



Narrowing the Gap, including allocation of DFE recovery and school-led tutoring funding.

This year, the government has announced further funding to support schools in the drive to ensure their pupil's catch up from the disrupted learning time during the Covid-19 pandemic. This report outlines the school's plan for the school led tutoring grant and recovery premium funding streams.

The Recovery Premium is an additional amount of money that builds on usual pupil premium allocations for the same pupils who attract this funding. The funding can be used for all pupils and not just those who attract the funding. Schools' allocations are calculated on a per eligible pupil basis, at £145 for each pupil in years reception through to 6. This means we will receive £2,900 this year to help us support our pupils.

The school-led tutoring grant is a ring-fenced amount of money that is received to source tutoring provision for disadvantaged or vulnerable pupils who have missed the most education during the pandemic. Funding is allocated for 60% of the pupils eligible for the pupil premium and 75% of this grant is funded by the DFE, with the other 25% coming from school budgets. This means that we will receive an estimated £3848 from the DFE, topping up to approximately £5130.



Schools have to use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months. Schools have some flexibility to spend their funding in the best way for their cohort and circumstances. To support us to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all pupils. We have considered this when planning our approach for the use of this funding.

The barriers we need to address to help pupils catch up

- Ensuring continued education (via remote learning methods) despite ongoing disruption to school attendance due to isolation periods.
- Resolving social and emotional barriers to learning that have arisen from or been exacerbated by the prolonged period at home during school closures.
- Curriculum content gaps, which will need filling in order for pupils to access age-related curriculum and catch up missed learning.
- Delay in early reading skill development and progress for Key Stage 1 pupils.
- Stamina and fluency in reading for older pupils who have had lack of practice during school closures or isolation periods.
- Stamina and fluency in writing for pupils who have had lack of practice during school closures or isolation periods.
- Rapid recall and fluency in mathematical facts such as times tables and number bonds where there has been a lack of practice during school closures.
- Insecurity in maths skills that were covered but not secured and consolidated during the last academic years due to the cyclic approach to teaching mathematical content.



What we plan to do

- Provide teachers with an overview of missing curriculum content, or that which was yet to be secure for all or particular groups of children from the previous year groups in order to inform their planning.
- Deploy support and intervention in school fluidly according to the emerging needs as identified by pupil progress meetings on a half-termly basis.
- Deputy to support planning sequences of lessons in each year group – particularly in maths – to ensure ready to progress skills are secured.
- Commission one external teacher to deliver school led tutoring according to the needs of the school and pupil groups.
- Purchase assessment and teaching and learning materials – including IT software and hardware – to support both the in school catch up and the remote learning offer.
- Use some of the recovery premium to subsidise the National Tutoring Programme.

How we will check that our plan is making a difference

- Monitoring and evaluating strategies such as book looks and learning walks will demonstrate that children are increasingly able to access their year group curriculum due to the sessions and materials deployed to help them bridge the gaps.
- Pupil progress meeting data will show increasing numbers of pupils getting back 'on track' to where they were at the point of school closures.
- Data checks across the year demonstrate progress towards statutory measures being in line with national data.
- Baseline and end point measures for intervention or booster sessions show measurable progress.