

COVID-19 school led tutoring and recovery premium strategy 2021-22

Name of school: Kenley Primary School

What funding is for:

The government announced funding to support children and young people to recovery lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds.

Funding will fall into two categories: School-led tutoring and Recovery premium.

School-led tutoring funding is to be used to support pupils on a one-to-one or small group basis to support learning. Recovery premium can be used for specific activities to support their pupils' education recovery in line with the curriculum expectations including both learning and mental health support.

Funding allocations

School allocations will be calculated based on the number of pupils who are in receipt of PPG funding but can be used to support both PPG and non-PPG pupils.

Date of strategy publication	Nov 2020	Review dates	Sept 2021		
Total number of pupils:	187				
Total recovery premium budget	£6,815	Total school-led tutoring premium budget	£5467.50		
Disadvantaged pupils (%)	27%	Pupils with EHC plans (%)	2%	Pupils on SEND support (%)	12%

Barriers to learning and achievement

Academic barriers	
1.	Prior attainment – pupils had been identified for additional support according to prior attainment at the end of the academic year 2020/2021. Interventions were in place for the children including PiXL, reading support, Spelling box intervention and Lexia. Progress was being monitored from end of year and prior key stage starting points. Due to COVID-19 closure support could not continue.
2.	EAL – pupils with English as an additional language were unable to access support in school, those whose home language was not English had further barriers to learning due to English not being spoken at home.

Additional barriers (including external barriers such as access to home learning, attendance, etc.)	
1.	Attendance – both due to COVID-19 lockdowns and due to periods of self-isolation.
2.	Access and engagement to home learning. During the closure all parents were invited to join the online learning platform although some did not engage with this. Parents were also offered paper copies where there was no or limited internet access. Some families were limited in their engagement due to being reliant on shared devices.
3.	Ability and understanding of parents to support learning at home due to work commitments or their own academic understanding.
4.	Pupil wellbeing – some families and children struggled to engage with the home learning due to lack of school structure, family dynamics and personal circumstances which affected mental health. Further support and adjustments have been required to re-integrate children back into school including supporting self-esteem and building confidence as well as re-establishing the structure and expectations of education.

School led tutoring and recovery premium strategy statement

Kenley Primary school is a small, one-form entry primary school in the London Borough of Croydon. It has a mixed intake of pupils from a range of socioeconomic and ethnic backgrounds. From a survey conducted in September 2020 most families had access to technology during the COVID-19 closure but many of the pupils shared devices with siblings or parents. Parents were generally positive about the home learning offer, which was modified during the lockdown in January 2021 following the results of the September 2020 survey.

School-led tutoring and recovery premium priorities are supporting pupils who need additional intervention in order to reach their potential. This will include supporting pupils currently identified as working below expected but whose prior attainment is at expected and who have the potential to reach expected levels by the end of the current academic year. Pupils who have been identified as having additional needs and who have not had access to interventions in the lockdown – especially those in upper key stage 2 who will be making the transition to secondary school within the next 3 years will also be a priority. Interventions will also include well-being support for those pupils who have low self-esteem and who need support to boost confidence in order to fully access the curriculum.

The key approach to implementing the strategy begins with class teachers and teaching assistants working together to identify individual needs and whether this need is related to missed learning, lack of conceptual understanding or wellbeing. This will then enable staff to provide support in small group or individual sessions which are tailored to the needs of the child. Class strategies which can support all children to address gaps in their learning or understanding due to the COVID-19 closure are also a key factor and will be addressed with quality first teaching by consistent staff and with appropriate classroom support using NCTEM small steps, White Rose Maths, Power maths and PiXL strategies.

The actions taken will address lost learning by using knowledge from summative assessments to address misconceptions and provide interventions which are targeted to individual needs.

The effects of the expenditure will be measured through formative assessment in Spring and Summer assessment cycles and end of year teacher assessments.

