

# Aqueduct Primary School Covid Catch Up Action Plan 2021 - 2022

## Funding overview

Detail	Amount
Recovery premium funding allocation this academic year	£5,583
Tutoring catch up funding allocation this academic year.	£4,961
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,930
<b>Total budget for this academic year</b>	<b>£18,474</b>

## Statement of intent

We as a school have decided to adopt the School-Led Tutoring Approach.

Under School-Led Tutoring, all eligible state-funded schools and academy trusts are given a ring-fenced grant to fund locally sourced tutoring provision for disadvantaged pupils. This could include using existing staff such as teachers and teaching assistants or external tutoring resources such as private tutors or returning teachers. The grant gives schools and academy trusts the flexibility to use tutors with whom they are familiar.

### DfE advice and Guidance:

Tuition is most beneficial when it is explicitly linked to classroom teaching and pupil's specific needs

- high quality and individualised feedback is essential to a pupil's progress
- regular assessment and monitoring will ensure pupils remain on track and identify areas of focus
- Short, regular and sustained tutoring sessions tend to have the greatest impact
- smaller group sizes lead to better outcomes for pupils
- tutoring is most effective when planned well, supported by teaching resources and has clear objectives for the course of delivery
- engagement can be increased by building good relationships between tutors, pupils and families
- tuition is most effective when staff are trained and supported

## Education Endowment Foundation Recommendations

- The EEF advises the following:  
Teaching and whole school strategies, supporting great teaching, Pupil assessment and feedback, Transition support Targeted approaches, One to one and small group tuition, Intervention programmes, Extended school time catch up for all students.

## Intended outcomes

Intended outcome	Success criteria
Raise the attainment of our most disadvantaged youngsters.	Increased progress across the time spent in school.
Close/Reduce the gap caused by the Covid-19 disruptions to learning.	Children make accelerated progress within the identified areas of the curriculum.
Children have access to high quality teaching and resources	Pupils demonstrate they know and remember more.

## Targeted academic support Spring 2021 - End of Autumn 2021

Budgeted cost: £7,930

Intended Outcome	Activity	Evidence that supports this approach
Closing the gaps identified during home learning assessments and returning to school.	Employment of external supply teacher to release class teacher to deliver in school interventions.	Keep up, not catch up RWI motto and research identifies how to reduce the gap. <u>EEF small group tuition key findings -</u> <i>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</i> <i>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback</i>

		<p><i>from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</i></p> <p><u>Education Development Trust: Supporting teachers through the school workload reduction toolkit -</u></p> <p>Teacher designed interventions significantly reduced teacher time conducting the targeted tasks, i.e., approaches to marking and feedback, lesson planning, managing pupil data, internal communications, and lesson observation and monitoring.</p>
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## Targeted academic support Spring 2022 - Summer 2022

Budgeted cost: £8044

Intended Outcome	Activity	Evidence that supports this approach
Removing barriers for pupils who may not have access to online learning or quality resources at home to support their learning in school.	<p>Purchase study guides for pupils. CGP books.</p> <p>(We have noticed in particular that children's reading comprehension skills have not developed as readily following periods of school closure.)</p>	<p><u>EEF Reading Comprehension Strategies Key Findings -</u></p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>
Closing the gaps identified during home learning assessments and returning to school.	<p>After school tutoring for identified pupils.</p>	<p><u>EEF One to One Tuition Key Findings -</u></p> <p><i>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</i></p> <p><i>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact.</i></p> <p><i>Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</i></p>

<p>Increased love of reading - particularly targeting boys.</p>	<p>Purchasing of additional quality texts across (Phonics, KS1 &amp; KS2)</p>	<p><u>DfE Research Evidence on Reading for Pleasure -</u>  <i>Clark and Douglas (2011) found that boys enjoy reading less with 43% of boys and 58% of girls enjoying reading either very much or quite a lot.</i></p> <p><u>DfE The Reading Framework July 2021 -</u>  <i>Teachers cannot improve reading skills without also taking account of, for example, 'access to interesting and meaningful reading materials'.<sup>20</sup> The DfE's internal analysis of the data from PIRLS in 2006 suggested it was particularly narrative rather than information texts that made the most difference.<sup>21</sup> Although we tend to associate narratives with literature, they are simply stories and can bring subjects to life across the curriculum.</i></p>
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## Teaching Spring 2022 - Summer 2022

Budgeted cost: £2500

Intended Outcome	Activity	Evidence that supports this approach
<p>Increased understanding of the additional challenges disadvantaged learners experience and how to remove their barriers to learning.</p>	<p>Shared RADY resources and CPD for all staff -            SLT engaged in online learning modules and T&amp;W conference.            Teachers &amp; TAs engaged in staff meetings and phase CPD linked to the RADY modules.            (Use of directed time and additional pay for TAs after school.)</p>	<p><u>Challenging Education: Raising the attainment of disadvantaged youngsters -</u>            RADY is a long-term hearts and minds approach, helping schools to become equitable in all aspects of the education they provide and making sure that those learners who need it most get the extra that helps them to get there.</p>
<p>Retention of staff, supporting their wellbeing and preventing additional workload.</p>	<p>Additional planning time for after school tuition.</p>	<p>Workload has been linked to reduction in teacher retention. Our wellbeing committee in school is dedicated to ensuring that all teachers are valued and heard. From feedback in school through questionnaires and previously using the DfE Reducing Teacher Workload Toolkit, ways to reduce workload and improve staff wellbeing have been identified. Our senior leadership team consider the wellbeing of our staff and limit wherever possible additional workload outside of the school day.</p>

<p>Supporting pupils to prepare them for the end of year exams.</p>	<p>Invitation to Easter School.</p>	<p><u>EEF Summer Schools Key Findings -</u> Summer school provision that aims to improve learning needs to have an academic component. Summer schools that include an intensive teaching component such as using small group or one to one approaches, have higher impacts, on average. Summer schools that use teachers that are known to the pupils have a higher impact, on average, but may be even more expensive to implement.</p>
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