

COVID Recovery Catch Up Report

Recovery Premium Spend

Funds available:

- Last year's carry over - £24 166
- Recovery Premium Funding – £12 325
- School Led Tutoring Program - £9 112.50 (+ 16% uplift - £1458 - allocated in Summer Term 2022)
- **Total - £45 603.50 + £1458**

Extra teacher in Yr 5/6 Funding allocated from last year: £24, 166

- Smaller classes to allow adults to provide a greater level of feedback to all children in Year 5/6

School Led Tutoring – Payment of £18 per hour to the tutor (£13 per hour covered by School Led Tutoring Program Funding) – Tutor claims for 15 hours this consists of 13 hours tutoring and 2 hours for planning.

On-line Maths Tutoring – to be taken from £12 325 Recovery Premium Funding

Percentage of children in tutoring - $79/304 = 25.98\%$

Pupil premium percentage of those being tutored – $20/79 = 25.32\%$

Percentage of girls in tutoring – $31/79 = 39.24\%$ (5pp girls)

Percentage of boys in tutoring- $48/79 = 60.76\%$ (15pp boys)

Percentage of children in tutoring with SEN support (incl. EHCPs) – $7/79 = 8.86\%$

Percentage of children in tutoring with SEND monitoring – $10/79 = 12.66\%$

Percentage of children being tutored in:

Year 2 – $3/79 = 3.80\%$

Year 3 – $1/79 = 1.27\%$

Year 4 – $15/79 = 18.98\%$

Year 5 – $28/79 = 35.44\%$

Year 6 – $32/79 = 40.51\%$

Percentage moving from one attainment band to the next eg W-EXS (inc W+) $33/79 = 47.83\%$

| <u>Things that have worked well</u> | <u>Things to be improved</u> |
|--|--|
| <ul style="list-style-type: none">• Year 2 fluency focus (achieving bands, or close to)• Year 4 spelling group (applying strategies)• Year 4 target sheet in class for children to apply their strategies• Improved outcomes and progress arrows• SATs results | <ul style="list-style-type: none">• Thinking carefully about groups of individuals• Application of learning into classrooms• Attendance of some children – being consistent – thinking of ways to remind parents (parent mail etc)• Writing interventions need to be thought through carefully with who leads them, which |

| | |
|---|---|
| <ul style="list-style-type: none"> • Attitude to subjects and learning • Built resilience and increased confidence in class • White Rose Maths • Some parent engagement and support | <p>group, the gaps are clear (milestone) and small steps.</p> <ul style="list-style-type: none"> • Provision map – moving to a whole school approach |
|---|---|

Testimonies

Children

Year 4 Spelling – “My tutoring has helped me with my writing on a computer. For example, when we type up our work. It helps me spell more words when we’re writing in our books. I have learnt different strategies like ‘i-e unless after c’ and using a white board every lesson to practise spellings. I am better at spelling words from the board and more focused. Having extra help with homophones has really helped me because I often get them muddled up. I am better at sounding out words and not forgetting letters.”

Year 6 Maths - “I just made things more clear. The teachers were really nice. She went over things that I struggled with and used different methods. It really helped in class. It helped with my times tables by using different methods so I earned my band. I didn’t like maths but now it’s better. It was really useful to recap fractions for my SATs.”

Year 6 Maths - “Problem solving was helpful because they showed easier methods. There was more understanding about how these problems worked. Helped me understand more of the work in my class, particularly in fractions. I used one of the methods taught in my lessons. I was happy to do white rose maths because it helped me. Now I’m fine without it.”

Tutors

Year 6 Maths tutor, “The purpose of my group is to build resilience and focus on problem solving. There has been a good impact. Some of those have passed their SATs and all had a go and were more confident going into it.

Year 4 Spelling tutor, “A small group has enabled me to pinpoint areas of development and target what they specifically need to move forward. I feel 3 of my children have made good progress. One child had different needs/different level. 2 sessions a week has been better for consolidation and retaining new learning. Relationships with parents and a home/school book has been beneficial so parents can see what they are learning about.”

Year 5/6 writing tutor, “It has been challenging as children have lacked motivation. A barrier has been attitudes to learning so staying after school or before school has been difficult. Once we moved around groups, the children worked better together and the sessions flowed.”

