

School-led Tutoring Funding Strategy Statement 2021-2022

1. Summary information

School	Cove Junior School				
Academic Year	2021-2022	Total Catch Up Funding	£6,860	Date for first internal review of this strategy	January 2022
Total number of pupils	30	9 - Year 5 children (Maths) 18 – Year 6 children (Maths) 3 – Year 6 children (Reading)		Date for final internal review of this strategy	July 2022

2. Guidance and Use of Funds

The catch-up premium has been allocated to mainstream schools to be used to mitigate the effects of the disruption to learning caused by coronavirus (COVID-19).

The use of funding to be used for:

- Year 5 to support the teaching of Maths for 9 key children
- Year 6 to support the teaching of Maths for 18 key children
- Year 6 to support the teaching of Maths for 3 key children

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support the best use of this funding, the Education Endowment Foundation (EEF) has published a Coronavirus (COVID-19) Support Guidance for Schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

3. Barriers to learning due to Covid-19

A.	Specific content being missed, leading to gaps in learning and knowledge
B.	Recall of basic skills has suffered
C.	Loss of essential practising of writing skills, leading to a lack of fluency in writing. In addition, those who didn't write very much during lockdown have to work additionally hard on writing stamina and improving motivation
D.	Reduced fluency in reading the gap has widened between those children who read widely and those who do not. The bottom 20% of readers have been disproportionately affected especially those with SEN.
E.	Children have missed out on curriculum experiences e.g. trips, visitors etc

4. Desired outcomes

*Identified children will make accelerated progress in Maths or reading and catch up following missed learning during lockdown
For identified children to have more confidence with arithmetic, problem solving and reading.*

5. Planned expenditure

Academic year	2021-2022			
Activity and Resource	Chosen action / approach	Cost	Expected Impact	Actual Impact

<p>Year 5 focused small group intervention (maths)</p>	<p>Teacher led small group intervention (3 groups) with 9 identified children from Year 5.</p> <p>1-hour sessions with a teacher. 3 children in a group. All sessions to commence with a specific focus on securing a written strategy for the 4 rules of number. In year formal tests using NFER, identified gaps in learning. These were then addressed within the small group sessions.</p> <p>The sessions were split into 3 groups with an agency member of staff completing 2 sessions of 1 hour within an afternoon. 1 session taught by a member of staff after school for 1 hour.</p>	<p>£1,983.74</p>	<p>Identified children will make accelerated progress in focus areas.</p>	<p>The children have all made progress from their starting points and all class teachers have reported that each child is more confident within a class maths lesson. Alongside the small group interventions, each child has completed work in their own classes with their peers and have been focus children.</p> <p>At the end of Year 4 – 4 children were working at 4w, 3 children were working at 4w+, 1 child working at 4b, 1 child working at 3s. These were children therefore identified as children who were working below the expected level of their year group and peers.</p> <p>At the end of Year 5 – 4 out of the 9 children were at ARE standard, 2 were a W+ (working within plus), 1 5w (working within Year 5), 2 were working at 5b+. This shows that all children are now working within their current year group and 44% of the group are now at the expected level for their year group.</p> <p>All children are expected to make 6 steps of progress across the year to maintain a consistent level of progress. The additional support groups and being a key focus child within the whole class environment have allowed this level of progress to be maintained and exceeded allowing for accelerated progress to be made. The steps of progress between Summer Year 4 and Year 5 are as follows.</p> <p>Child 1 – 8 steps Child 2 – 7 steps Child 3 – 7 steps Child 4 – 6 steps Child 5 – 6 steps Child 6 – 8 steps Child 7 – 9 steps Child 8 – 7 steps Child 9 – 7 steps</p>
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Year 6 focused small group intervention (maths)	<p>Teacher led small group intervention (6 groups) with 18 identified children from Year 6.</p> <p>30 x 30-minute sessions with a teacher. 3 children in a group. All sessions to commence with a specific focus on securing a written strategy for the 4 rules of number. In year formal tests using previous SAT papers, identified gaps in learning. These were then addressed within the small group sessions.</p>	£4,227.06	Identified children will make accelerated progress in focus areas.	<p>The children have all made progress from their starting points and all class teachers have reported that each child is more confident within a class maths lesson. Alongside the small group interventions, each child has completed work in their own classes with their peers and have been focus children.</p> <p>The expected progress for a Year 6 child = 6 steps All children within Year 6 made 6.3 steps of progress in 2021-22 in maths This group of 18 children made 7.3 steps of progress in 2021-22 in maths Of the 18 children, 14 children achieved ARE in maths in their KS2 SATs. The 4 children who did not reach ARE were 'close to' achieving ARE</p>
Year 6 focused small group intervention (reading)	<p>Teacher led small group intervention (1 group) with 3 identified children from Year 6.</p> <p>30 x 30-minute sessions with a teacher. 3 children in a group.</p> <p>In year formal tests using previous SAT papers, identified gaps in learning. These were then addressed within the small group sessions. Focus on familiarisation of SAT style questions and inference.</p>	£705.35	Identified children will make accelerated progress in focus areas.	<p>The children have all made progress from their starting points. Alongside the small group interventions, each child has completed work in their own classes with their peers and have been focus children.</p> <p>None of the three children achieved ARE in their KS2 SAT tests but were all 'close to' with scaled scores of (100 is ARE): Child 1 – 99 (94 in Autumn term) Child 2 – 99 (94 in Autumn term) Child 3 – 98 (95 in Autumn term)</p>
Total budgeted cost			£6,916.15	