How the school intends to use the school led tutoring funding and recovery premium						
Quality first teaching						
Intended Outcomes	Actions	Success criteria	Dates	Lead	Review date	Cost
Ensure quality first teaching addresses the gaps in knowledge due to Covid-19 lockdown period	Use of PiXL resources to support teaching	Progress evident from Autumn term starting points. Observed in Spring term observations and through pupil voice.	July Data review 2022	HT DHT	March data review 2022	
Small steps to support missed learning used in conjunction with WRM reasoning to ensure full understanding of topic areas.	NCTEM and White Rose Maths to support teaching.	Progress evident from Autumn term starting points. Pupils who need small steps are identified and resources used to support quality first teaching.	July Data review 2022	HT	March data review 2022	
Targeted academic support and intervention						
Pupils have additional support to reach age related expectations or to meet requirements for greater depth.	Small Group tutoring – extra curricula	Using Horsforth Quadrant Key marginal pupils identified for 12 week program of recovery support. Pupils identified according to needs either in maths, phonics, reading or writing. Two 12 week support programs run through the year. The first program will focus on Phonics and writing.	July Data review 2022	HT Class Teachers	March Data review 2022	£5467.50

Wider strategies						
Whole class wellbeing support to address concerns around themselves and their wider community including family and friends, building an understanding of how they can overcome their anxieties.	PiXL wellbeing Resources	<p>PiXL resources used to support wellbeing activities as part of the PSHE learning in the classroom.</p> <p>Reduced incidents of poor behavior observed on the playground.</p> <p>Increased perseverance observed with tasks in the classroom.</p>	July Data review 2022	HT DHT SENCO Class teachers	March Data review 2022	
Pupils whose barriers to learning stem from wellbeing concerns to have targeted support to build confidence and self-esteem	B3 Empowerment sessions	<p>Using staff knowledge of pupils, pupils identified from years 5 and 6 who have low confidence and self-esteem.</p> <p>12 week program focusing on wellbeing, confidence, self-esteem and aspirations.</p> <p>Increased levels of confidence and perseverance observed both in the classroom and in relationships with peers and staff.</p>	Pupil Survey Summer 2022	HT B3 teacher	February 2022	£3037.50
Total expenditure:						£8505

Review of strategy:	
Date	Impact of actions taken
January 2022	<p>Weekly tutoring sessions:</p> <p>Year 1 – Reading of high Frequency words improvement in average numbers of words read form September to December – 17.5 additional words. Phonics: attainment in phonics scores average improvement in score 15 sounds</p> <p>Year 6 – Progress from September to December 2021 Reading average score increase 3.5 marks, maths average score increase 10.5 marks</p> <p>Years 2-5 focus on writing – data drop in March will inform progress from autumn term.</p>
March 2022	
July 2022	

Empowerment assessment:

Pupil Name	Class/ Year Group	Participation	Relationships	Role Model & Influences	Respect	Communication	Honesty & Integrity	Resolving Conflict	Positivity	Health	Self-Belief	Mental Health	Discipline	Leadership	Grade			
	5	2	2	2	2	3	2	2	2	3	2	3	2	3	2			BAR: 1
	5	2	3	2	2	3	2	3	2	2	3	2	3	3	3			AR:2
	5	3	2	3	3	3	3	2	3	3	3	2	3	3	3			AAR: 3
	5	3	2	2	3	3	3	3	3	3	3	3	3	3	3			Exceptional: 4
	5	3	2	2	2	3	2	2	2	2	3	3	3	3	3			
	5	2	2	2	2	2	Absent	2	2	2	3	2	3	3	2			
	6	2	2	2	2	3	Absent	2	Absent	2	2	2	2	3	3			
	6	2	2	2	2	2	3	2	2	2	2	2	3	3	2			
	6	2	3	3	2	3	3	2	3	Absent	3	2	2	3	3			
	6	2	3	3	2	3	3	Absent	2	2	3	3	2	2	3			
	6	3	3	3	2	3	3	2	3	2	3	3	2	3	3			
	6	3	2	3	2	3	3	3	2	2	3	3	3	3	3			