



COVID-19 Recovery Funding Report 2021 2022

COVID-19 Recovery Funding spending: summary

SUMMARY INFORMATION			
£145 for each pupil who attracts Pupil Premium Funding		School Led Tutoring- £202.50 per pupil for 60% of pupils that are eligible for pupil premium*	
Total catch-up premium budget:	c. £50,750	Total School Led Tutoring budget:	£44808.75

*<https://www.gov.uk/government/publications/school-led-tutoring-conditions-of-grant/school-led-tutoring-conditions-of-grant>

At Prospect School we want the best possible outcome for every individual and to offer them every possibility to achieve their very best in life. We recognize that in the last two years some students have been disadvantaged and some more severely than others, due to Covid 19 and its' wider impact.

"The consequences of the pandemic will be far reaching—for all children, but particularly for those from socially disadvantaged families. There have been wide disparities in engagement."¹

We aim to use the Covid Recovery Premium to support these students to give them what they need to be successful in all aspects of school life. We believe that:

- The profile of students disadvantaged through Covid 19 must be a high priority for all staff. This includes, in particular those students entitled to Pupil Premium funding.
- As a priority, a focus on good attendance will support good learning, progress and achievement.
- All students, but in particular disadvantaged students need high aspirations and expectations in order to achieve well.
- The progress and achievement of these students is at the forefront of our planning and delivery of learning activities both in the classroom and beyond.
- Some disadvantaged students will need to make better progress than others, due to their starting point being further behind.
- Parental engagement is crucial.
- What works to raise the attendance, aspirations and achievement of disadvantaged students, will raise the attendance, aspiration and achievement of all students and vice versa.
- The progress of all students, from their starting points, is monitored and reviewed after each assessment point but there will be particular emphasis in departments on students who have been disadvantaged by Covid 19.

¹ [Covid-19 support guide for schools | Education Endowment Foundation | EEF](#)

Our 3 catch up priorities are:

- **Quality of education** for all - To raise the attainment of all students to close the gap created by COVID-19 through the delivery of high-quality teaching and learning.
- The acquisition of **social and cultural capital** for all students, to support social mobility and further life chances, focused especially on closing the gap between disadvantaged students and their peers.
- **Student wellbeing** – To provide additional social, emotional and mental health support to students (and their families) affected by Covid-19.

In our Section 8 Ofsted Monitoring Visits, the Inspection judgement was that:

“Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.”

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	2019 outcomes were significantly below national averages. P8 was -0.58, although the gap between PP students and non-PP students was less than the national average. Students arrive at Prospect, on average with below national average age-related expectations at the end of primary school and therefore have more ground to catch up from the start of Year 7.
B	Regular testing of student's reading ages has indicated that on average, student's reading ages are 18 months behind their chronological age. As most GCSEs will require a reading age of at least 13, it is essential that this gap is closed prior to Year 10.
C	The school has higher than average levels of school mobility and higher than average levels of EAL. Whilst EAL students often perform well by the end of Year 11, both these factors are additional barriers to academic achievement and success.

ADDITIONAL BARRIERS

External barriers:	
D	35% of students at the School are in receipt of pupil premium, which is significantly higher than national average (29.3%). The School serves an area of socio-economic deprivation, drawing students predominantly from a wide range of areas in Reading, most of which are in the bottom 40% IDACI percentiles. Poverty remains a significant issue for many of our students, whether FSM, PP or in low income working households.
E	Whilst many of our students are aspirational (over 50% typically stay for Level 3 courses), overall our students have limited social and cultural capital. This can lead to low aspirations, limited social mobility and reduced life chances.
F	Historically, attendance has been below national averages, although in the last two years this has improved significantly and is in line with national averages. During the last year, it has been higher than national average, due to the impact of the pandemic, and is currently slightly below 94%.

Quality of education for all - To raise the attainment of all pupils to close the gap created by COVID-19

Action	Intended outcome and success criteria	Evidence and Rationale	Monitoring of Implementation	Staff lead	Review Date
--------	---------------------------------------	------------------------	------------------------------	------------	-------------

