



Covid-19 Recovery Funding Strategy 2022 - 2023

School Overview			
School Name	Grendon Primary	Number of Pupils	358
Proportion of Disadvantaged Pupils	198 = 56% 173 in Years 1-6	Number of children attracting funding	School Led tutoring: 173 Recovery Premium: 188
Publish Date	September 2022	Review Date	July 2023
Strategy Lead	Helen Ridley	Governor Lead	Joanne Baker
Funding Allocation	School Led Tutoring: Total of £46,710 made up of: 60% DfE contribution of £28,062 (£162 for 173 pupil premium children from Years 1-6) 40% School contribution of £18,684 Recovery Premium: £27,260 (£145 for 188 pupil premium children from Oct 2021 census)		

The purpose of this document is to detail how our Recovery Funding (School Led Tutoring Grant and Recovery Premium) will be spent during 2022 - 2023 in line with conditions of the grants. As such, our **Recovery Priority** is to accelerate progress and close gaps in learning efficiently to ensure pupils can access an age appropriate curriculum.

We will do this by:

- securing experienced teachers who have worked effectively at Grendon and know our children and the barriers they face well.
- using data from tests and teacher assessments to identify gaps in learning.
- writing Targeted Support Plans that detail targets, and allow impact to be measured.
- planning and delivering blocks of 15 x 1-hour group tuition in small groups of 3 children to address these identified gaps.
- adjusting lessons daily in response to prior learning.
- evaluating and making necessary changes to provision on a regular basis.
- securing and delivering effective CDP to all teaching staff.
- focussing on ensuring excellent attendance and reducing persistent absence.

Our focus will be on:

- accelerating progress of EAL children in writing across KS1 and KS2.
- accelerating progress of targeted children in Years 1 and 2 who have fallen behind age related expectations in Reading, (phonics), and Writing.
- improving quality first teaching for all.
- Improving attendance and reducing persistent absence and removing barriers to learning.



Recovery Funding Strategy Overview 2022 - 2023

What?	Why?	How?	Who?	When?	Cost	Funding	Evaluation July 23
School Led Tutoring Grant							
Small group tutoring for targeted EAL children in Writing.	Targeted EAL children make good progress in Writing.	Groups of 4/5 1 x 1 hour weekly	AWW	2 days weekly Autumn 22	14 weeks x £490 = £6860	34 children tutored 34 x £162 = £5,508	62% of children made good progress during the year in writing. 1 achieved Greater Depth, with a further 9 reaching the expected standard, despite none being on track to do so prior to intervention. Gaps have closed as a result of effective intervention.
Small group tutoring for targeted EAL children in Writing.	Targeted EAL children make good progress in Writing.	Groups of 4 1 x 1 hour weekly	AWW	0.5 day weekly Summer 23	14 weeks x £125 = £1750	10 children tutored 110x £162 = £1620	10/12 (83%) children made good progress during the intervention. Although only 2 reached the expected standard, gaps have closed as a result of effective intervention.
Small group tutoring for children who have fallen below the expected standard in Phonics in Years 3 and 4.	As a result of accelerated progress in phonics, children's reading ability improves.	4 groups of 3 1 x 1 hour weekly (4 x 15 mins 4 days per week)	PP (Supply to release)	Equivalent to 2 days a week Autumn 22	£298 per day 2 days = £596 14 weeks x £596 = £8,344	24 children tutored 24 x £162 = £3888	Tutoring was effective in accelerating progress. 8 out of 12, (67%), children passed the Phonics Screening Check, despite all failing for the second time at the end of Year 2. The 4 remaining children have significant additional needs, with 2 being on the dyslexia pathway.
Small group tutoring for children who have fallen below the expected standard in Phonics in Year 2	As a result of accelerated progress in phonics, children's reading ability improves.	4 groups of 3 1 x 1 hour weekly (4 x 15 mins 4 days per week)	LC (Supply to release)				Tutoring was highly effective in accelerating progress. 10 out of 12, (83%), children passed the Phonics Screening Check