Teachers

Year 3/4 teacher, “The children who are being tutored, in maths and spelling, have come back into class with immense confidence compared to before. They are able to apply what they have learned and share their new learning with others in the class. They have approached problems and tasks with an open-mind. They have grown so much as learners.”

Year 5/6 teacher, “Confidence has been amazing. The children are able to approach tasks. Definitely an increased knowledge on key concepts in maths primarily.”

Year 5/6 teacher, “Writing has had some impact. White Rose Maths children have come on leaps and bounds with their confidence. Arithmetic scores have improved and the children give things a go. They need less adult support within lessons.”

| <u>Mentoring</u> | <u>Mentor</u> | <u>Attendance</u> | <u>Comments</u> |
|------------------|---------------|--------------------------|---|
| | LD | | Better attitude to learning. Space for worries regarding SATS and transition. Build a relationship with LD to support getting back to class. Stopped a downturn in behaviour. |
| | LD | 1 session due to illness | Building relationship with him and home. |
| | IW | 4+ | Boxing reward. |
| | IW | 8+ | Resilience in reading paper. Approach to test. Support with transition. |
| | SF | 20+ | Confidence building. Easing into transition. SATS. Communication. |
| | EB | 24+ | Maths support – test paper practise Emotional support and talking through things with a different adult Time away from young carer |
| | EB | 10+ | Fine motor/handwriting. OT targets. Improvement in handwriting. Can now tie shoelaces |
| | SE | 25+ | ARE in Writing. More confident. Emotional stability. |
| | MC | 12+ | Behaviour, relationships and strategies to avoid/manage conflict. |
| | | | Summer |

| <u>Year 6 Reading</u> | <u>Attendance</u> (12 hours) | <u>Autumn 1</u> | <u>Spring 2</u> | <u>Summer 2</u> | <u>Comments</u> |
|-----------------------|---------------------------------|------------------------------------|-------------------------------------|---|---|
| | 12 hours | AR 86 OTRACK W 96 | AR 103 OTRACK A 108 | AR 118 OTRACK A SATS 97 | On Track comments Confident Strong. |
| | 10.5 hours | AR 90 OTRACK W 102 | AR 86 OTRACK A 97 | AR 84 A SATS 103 | Focused. Can lose place in text. |
| | 6.5 hours | AR 83 OTRACK W 94 | AR 97 OTRACK W 97 | AR 97 WTS SATS 97 | Often absent |
| | 11 hours | AR 94 OTRACK W 94+ | AR 83 OTRACK W 96 | AR 89 WTS SATS 96 | Increased confidence |
| | 12 hours | AR 98 OTRACK A 91 | AR 101 OTRACK A 103 | AR 102 WTS SATS 93 | Increasing performance. |
| | 6.5 hours | AR 81 OTRACK W 86 | AR 92 OTRACK W 92 | AR 87 WTS SATS 89 | Asked to join later. Fluent in reading. Needs support with comprehension. |

| <u>Year 6 Writing LN</u> | <u>Attendance</u> (3 hours 45) 5 X 45 min | <u>Autumn 2</u> | <u>Spring 2</u> | <u>Summer 2</u> | <u>Comments</u> |
|--------------------------|---|-----------------|-----------------|-----------------|--|
| | 3 hours 45 min | W | W | W SATS WTS | Building confidence Applying learning |
| | 1 hour 45 min | W | W | A SATS ARE | 2 late |
| | 45 min | W | W | W SATS WTS | Constant reminders to mum and both boys. Archie allowed to stay in school |
| | 45 min | W | A | A SATS ARE | Asked to join from 4 th session |
| | | W | W | A SATS ARE | Invited but declined |

| <u>Year 6 Writing LK</u> | <u>Attendance</u> (4.5 hours) 6 X 45 min | <u>Autumn 2</u> OTRACK | <u>Spring 2</u> OTRACK | <u>Summer 2</u> OTRACK | <u>Comments</u> |
|--------------------------|--|---------------------------|---------------------------|---------------------------|--|
| | 3 hours 5 min | W | W | W SATS WTS | Attended all sessions but late to most |
| | 2 hours 45 mins | W | W | A SATS ARE | |
| | 4 hours | W | A | A SATS ARE | |
| | 45 mins | A | A | A SATS ARE | Mum pulled him out |

