

Update on Impact of Recovery Premium and National Tutoring Programme – November 2022

Academic year 2021/22 and 2022-23

The following external providers were used:

- FFT Lightning Squad - 6 weeks of daily tutoring in Autumn 2021 for 20 Year 2 children and 10 Year 4 children. In Autumn 2022, there were 20 children in Year 2 and 20 children in Year 3
- Third Space Learning Maths Tuition - Weekly hour long 1:1 tutoring sessions for 15 pupils in Year 6 (Aut/Spr term) and 15 pupils in Year 5 (Sum term). This term, we currently have 15 Year 6 pupils.

The school also employed three Covid Catch-up tutors (2021/2)

- Sian Porter (worked with Years 1-2)
- Leanne Spollin/Joanne Jones (worked with Years 3-4)
- Shannon Pinto (worked with Years 5-6)

These tutors ran catch-up sessions for pupils whose progress had fallen as a result of the pandemic. Pupils were supported with the following interventions:

- Lightning Squad Reading Programme (decoding, phonics sounds, word blending, spelling, comprehension)
- Number sense maths (develops confidence and fluency with number)
- 1:1 reading
- Reading comprehension
- Phonics
- Grammar
- Maths

Autumn data from Lightning Squad 2022

40 pupils in total accessed the programme for daily external tutoring for 6 weeks. 20 pupils in Year 2 and 20 pupils in Year 3.

Progress is as follows:

Year 2 = 18/20 pupils made improvement in reading age with the biggest improvement being +1 year 3 months. The average increase was +5 months.

Year 3 – All 20 pupils made improvement in reading age with the biggest improvement being +2 years 3 months. The averaging increase was +1 year 5 months

Autumn data from Third Space Maths Tuition 2022

15 Year 6 pupils are receiving hour long weekly tuition in an individually targeted maths programmes using 1:1 tutors.

Progress is as follows:

The average percentage of how secure the pupils were in the topics covered was 82%. The pupils gave the sessions an average of 4 stars in how useful they found them.

The impact of Third Space Learning from the academic year 2021-22 is shown below.

Year Group	Class	No. of sessions attended /22	Jul-21			Nov-21			Jan-22			Mar-22			Jul-22		
			Raw Score	Level	Progress	Raw Score	Level	Progress	Raw Score	Level	Progress	Raw Score	Level	Progress	Raw Score	Level	Progress
6	6KW	22	35	WT		34	WT	-1	60	EXS	26	57	WT	-3		EXS	
6	6KW	22	18	WT		18	SB	0	29	WT	9	40	WT	11		WT	
6	6W	22	61	EXS		51	EXS	-10	60	EXS	9	68	EXS	8		EXS	
6	6KW	22	49	WT		27	WT	-22	51	WT	24	72	EXS	21		EXS	
6	6S	16	62	EXS		42	WT	-20	57	WT	15	57	WT	0		EXS	
6	6W	20	34	WT		45	WT	11	52	WT	7	83	EXS	38		EXS	
6	6W	10	58	EXS		58	EXS	0	65	EXS	7	No longer on programme					
6	6KW	22	44	WT		32	WT	-12	66	EXS	34	38	WT	-28		WT	
6	6S	10	62	EXS		59	EXS	-3	72	EXS	13	No longer on programme					
6	6S	20	27	WT		40	WT	13	53	WT	13	66	EXS	13		EXS	
6	6W	21				44	WT		63	EXS	19	84	EXS	21		EXS	
6	6W	22				40	WT		65	EXS	25	89	EXS	24		EXS	
6	6S	20				23	WT		21	WT	-2	24	WT	3		WT	
6	6KW	22				18	SB		31	WT	13	36	WT	5		WT	
6	6S	21							58	EXS		45	WT	-13		EXS	
6	6S	11							49	WT		61	EXS	12		EXS	
6	6W	11							33	WT		55	WT	22		EXS	

Impact of Covid catch-up tutors

Year 6

The Covid catch up consisted of interventions for children who were just below the expected standard or just below achieving greater depth. Children received support in:

- Comprehension skills
- Speed reading
- Writing
- Grammar/punctuation
- Spelling
- Maths

The Year 6 results showed:

Reading: 81% EXS 33% GDS

Writing: 69% EXS 12% GDS

SPaG: 84% EXS 40% GDS

Maths: 83% EXS 29% GDS

Key stage 2 progress in reading (2.3) was significantly above national and in the highest 20% in 2022.

Year 5

The Covid catch up tutor prioritised Year 6 until after the KS2 tests and began working with Year 5 in the second half of the summer term in preparation for Year 6. The children had already carried out their assessments by this point, so impact will not be evident in the children's assessment results until this term.

Year 4

The Covid catch up tutor focused primarily on delivering reading comprehension interventions and maths (particularly times tables and the four number operations). There was a period when we were without a tutor in Years 3-4 and the Year 1-2 tutor was working in all four year groups. This meant that the impact was not as apparent as other year groups.

The impact is seen below:

Reading score autumn term: 62% reaching EXS 21% reaching GDS

Reading score summer term: 68% reaching EXS 30% reaching GDS

Maths score autumn term: 49% reaching EXS 10% reaching GDS

Maths score summer term: 56% reaching EXS 14% reaching GDS

Times tables mean score out of 25: 21.5

Year 3

The Covid catch up tutor focused primarily on delivering the Lightning Squad as an intervention. There was a period when we were without a tutor in Years 3-4 and the Year 1-2 tutor was working in all four year groups. This meant that the impact was not as apparent as other year groups. The impact is seen below:

Reading score autumn term: 48% reaching EXS 2% reaching GDS

Reading score summer term: 68% reaching EXS 18% reaching GDS

Year 2

The Covid catch up tutor focused primarily on supporting children with their phonics and reading using the Lightning Squad programme. There was a period when we were without a tutor in Years 3-4 and the Year 1-2 tutor was working in all four year groups. This meant that the impact was not as apparent as other year groups.

The impact is shown below:

Reading score autumn term: 37% reaching EXS

Reading score summer term: 46% reaching EXS

Phonics retesting: 7 out of 29 pupils passed the phonics test.

Year 1

In Year 1, the Covid catch up tutor focused primarily on supporting children with phonics. There was a period when we were without a tutor in Years 3-4 and the Year 1-2 tutor was working in all four year groups. This meant that the impact was not as apparent as other year groups.

The impact is shown below: 58/89 pupils passed the phonics test.

Academic Year 2022-23

Two of our Covid catch up tutors have now been recruited as LSAs so we are down to one (Sian Porter). For the first half term, she worked in Year 1, supporting in class until we recruited an LSA. Since half term she has been focusing on 1:1 reading and phonics.

Due to low nursery numbers, we will also be directing some of the nursery support staff to carry out targeted catch up interventions across the school.

Changes

This year we are changing the way in which Covid catch up is delivered. Last year, class teachers identified a range of children who needed support in specific areas. These children then received targeted interventions for varied periods of time. (Some may have been on a programme for several weeks, whilst others may have needed only one or two sessions.) However, this flexibility made it difficult to show a clear impact and when reporting to the DfE was far more challenging. Therefore, this year, children will now work on a targeted intervention for a period of 6 weeks so that the impact can be more easily tracked.

The impact of interventions from the first half term will be analysed once the data is received from November's assessments.