

School-led Tutoring Funding Strategy Statement 2022-2023

1. Summary information

School	Cove Junior School				
Academic Year	2022-2023	Total Catch Up Funding	£7,776	Date for first internal review of this strategy	May 2023
Total number of pupils	24	9 – Year 6 children (maths) 7 – Year 6 children (SPAG) 4 – Year 5 children (maths) 4 – Year 5 children (writing)		Date for final internal review of this strategy	July 2023

2. Guidance and Use of Funds

The school-led tutoring funding has been allocated to mainstream schools to be used to support children in making accelerated progress and close identified gaps in learning.

The use of funding to be used for:

- Year 6 to support the teaching of maths for 9 key children
- Year 6 to support the teaching of SPAG (Spelling, Punctuation and Grammar) for 6 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 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

A.	Specific content has been missed, leading to gaps in learning and knowledge
B.	Recall of basic arithmetic skills needs further embedding
C.	Application of mathematical skills to problem solving is not consistent
D.	Loss of essential practising of writing skills (primarily grammar and punctuation), leading to a lack of fluency in writing and reduced technical accuracy.

4. Desired outcomes

Identified children will make accelerated progress in maths or SPAG and make accelerated progress

For identified children to have more confidence with arithmetic, mathematical problem solving, grammar and punctuation.

5. Planned expenditure

Academic year	2022-2023			
Activity and Resource	Chosen action / approach	Cost	Expected Impact	Actual Impact
Year 6 focused small group intervention (maths)	Teacher led small group intervention (2 groups) with 9 identified children from Year 6.	£556.60	Identified children will make accelerated progress in focus areas.	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

	<p>All sessions to focus on securing written strategies for the 4 rules of number. Details of each session are recorded on Provision Map.</p> <p>12 x 1-hour sessions with a teacher.</p> <p>4 or 5 children children in a group.</p>			<p>and exceeded allowing for accelerated progress to be made. The steps of progress between Summer Year 5 and Year 6 were reviewed alongside the SAT results.</p> <p>Average progress = 6.7 steps</p> <p>Average scaled score in maths SAT = 101.1</p> <p>Six of the children achieved ARE. The other three children had a scaled score of 99, 98 and 98.</p> <p>The three children who did not achieve ARE had significantly higher arithmetic paper scores than in the Autumn term.</p>
Year 6 focused small group intervention (SPAG)	<p>Teacher led small group intervention with 3 identified children from Year 6.</p> <p>12 x 1-hour sessions with a teacher.</p> <p>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 gaps in grammar knowledge.</p>	£605.00	Identified children will make accelerated progress in focus areas.	<p>All three children achieved ARE in their SPAG tests</p> <p>Two of the children also achieved ARE in their writing teacher assessment.</p>
Year 6 focused small group intervention (SPAG)	<p>Teacher led small group intervention (1 group of 4) with identified children from Year 6.</p> <p>6 x 1 hour sessions with a teacher.</p> <p>4 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 gaps in grammar knowledge.</p>	£290.40	Identified children will make accelerated progress in focus areas.	<p>One child with an EHCP, 1 EAL child, 1 SEND child.</p> <p>Two of the children achieved ARE in their SPAG test.</p> <p>One child achieved a SPAG test scaled score of 99.</p> <p>Increased scores from Autumn 1 for those children who did not reach ARE</p>
Year 5 (Maths)	<p>Teacher led small group intervention (1 group of 4) with identified children from Year 5.</p> <p>1 group x 4 children 10 x 1 hour</p> <p>All sessions to focus on identified gaps in learning (e.g. pre-teaching for shape, fractions, multiplication and division). Details of each session are recorded on Provision Map.</p>	£580.80	Identified children will make accelerated progress in focus areas.	<p>Three children on SEND register.</p> <p>Average progress since KS1 16.5 (expected would be 18)</p> <p>Gains in confidence and in use of strategies for 4 rules of number.</p>
Year 5 (Writing)	<p>Teacher led small group intervention (1 group of 4) with identified children from Year 5.</p> <p>1 group x 4 children 10 x 1 hour</p> <p>Pre-teaching to support in-class learning activities</p>	£580.80	Identified children will make accelerated progress in focus areas.	<p>Gains in confidence and engagement in subsequent lessons.</p> <p>Two children have made accelerated progress, further support required next year. Average in-year progress = 5.5</p>
Total cost			£2,614.00	