf \(educationendowmentfoundation.org.uk\)](#)

The school uses Puma, Pira and grammar tests 3 times a year to capture standardized scores of children from Year 1 – 6. These help us to evaluate the progress individual children and groups of children are making. Whilst this is not a completely accurate measuring instrument it is good enough to provide us with some data to evaluate the impact that interventions have.