<p>Ensure Quality First Teaching is of the highest quality for all students, including those disadvantaged by Covid 19.</p>	<p>Consistent application of MELC by teachers and departments in all lessons</p>	<p>S8PostVisitLetter RI monitoring inspection (prospect.reading.sch.uk) Ofsted Report 2019 SEF 2020/2021</p>	<p>Continue with MELC programme during 2020/2021 DDI process used to monitor class practice and provide instant feedback on a 3 weekly cycle to ensure that next steps are actioned or CPD put in place to support staff.</p>	<p>GED and T&L team SLT and ELT HODs</p>	<p>3 weekly cycle of monitoring DDI - ongoing</p>
<p>Develop and embed the reading strategy further in the school.</p>	<p>Disciplined reading embedded in curriculum; reading ages in line with chronological age</p>	<p>S8PostVisitLetter RI monitoring inspection (prospect.reading.sch.uk) Improving Literacy in Secondary Schools Education Endowment Foundation EEF Results from reading and spelling ages.</p>	<p>DDI process to monitor embedding of disciplined reading. HOPs to monitor TRP Reading Ages tested 3x annually</p>	<p>MMY and T&L AAHT</p>	<p>3 weekly cycle of monitoring DDI - ongoing</p>

<p>Undertake forensic analysis of data for all students; at each data drop and from GLS Progress Testing at KS3. Ensure that this data is used to identify and implement appropriate interventions for all students.</p>	<p>All underperforming students are identified in each subject and appropriate support and intervention is put in place.</p>	<p>Whereas priority has been given to older students, this is just as important for students in Key Stage 3 to ensure they do not fall further behind academically.</p> <p>Feedback & monitoring pupil progress Education Endowment Foundation EEF - report due to be published summer term 2021</p>	<p>Curriculum Plans and Schemes of Work. Assessment and Reporting Points Department RAAPS and Improvement Plans HOP academic trackers RS KS3 and 4 meetings RSL calendar</p>	<p>SMC and P&O team HODs/HOFs HOPs</p>	<p>Reporting Points x 3 – one end of each term.</p>
<p>Total budgeted cost:</p>					<p>£20,000</p>
<p>The acquisition of social and cultural capital for all students, to support social mobility and further life chances, focused especially on closing the gap between disadvantaged students and their peers.</p>					
<p>Action</p>	<p>Intended outcome and success criteria</p>	<p>Evidence and Rationale</p>	<p>Monitoring of Implementation</p>	<p>Staff lead</p>	<p>Review Date</p>

<p>Develop and communicate a clear vision which identifies and raises the profile of all students disadvantaged by Covid 19 in the academic years 2020/2021.</p>	<p>All teachers are aware which students were affected by Covid 19 and to what extend and use this information in their planning and feedback.</p> <p>Heads of Department adapt curriculum plans and schemes of work to ensure gaps in learning are addressed and students are prepared for public exams in the summer.</p>	<p>Through our tracking systems, we are aware of some students who did not attend or engage at all/very much in online lessons. The impact of this includes:</p> <p>Gaps in subject knowledge and understanding and skills.</p> <p>Lack of educational routine and practice, including exam skills.</p> <p>DfE's catch-up premium guidance</p> <p>EEF's COVID-19 support guide for schools</p>	<p>CPD and INSET in September</p> <p>Class charts seating plans and use of specific data (PP/EAL/SEN/Target/RA)</p> <p>DDIs</p> <p>Department RAAPS and Improvement Plans</p> <p>HOP academic Trackers</p> <p>Regular RS meetings once a term and RSL calendar</p> <p>All teaching staff can identify disadvantage students and have them in mind when planning, delivering and marking. Evidence:</p> <ul style="list-style-type: none"> ○ DDIs ○ DIP reviews ○ Line Management meeting minutes ○ ClassCharts seating plans 	<p>SMC, PP Champion and P&O team</p> <p>HODs/HOFs</p> <p>HOPS</p>	<p>Reporting Points x 3 – one end of each term.</p>
---	---	--	--	---	---

<p>Provide targeted support for all students affected by Covid 19, including disadvantaged students currently not predicted to achieve FFT20 targets in English and/or Maths and other subjects.</p>	<p>All students receive at least one targeted intervention to improve outcomes in English and/or Maths and other subjects.</p>	<p>Reporting Point data from summer term 2020 2021 identifies which students are currently not on track to achieve targets. This will be updated in November 2021.</p>	<p>NTP – Specialist English and Maths intervention teachers Academic Mentors in English and Maths 3 day residential study skills and well-being visit to Ufton Court. CoachBright My Tutor Fresh Start in Education Lexia- KS3 and 4 EEdi family – KS3 maths Hegarty maths – KS4 Seneca – Science KS3 and 4 Other subject specific interventions and additional resources, including lesson 6s, super Saturdays and half term revision sessions. (identified in Department Improvement Plans) Reading programme for KS3 students</p>	<p>SMC RGE AHO BRA and CCR HOPS SJB and JDU</p>	<p>After each Reporting Point – end of each term.</p>
---	--	--	---	--	---

