



Ark Pioneer Academy

Coronavirus Catch-up Spending

2020-21

Coronavirus Catch-Up Spending – Government Guidelines

Our school received the coronavirus (COVID-19) catch-up premium grant in academic year 2020 to 2021, and set out below are details of:

- how our grant was spent
- how this expenditure impacted on the educational attainment of pupils at Ark Pioneer Academy

You can read further information on the [coronavirus \(COVID-19\) catch-up premium](#).

Our spending plan – Coronavirus Catch-Up Spending

- Income receivable: **£26,160**
- This is based on £80 per pupil

Activity / Focus & cost	Purpose	Outcome
<p>GTA (Graduate Teaching Assistant) Recruited</p> <p>Partial funding of a second GTA (Graduate Teaching Assistant)</p>	<p>A core part of the academy’s ethos and one of our six pillars is our offer of a rigorous academic curriculum. Pupils have a longer school day and pupils study English for 6 periods weekly and maths for 5 periods weekly. We also prioritise EBacc subjects, with HI, GG, MFL all at 3 periods per week. Our school week is 6 hours longer than the standard school day. We want to ensure pupils are supported to success across the curriculum and have Graduate Teaching Assistants to support in lesson where appropriate.</p> <p>In addition, we are putting in place Academic Intervention Programmes after school to support pupils to catch up with work including covered during the first lockdown, prepare for assessments or to complete independent work in school with the support of a GTA or working in a small group.</p>	<ul style="list-style-type: none"> • Pupils complete termly assessments in autumn and spring and summative assessments at the end of every year: our aim is that 90% of pupils make expected or above expected progress. • <i>Pupils with greater support needs are taught within a smaller teaching group. We want these pupils to have full support to access the curriculum</i> • <i>Pupils have more support to catch up outside of normal school hours.</i>

	<p>It is essential that we remove any emotional barriers that might hold pupils back and that pupils are able to work through social and emotional issues they may be facing, in particular after a sustained lockdown period.</p> <p>We want to increase our mentoring capacity in house to provide small group sessions and one-to-one support sessions to support pupils. Our programmes will build on training and resources provided by external professionals, including 'Emotion Coaching', 'Zones of Regulation', 'Cognitive Behavioural Therapy for Teens' and a social skills programme 'Talking for Teens'.</p>	<ul style="list-style-type: none"> • Pupils are supported to overcome social or emotional barriers • Pupils are happier at school and can focus on their learning
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Impact of our spending:

We're very pleased with pupil progress in the end of year assessments 2020-21. We have seen strong attainment across year 7 and 8 groups in all subjects.

Headline Measure	Explanation	Y7	Y7 Score	Y8	Y8 Score
% 9-4 English & Maths	<i>Pupils passing EN & MA (grade 4+)</i>	177	81%	178	82%
% 9-5 English & Maths	<i>Pupils with a strong pass in EN & MA (grade 5+)</i>	177	43%	178	65%

In addition there are a high proportion of pupils at/above chronological reading age, demonstrating catch up. Using NGRT testing which is externally validated, we have set out the increase below:

Cohort	2020 Ave Reading Age*	2021 Ave Reading Age	Change in Ave Reading Age	SAS** mean score 2020	PIO mean SAS Score vs. National Average 2020	SAS mean score 2021	PIO mean SAS Score vs. National Average 2020	Cohort change in SAS vs. 2021
Y7		12.35				103.8	+3.8	
Y8	12.06	14.03	+1yr 11mths	104.9	+4.9	110.4	+10.4	+5.5
Y9	14.01	15.02	+1 yr 1 month	109.6	+9.6	112.9	+12.9	+3.3

*Score is given in YY.MM. The highest possible reading age to score on the test is 17.00. As pupils progress in chronological and reading age the cap at 17.00 has an impact in being able to make direct comparisons between previous and current average performances.

**SAS refers to the Standard Age Score and is the most important part of the NGRT reading test. The score is determined by the number of questions a pupil answers correctly and allows for an accurate comparison with a nationally representative sample. GL specify that it is the fairest and most accurate way to compare and track performance across year groups.

Further notes on the funding breakdown:

- *Partially funded by Coronavirus Catch-up Spending, part by Ark Schools Coronavirus Support fund*
- *Total incl on-costs for one GTA ~£20,700*
- *Both GTA recruited November 2020*