COVID-19 Recovery premium spending: summary

SUMMARY INFORMATION			
Total catch-up premium budget:	£34,992.50	Total school led tutoring grant	£34,623.01

STRATEGY STATEMENT

The government announced £1 billion of funding to support children and young people to catch up on lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. This funding includes:

- a one-off universal £650 million catch up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time
- a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help.
- School led tutoring grant

At John Ruskin Primary School, we strive to ensure that the individual needs of our pupils are met, including those of our most vulnerable pupils. We ensure that appropriate provision is made for all pupils, ensuring that the needs of our pupils are adequately assessed and addressed. All our work through our Catch-Up Premium Strategy will be aimed at accelerating progress and overcoming barriers (identified below), in order to address any regression in learning. To aid us with this, we have used research published by the Education Endowment Foundation who have published a support guide for schools with evidence-based approaches to catch up pupils.

Throughout the year we analyse the effectiveness of the interventions, strategies and our revised curriculum in place, alongside their cost, and take action, if required, to ensure the priorities of all pupils as well as disadvantaged pupils are met.

At John Ruskin, we believe that quality first teaching is crucial to ensuring our pupils catch up academically, are successful learners and are well prepared for the next stage in their education. That's why, alongside the use of catch up funding for specific strategies and interventions, our school development plan focus on improving the quality of teaching and learning and improve our capacity for effective remote education in the event of school or bubble closures.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Variable engagement with home learning during lockdown
B	Limited access to reading materials and KS1 and lower KS2 identified as having missed reading lessons at a significant stage of their development
C	YR, Y1, Y2, Y3, Y4 & Y5 identified as having a high level of need due to SEND & social and emotional issues
D	Limited access to specific SEND programs and interventions during lockdown and partial reopening
E	Oracy skills of children in EYFS are traditionally weak and this has been increased due to missed nursery experience and also lack of available community services and support such as Health Visitors, SALT, Stay and Play

ADDITIONAL BARRIERS	
External barriers:	
F	Access to digital technology
G	High number of EAL families with limited English spoken at home

Planned expenditure for current academic year 2022 - 2023

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?**
Reading, writing and maths assessments made to identify those children who are in need of targeted support and key areas to be focused on	All pupils to make at least expected progress and identified pupils to make rapid progress so that school targets for percentage of pupils at ARE are met	Baseline assessments showed significant numbers of pupils had not fully caught up in terms of progress and attainment following lockdown	Progress meetings Monitoring of planning Book scrutiny	SLT	Ongoing teacher assessments during the year
Targeted additional support for identified children in Y5	Pupils to maintain expected levels progress. Improved performance of targeted pupils	Cohort tracking data identified year 5 as having a high level of need due to SEND and Social Emotional factors.	Rigorous monitoring from SLT and Intervention lead. Weekly meetings between Year 5 staff. Regular review of interventions.	CT / HN	Mid & end of intervention
				Total budgeted cost:	£40,272.5 (£5280 funded from Pupil Premium funding)

Impact					
July 2023 Data – see table below					
Children identified and appropriate interventions planned for identified children.					

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?
Small group tutoring for identified pupils (both NTP & school led)	Identified pupils will make rapid progress and be on track to meet age related expectations, or those that were working at a higher standard will be working at a higher standard	Baseline assessment data showed a significant number of pupils had not made the expected progress during lockdown. Key aspects of learning of the English and maths curriculum had been missed.	NTP evaluation Start/ mid term & end data Observation of sessions Book scrutiny Feedback from staff	CT/ HN	Mid & end of program
Targeted TA support for identified SEND chn	Pupils to maintain expected levels of progress IEP targets met	Analysis of engagement with home learning showed limited engagement of SEND children in EYFS & KS1	Rigorous monitoring from SLT and SENCo. Weekly meetings between SENCo and intervention TA. Regular review of interventions.	DB	End of each term
				Total budgeted cost:	£55,058.20
75% of targeted chn in Y5 who were not at expected levels are now at expected levels in writing and maths. The other 25% are on track to achieve expected by the end of Y6					

Total Expenditure £95330.70

Impact

July 2023 attainment & progress data

Attainment

	Reading				Writing				Maths			
	At or Above		Above		At or Above		Above		At or Above		Above	
Current	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
1	60%	76%	10%	16%	60%	73%	10%	16%	65%	76%	10%	10%
2	75%	83%	18%	23%	75%	77%	13%	19%	75%	81%	23%	23%
3	75%	83%	16%	26%	75%	85%	16%	15%	80%	80%	13%	20%
4	77%	75%	33%	32%	80%	74%	21%	19%	81%	78%	20%	18%
5	72%	76%	17%	34%	68%	73%	11%	19%	78%	85%	24%	24%
6	78%	80%	37%	37%	79%	87%	22%	26%	82%	85%	23%	26%

Progress

	Recovery programs	Reading		Writing		Maths	
		Expected	Rapid	Expected	Rapid	Expected	Rapid
1	Phonics Tutoring	95%	50%	82%	16%	86%	18%
2	English & maths Tutoring	89%	19%	95%	11%	87%	19%
3	English & maths Tutoring	99%	30%	95%	19%	96%	20%
4	English & maths Tutoring	81%	9%	79%	5%	86%	7%
5	Additional set + English & maths	90%	15%	88%	15%	93%	20%
6	English & maths Tutoring	85%	11%	98%	22%	92%	7%