



# COVID-19 catch-up premium report

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

SUMMARY INFORMATION			
Total number of pupils:	263	Academic Year	2021 / 22
Total catch-up premium:	£21,040		



## STRATEGY STATEMENT

Our intention is that all pupils, regardless of challenges or circumstance, make good progress and achieve high attainment across all subject areas. The key aims of our Covid recovery strategy, are to support all children, with a specific focus on disadvantaged pupils, to achieve that goal, including maintaining progress for those who are already high attainers.

In providing this plan, we aim to meet the needs of all vulnerable pupils regardless of whether they are classed as disadvantaged. This will consider those pupils who have a social worker, may be a young carer, are impacted by long term illness at home or struggle with specific SEN and the family consideration this can bring.

High quality teaching and Washingborough Academy's universal offer is central to our approach, with a focus on areas in which disadvantaged pupils require the most support. Through analysis of our outcomes for both disadvantaged and non-disadvantaged pupils, these areas have been identified below. In targeting these areas, the benefits should also be felt for those children who are non-disadvantaged but have been affected by the impact of the Covid-19 pandemic and disruption to education and home-life. It should be taken that all intended outcomes identified below will therefore benefit disadvantaged pupils and that non-disadvantaged pupils' attainment and progress will be sustained and improved alongside progress for the disadvantaged pupils.

In actioning this plan, our approach will be responsive to the common challenges faced across school and the individual needs of pupils. We will assess and monitor need over the years with robust diagnostic assessment and not make assumptions about the impact of disadvantage. The approaches we have adopted will give pupils the chance to develop social, emotionally, academically and therefore help pupils to excel. We will also ensure that this strategy is integral to wider plans for educational recovery at Washingborough Academy.

To ensure they are effective we will:

- maintain that disadvantaged pupils are challenged in the work/tasks set
- we will constantly review the progress of pupils and intervene in a timely manner
- view any work with disadvantaged pupils as a whole school approach in which we all take responsibility for all pupil outcomes and raise aspirations and expectations of what they can achieve socially and academically
- review this strategy regularly to maintain its effectiveness



## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Internal assessments indicate that in all areas at the end of KS1, and in writing and math's at the end of KS2 attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This is evident where we have a higher % of children working towards age related expectations than the overall cohort.
B	Assessments, observations and discussions with families and children indicate Early Years attainment of disadvantaged pupils is significantly below that of non-disadvantaged pupils. Speech and language development have been identified as the greatest barrier to disadvantaged pupil's attainment in Early Years.
C	In math's, recall of basic facts has suffered - children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies
D	In literacy, children have lost essential practicing of writing skills. Spelling knowledge has suffered, as has stamina for writing.

### ADDITIONAL BARRIERS

#### External barriers:

D	Our attendance data shows that in 2020/21, that attendance among disadvantaged pupils was 88.5% and non-disadvantaged pupils was 94.7%. Evidence suggests that poor attendance is directly correlated with lower achievement over time.
E	Observations show that parental engagement among disadvantaged pupil has been low compared with parents of non-disadvantaged pupil. Through observation and conversation, it has been identified that many parents have low aspirations and expectations of their children as learners.



F	Our observations and engagement with pupils and families have identified social and emotional issues for many pupils which manifested during school closures. These challenges particularly affect disadvantaged pupils, including their self-esteem around attainment.
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### Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Support quality first teaching for all	<p>Reduced class teaching in LKS2 (£25,704)</p> <p>All subjects, including non-core, will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Mastering number programme (£627)</p>	<p>Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning</p> <p>Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development.</p>	Regular reviews of learning across school, including Learning Walks and book reviews	Team Leaders/SLT	Ongoing



LKS2 Booster Sessions	For all children to LKS2 to have access to a maths booster session before school once a week	Gaps in children's basic concept in number since lockdown have been identified by teachers. Booster Sessions will develop children's confidence and fluency with number.	Termly assessments	CJ	
Total budgeted cost:					£26,331
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Purchase Chromebooks (£920)	The purchase Chromebooks for both in school use and for those with no access at home Online platforms: Numbots	Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.	Monitor children's access Homework club available for children	Class Teachers	Ongoing



Intervention Programmes	<p>The use of TAs to deliver high quality interventions, which complement the work of the teacher.</p> <p>Review interventions regularly to ensure they are having impact</p>	<p>In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, will have most impact.</p> <p>Sessions will be often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks).</p>	Intervention reviews on Provision Map	LSAs Class Teachers Team Leaders	Termly
Total budgeted cost:					£920.00

Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?



Supporting pupils' social, emotional and behavioural needs  CW to attend a course (£1390)	The pandemic has impacted on children's wellbeing, and this is a priority for school to ensure that children are happy, resilient and use strategies to self-regulate.	Our explicit approach means that we are well placed to manage pupils' return to school in the coming academic year.	Wellbeing Trackers Wellbeing displays Sensory room timetable	CW	Weekly on Wellbeing Trackers
Breakfast club and Afterschool club (£3538)	To support specific children at breakfast time, and after school to ensure they are accessing a stimulating environment.	Covid 19 restrictions have been very challenging for a number of families, and children's wellbeing has been impacted. Allowing children to access Breakfast Club and After School Club will ensure they have access to a stimulating environment.	Communication with families and outside agencies as necessary	AMc	Ongoing
Total budgeted cost:					£4,928.00
Total Spending					£32,179
Total funding					£21,040
Schools main budget contributed					£11,139