***Year 5/6 writing groups revised below due to attendance and behaviour.**

| <u>Year 6 Maths</u> | <u>Attendance</u> 1 st - 4 hours 2 nd 5.5 hours | <u>Autumn 1/2</u> OTRACK | <u>Spring 2</u> OTRACK | <u>Summer 2</u> | <u>Comments</u> |
|---------------------|---|-----------------------------|---------------------------|-----------------|-----------------|
| | 4 hours | A 101 | A 100 | A SATS 101 | |
| | 4 hours | A 98 | A 96 | A SATS 104 | |
| | 4 hours | A 100 | A 99 | A SATS 103 | |
| | 9.5 hours | A 96 | A 98 | A SATS 102 | |
| | 5.5 hours | W 91 | W 96 | A SATS 101 | |
| | 5.5 hours | A 95 | A 97 | A SATS 101 | |
| | 5 hours | W 91 | W 92 | W SATS 96 | |

| <u>Year 6 Maths WRM</u> | <u>Attendance</u> (%) | <u>Autumn 2</u> | <u>Spring 2</u> | <u>Summer 2</u> | <u>Comments</u> <u>Before</u> <u>After</u> |
|-------------------------|--------------------------|-----------------|-----------------|---------------------|--|
| | 90% | A | A | W SATS 97 | 8/15 12/15 Confidence/knowledge |
| | 90% | A | A | A WTS SATS 96 | 8/15 13/15 |
| | 90% | W | A | A SATS 100 | 11/15 14/15 |

Year 5

| <u>Year 5 Writing</u> <u>JB</u> | <u>Attendance</u> (5 x 45 min) | <u>Autumn 1</u> | <u>Spring 2</u> | <u>Summer 2</u> | <u>Comments</u> Challenging behaviour within the group Revised groups below. |
|------------------------------------|-----------------------------------|-----------------|-----------------|-----------------|---|
| | 2 hours 15 min | 3A | W | W | |
| | 45 mins | W | W+ | A | |
| | 1 hour 30 | 3A | W | W | |
| | 1 hour 30 | 4A | W | W | |
| | 1 hour | 2A | W | W | |

Revised groups below

| <u>Year 5 Writing</u> <u>JB</u> | <u>Attendance</u> () | <u>Autumn 1</u> | <u>Spring 2</u> | <u>Summer 2</u> | <u>Comments</u> |
|------------------------------------|--------------------------|-----------------|-----------------|-----------------|---------------------|
| | | 3A | W | W | |
| | | W | W+ | A | |
| | | W+ | W | W+ | Attitudes/behaviour |
| | | W+ | W | W+ | |

Revised groups below

| <u>Year 5 Writing</u> <u>LK</u> | <u>Attendance</u> (45 mins) | <u>Autumn 1</u> | <u>Spring 2</u> | <u>Summer 2</u> | <u>Comments</u> |
|------------------------------------|--------------------------------|-----------------|-----------------|-----------------|-----------------|
| | 45 mins | W | W+ | A | |
| | 45 mins | W+ | W | W | |
| | 45 mins | 3A | W | W | |
| | 45 mins | W+ | W | W | |

| <u>Year 5 Writing</u> <u>LN</u> | <u>Attendance</u> (45 mins) 2 x sessions | <u>Autumn 1</u> | <u>Spring 2</u> | <u>Summer 2</u> | <u>Comments</u> |
|------------------------------------|--|-----------------|-----------------|-----------------|-----------------|
| | | 3A | W | W+ | |
| | | W | W | W+ | New joiner |
| | 1 session | | | A | New joiner |
| | | | W+ | A | New joiner |

| <u>Year 5 Maths</u> <u>WRM</u> | <u>Attendance</u> (mins) | <u>Autumn 1/2</u> | <u>Spring 2</u> | <u>Summer 2</u> | <u>Comments</u> Before After |
|-----------------------------------|------------------------------|-------------------|-----------------|-----------------|------------------------------------|
| | 93% | W 86 | W+ 79 | W+ 85 | 9/15 |

| | | | | | |
|--|-----|---------|----------|----------|------|
| | 87% | A 87 | W+ 84 | W+ 81 | 9/15 |
| | 93% | W 92 | W+ 90 | W 87 | 9/15 |

| <u>Year 5 Maths</u> <u>WRM</u> | <u>Attendance</u> (mins) | <u>Autumn 1 /2</u> | <u>Spring 2</u> | <u>Summer 2</u> | <u>Comments</u> Before After |
|-----------------------------------|------------------------------|--------------------|-----------------|-----------------|------------------------------------|
| | 80% | W 85 | W 84 | W 78 | 6/15 |
| | 73% | W 80 | W 85 | W 88 | 10/15 |
| | 87% | W 90 | W+ 92 | W+ 96 | 7/15 |

