

# Catch-Up Funding 2021-22

## Background - How the Funding was used - Evaluation



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## **Background and How we used the Funding**

As part of post-covid recovery, the Government has provided additional funding for schools. Details of our allocations, and how we putting this funding to the best possible use, are below.

### **Recovery Premium Grant**

This grant is designed to support education recovery, following covid. Building on pupil premium, this funding will help schools to deliver evidence-based approaches to supporting disadvantaged pupils.

The recovery premium will be allocated using the same data as pupil premium with the following pupils attracting funding:

- Pupils who are eligible for free school meals
- Pupils who have been eligible for free school meals at any point in the last 6 years
- Children looked after by local authorities and referred to as looked-after children (LAC) (this funding will be managed by the Virtual School Head)
- Post-looked after children

Schools will receive £145 for each eligible pupil. Schools should spend the premium on activities that:

- Support the quality of teaching, such as staff professional development
- Provide targeted academic support, such as tutoring
- Deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

Schools are able to use the funding on a wider cohort of pupils than those who attract the funding, and should direct recovery premium spending where they think the need is greatest.

GPS has been allocated £17,835 for the academic year 2021-22, based on 123 pupils

We have employed a Teaching Assistant for 2 terms, to provide additional support with a focus on years 5 & 6. In addition, we employed a teacher for half a day per week in Spring Term, to additional support in KS1.

### **School-led Tutoring Grant**

The School-led Tutoring Grant is similar to the National Tutoring Programme. It is a more localised approach which gives schools funding to source their own tutors - this will enable schools to use internal or external capacity to meet the needs of their pupils.

The grant is designed to help close the education gap between disadvantaged and vulnerable pupils and their peers. Schools are expected to prioritise these pupils for the tutoring, however they have the flexibility to decide which pupils need the most support to help them catch-up on missed education.

Grant funding for School-led Tutoring will be based on the proportion of pupils in Year 1 to Year 6 eligible for pupil premium, and funding will be allocated for around 60% of eligible pupils per school. The grant is expected to cover 75% of the cost of tuition. This funding will continue in 22-23 and 23-24 academic years however the subsidy will reduce each year.

We have received £14,580 for the academic year 2021-22, based on 72 pupils. During Spring and Summer Terms, we have employed 4 days per week of extra teacher time, to provide additional support to identified pupils, in line with the recommended time allocations.

## **KEY STAGE 1**

### **1. Recovery Premium**

#### **Allocated Funding:**

<b>Identified issues</b>	<b>Activities to address the issue</b>	<b>Success Criteria</b>	<b>Evaluation</b>
Gaps in phonic knowledge and reading ccvcc words in Y2	Phonics activities focussed around phase 3/4/5 GPCs and CEW words	Accelerated progress in reading in Y2	All children can successfully read ccvcc words and most are on track to pass phonics screening re-sit.
Gaps in phase 2/3 sounds and reading of CEW and HF words in Y1 & Y2	Phonics activities focussed around phase 2 & 3 GPCs and CEW words	Accelerated progress made and gaps addressed.	Y2 children can read books at level 3. 3/6 Y1 children have made accelerated progress.
Gaps in phase 3 & 4 phonemes and CEW words in Y1 & Y2.	Phonics activities focussed around phase 3 & 4 GPCs and CEW words	Accelerated progress made and gaps addressed	All children have made accelerated progress and are reading more fluently with many words being on sight.
Boys in Y1 & Y2 struggling to retain information.	Memory and recall games and skills.	Improvement in retention of information.	Ongoing

### **2. Tuition**

<b>Identified issues</b>	<b>Activities to address the issue</b>	<b>Success Criteria</b>	<b>Evaluation</b>
Gaps in phonic knowledge in Y1	Small daily phonics group to ensure gaps are targeted and acceleration of new learning	Children meet ARE or above in reading and successfully pass the phonics screening check	All children in this group are on track and have passed mock screening checks
Poor fine motor and letter formation in Y2	Fine motor activities and extra handwriting practise sessions to	Children to be using at least pre cursive handwriting style and	Handwriting is much more legible and all children are using the pre-

	support formation and fluency	letters are of the correct size	cursive style
Inconsistent use of basic skill in writing. Children struggling to write several sentence together that make sense in Y2	Session focussed on using CL, FS and FS as well as including adjectives. Progressed to writing several sentences containing these features.	Children include the basic skill expected at Y2 standard and write confidently at more length	Children are using basic skills and are able to write several simple sentences with some description at a time.
SEND children unable to write simple words	Practise segmenting for spelling and the use of phonics strategies.	Children can write simple words at their phonics level without support.	Children now have the skills to segment for spelling individual words
Bottom 20% in Y2 struggle to write in full sentences.	Oral rehearsal and segmenting the sentence to support recording of each word.	Improved attainment and progress in writing for this group of children in Y2	Ongoing
Gaps in phonic knowledge in Y1.	1.1 interventions to address gaps. Extra practise sessions.	Improved attainment and progress in reading in Y1	Ongoing

## **KEY STAGE 2**

### **1. Recovery Premium**

<b>Identified issues</b>	<b>Activities to address the issue</b>	<b>Success Criteria</b>	<b>Evaluation</b>
Challenges in accessing the guided reading curriculum due to cognitive challenges. (4 children)	Support recording their verbal answers and developing their confidence with their comprehension skills.	Children to access the Y6 guided reading curriculum and make progress against objectives.	All children successfully accessed the Y6 curriculum. One of the children made accelerated progress and on track to pass KS2 sat.
Gaps in reading fluency in Year 5 and 6.	1:1 reading support	Children to make accelerated progress and read more frequently	Ongoing. All children being read with more regularly. Most children moved to higher reading bands.

Children struggling to maintain pace of Y6 curriculum due to gaps in their knowledge.	General support offered to Y6 children within English and maths lessons.	Children to make accelerated progress. Fewer gaps in children's attainment.	More children moved to being on track. Children had fewer gaps in their knowledge. Instant intervention meant all children could be taught at the same pace.
Children struggling to maintain pace of Y5 curriculum due to gaps in their knowledge.	Instant intervention offered to address the gaps in learning following an English or maths lesson.	Children to make accelerated progress. Fewer gaps in children's attainment.	More children moved to being on track. Children had fewer gaps in their knowledge. Instant intervention meant all children could be taught at the same pace.
Children capable of using handwriting scheme but choosing not to.	Fine motor activities and extra handwriting practise sessions to support formation and fluency	Children to be using at least pre cursive handwriting style and letters are of the correct size	Handwriting is much more legible and all children are using the pre-cursive style

## 2. Tuition

Identified issues	Activities to address the issue	Success Criteria	Evaluation
Handwriting illegible or significantly slows children's pace of work.	Handwriting intervention using letter join. Fine motor activities.	Children to produce legible writing consistently.	Ongoing but most children's writing now follows school policy.
Gaps in children's phonic and spelling knowledge.	Intervention using the monster phonics programme	Children can write simple words at their phonics level without support.	Significant acceleration in speed with which ch are mastering phonics. Good Y1 Phonics Check results.
Gaps in children's comprehension	Comprehension practise and	Children who can read at	Children made good levels of

skills	activities to practise strategies.	appropriate level to make accelerated progress with their comprehension	progress with comprehension
Gaps in children's fluency	Better Reading Partnership	Accelerated progress in reading fluency	All children made accelerated progress
Gaps in children's calculation skills.	Re-teaching the strategies	All children to make accelerate progress and correctly use strategies.	All children confident with written methods

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