							retake at the end of Year 2. Prior to intervention, only 25% were on track to do so.
Small group tutoring for children who have fallen below the expected standard in Phonics in Year 1	As a result of accelerated progress, more children pass phonics screening in Year 1.	4 groups of 3 1 x 1 hour weekly (4 x 15 mins 4 days per week)	PP (AWW to release)	Equivalent to 2 days a week Spring 23	12 weeks x £490 = £5,880	24 children tutored 24 x £162 = £3888	Tutoring was highly effective in accelerating progress. 11 out of 12, (92%), children passed the Phonics Screening Check at the end of Year 1. Prior to intervention, only 36% were on track to do so. As a result, percentages achieving the expected score increased from 68% in 2022 to 70% in 2023. Only 43% were on track to pass in December 2022.
Small group tutoring for children who have fallen below the expected standard in reading in Year 2	As a result of accelerated progress, more children work at expected standard in Writing in Year 2.	4 groups of 3 4 x 1 hour weekly	LC (AWW to release)				Tutoring was highly effective. 100% achieved the expected standard in reading, despite only 58% being on track to do so at the start of the intervention. As a result, percentages reaching the expected standard increased from 35% of Year 2 in December 22 to 55% by June 23.
Small group tutoring for children who have fallen below the expected standard in phonics in Year 1.	As a result of accelerated progress, more children pass phonics screening in Year 1.	4 groups of 3 1 x 1 hour weekly (4 x 15 mins 4 days per week)	PP (AWW to release)	Equivalent to 2 days a week Summer 23	13 weeks x £490 = £6370	17 children tutored 17 x £162 = £2754	Phonics: Tutoring was highly effective in accelerating progress. 6 out of 7, (86%), children passed the Phonics Screening Check at the end of Year 1. Prior to intervention, only 29% were on track to do so. As a result, percentages achieving the expected score increased from 68% in 2022 to 70% in 2023. Only 43%
Small group tutoring for children in Y2 who have the potential to achieve greater depth in reading at the end of KS1.	As a result, percentages achieving Greater Depth increase from 2022.	4 groups of 3 4 x 1 hour weekly	LC (AWW to release)				

							were on track to pass in December 2022. Year 2: 50% of the group achieved GD. This is an improvement from 10% on track at the start of the intervention. 90% made good progress. As a result, school percentages reaching Greater Depth increased from 6% to 12%.
Small group tutoring for children who have fallen below the expected standard in maths in Year 6	As a result of accelerated progress, more children work at expected standard in Maths in Year 2.	3 groups of 5 1 hour daily for 3 weeks.	HR (Supply to release)	Equivalent to 7 days during Summer 23	7 x £298=£2086	15 children tutored 15 x £162 =£2430	100% made good progress during the intervention. Although only 53% (8 children) were on track to reach the expected standard at the start, KS2 SATs results showed 100% achieved this in May 2023.
					£31,290 Total Cost	Funding for 124 children = £20,088 124 children x 15 hours = 1575 hours	Children tutored: 124 Funding from PP = £11,202 Total hours planned = 124 x 15 = 1860 Total hours delivered = 1793
Recovery Premium							
Employ an additional teaching assistant in order to release another teaching assistant to join our pastoral team.	Attendance focus in line with the school's new attendance policy - see policy. Rates of excellent attendance will improve and rates of persistent absence will fall.	See attendance policy for roll of Pastoral Teaching Assistant.	WB to release TC from class to join pastoral team.	Full time from Sept 22 - Aug 23	£32,538	£27,260	Although our new Attendance Policy and the use of HEROS rewards has reduced the number of children arriving late for school, it has not been effective in reducing the number of children who are persistently absent. Although persistent absence is a challenge for all schools, our percentage of 25% for the academic year is above the national average of

							<p>17% for primary school. This is too high and work must continue at a pace to reduce this.</p> <p>Challenges that we need to overcome include: the impact of reduced timetables on attendance, the impact of children whose EHCP names specialist provision but remain on our role because no such provision is available, increased rates of genuine illness, for example school had 91 cases of chicken pox during this academic year, increase in requests for leave during term time. School received 53 requests during the year and although almost all were denied and referred to the Local Authority for fines wherever possible, this did not deter families from taking leave, attitudes towards schooling that have changed since the pandemic.</p>
Extend ELSA intervention to support identified children throughout school.	Barriers to learning are reduced because children meet targets for intervention. As a result, children make good progress as their access to the curriculum improves.	8 x group or individual sessions weekly. Programme of support planned and targets set.					<p>28 children were supported across the year. The differing and individual foci for pupils, makes a summary evaluation difficult. See individual reports. However, for the group as a whole, it can be noted that there were no periods of suspension following support and underachievement has fallen from 32% to 21% for this group. 18% were persistently absent in 22-23 compared with 32% in 21-22</p>
Total Planned Spend					£32,538		<p>Overspent by £5,278 Pupil Premium top up</p>