| <u>Year 5 Maths</u> <u>IW</u> | <u>Attendance</u> (2h30mins) | <u>Autumn 2</u> | <u>Spring 2</u> | <u>Summer 2</u> | <u>Comments</u> |
|----------------------------------|----------------------------------|-----------------|-----------------|-----------------|-----------------|
| | 2 hours | W+ 90 | W+ 87 | W+ 86 | |
| | 2 hours | A 103 | W+ 86 | W+ 92 | |
| | 2hour 30min | W 85 | W 87 | W 76 | |
| | 1 hour | A 98 | A 89 | A 94 | |
| | 1 hour | W+ 90 | W 87 | W 87 | |
| | | A 97 | W+ 97 | W+ 87 | Absent to both |

Year 4

| <u>Year 4 Spelling</u> | <u>Attendance</u> (mins) | <u>Autumn 1</u> | <u>Spring 2</u> | <u>Summer 2</u> | <u>Comments</u> |
|------------------------|------------------------------|-----------------------|----------------------|-----------------------|--|
| | 15h 30 mins | W GAPS B 84 | W GAPS W 91 | W GAPS W 87 | |
| | 7hours | W GAPS W+ 93 | W GAPS W 85 | W GAPS W 83 | Stopped in the spring term |
| | 11h 30 mins | W GAPS W 89 | W GAPS W 73 | W GAPS B 77 | Tutor advised new target for NR to have intervention in school |
| | 14 hours | W GAPS A 101 | W GAPS A 90 | W GAPS W+ 88 | |
| | 5h 30 mins | W GAPS B | W GAPS B | W+ GAPS B | |

| | | | | | |
|--|------------|----------------------|-----------------------|-----------------------|--|
| | | 80 | 85 | 86 | |
| | 2h 30 mins | W GAPS W 91 | W GAPS W+ 97 | W+ GAPS A 98 | |

| <u>Year 4 Maths</u> <u>WRM</u> | <u>Attendance</u> (mins) | <u>Autumn 1</u> | <u>Spring 2</u> | <u>Summer 2</u> | <u>Comments</u> <u>Before</u> <u>After</u> |
|-----------------------------------|------------------------------|-----------------|-----------------|-----------------|--|
| | 85% | W+ 97 | A 101 | A 98 | 5/15 14/15 |
| | 95% | W+ 104 | W+ 96 | A 106 | 4/15 10/15 |
| | 90% | W+ 94 | A 101 | A 107 | 8/15 14/15 |

| <u>Year 4 Maths</u> <u>WRM</u> | <u>Attendance</u> (mins) | <u>Autumn 1</u> | <u>Spring 2</u> | <u>Summer 2</u> | <u>Comments</u> Before After |
|-----------------------------------|------------------------------|-----------------|-----------------|-----------------|------------------------------------|
| | 78% | W+ 96 | W+ 95 | A 103 | 9/15 |
| | 100% | W+ 93 | W 89 | A 103 | 9/15 |
| | 100% | A 96 | W+ 87 | W+ 93 | 9/15 |

| <u>Year 4 Maths</u> <u>WRM</u> | <u>Attendance</u> (mins) | <u>Autumn 1</u> | <u>Spring 2</u> | <u>Summer 2</u> | <u>Comments</u> Before After |
|-----------------------------------|------------------------------|-----------------|-----------------|-----------------|------------------------------------|
| | 93% | W+ 87 | W+ 89 | W+ 88 | 7/15 |
| | 93% | A 100 | W+ 84 | A 107 | 9/15 |
| | 73% | W+ 77 | W 77 | W 78 | 4/15 |

| <u>Year 2 Maths</u> <u>PK</u> | <u>Attendance</u> (mins) | <u>Autumn 1</u> | <u>Spring 2</u> | <u>Summer 2</u> | <u>Comments</u> |
|----------------------------------|------------------------------|-----------------|-----------------|-----------------|---------------------------------------|
| | 6h30mins | B | B | W | Ready soon for NB 20 practising speed |
| | 4h30min | W | W | W | Ready soon for NB 20 practising speed |
| | 3hours | W+ | W | W | Achieved number bonds to 10 |