<p>Enhance cultural experiences of students. Educational day trip for each year group, linked to specific curriculum outcomes</p>	<p>Provide experiences that support the acquisition of social and cultural capital to increase social mobility and improve life chances.</p>	<p>Evidence from PASS tests on student attitudes to school Character & essential life skills Education Endowment Foundation EEF</p>	<p>Day trip for each year group linked to specific curriculum outcomes, to provide a broader range of social and cultural experiences and to support aspiration and wider experiences.</p>	<p>MMY and HOPs</p>	<p>July 2022</p>
<p>Ensure technology is not a barrier for learning and progress for any student.</p>	<p>All students have the technology required both in school and at home.</p>	<p>Laptops and tablets - GOV.UK (education.gov.uk) During both lockdowns, we provided over 300 laptops, dongles and sim cards to students. Engagement was monitored carefully to ensure ALL students had digital access. Use of MS Teams was embedded as a core method of teaching and recording learning. This year we are continuing to loan devices and use MS Teams to support independent study outside of school,</p>	<p>Laptop scheme for disadvantaged students Laptop re-allocated to departments and to HOPs for specific interventions and mentoring Purchase of additional headphones, dongles etc</p>	<p>ASE SMC RGE HOPs</p>	<p>Ongoing</p>

Total budgeted cost:					£60558
Student wellbeing – To provide additional social, emotional and mental health support to students (and their families) affected by Covid-19.					
Action	Intended outcome and success criteria	Evidence and Rationale	Monitoring of Implementation	Staff lead	Review Date
Secure 95% attendance and 100% punctuality for all students, especially disadvantaged students affected by Covid 19.	All students attend school every day and on time	Ofsted Report 2019 SEF 2020/2021 School attendance data – 2020/21 @ 93.3% at start of Summer Term overall (above national average)	SLT gate duty. Attendance team including HOPs, Attendance officer and EWO Weekly cycle of meetings with SLT/Attendance team and HOPs. Monitoring by HOPs in tutor time and Tutors.	MMY and C&C team BRA and CCR HOPs	Ongoing
Enhance environment around the school to support additional wellbeing.	Students feel safe and welcomed in school and want to be here. Respectful of environment.		Facilities in playgrounds. Extra-curricular programme of activities for students	MPR	Ongoing

<p>Provide additional wellbeing interventions to support students' return to school following 3 lockdowns</p>	<p>Students are well supported and engage well in learning and support programmes</p>	<p>Self-care tips for young people One You (www.nhs.uk)</p>	<p>Residential and day visits to Ufton Court for Years 7, 8 , 9. Game Changers Support for SEMH through EMHPs and PMHW Wellbeing lessons; appointment of AAHT with responsibility for Well-being.</p>	<p>MMY LMC BRA and CCR HOP JBI AAHT</p>	<p>Ongoing</p>
<p>Total budgeted cost:</p>					<p>15000</p>

Review of Covid-19 Catch Up Premium Report 2020 2021. June 2021

The Covid Catch Up funding was largely focused on improving student attainment and progress, predominantly in English and maths but also in all other subjects. This was detailed in our Catch-Up Plan. An initial review was undertaken in January against all objectives and the plan was adapted as a result. The interventions that took place specifically using the Catch Up funding are as follows:

Specialist English and Maths teachers

Through the Catch Up funding we were able to increase the timetables of both our specialist intervention teachers in English and maths from 2 days a week to 3 from September 2020. Year 11 intervention lessons continued during all lockdowns with online lessons. Students received 1-2 additional hours a week in either English or maths or both as needed. In English this involved 84 students and in maths 72 students, who worked in small groups of up to 8 students.

Academic Mentors

One Academic Mentor was recruited in maths and started on 18th January 2021 as part of the first cohort of AMs. Lessons were initially online. The Academic Mentor worked with small groups (up to 8 students) all tracking below their FFT20 target in maths in Years 8, 9 and 10. Predominantly these were all disadvantaged students in accordance with NTP stipulations. Lessons were once a week. Yr8 – 41 students, Yr 9 – 40 students and Yr10 –40 students. Year 8 and 9 had lessons during the school day and Year 10 after the school day, lesson 6.

A second Academic Mentor was recruited in English and started on 22nd February 2021. The timetable was the same as for maths but including Year 7 students. Yr7 – 30 students, Yr8- 30 students, Yr9- 30 students, Yr10- 32 students.

My Tutor

21 Year 11 and 40 Year 10 students undertook a 15-week online tutoring programme in groups of 3 in either English or maths from 1st February 2021. This was for 1 hour a week (initially online and switching to after the school day from March 8th) and subsidised through the NTP. In Year 11 there were 12 maths students and 9 English. In Year 10 there are 10 maths students and 30 English. This followed on from a successful 1-2-1 tutoring programme with My Tutor in the previous year.

Lexia programme

The Lexia Programme was launched for literacy intervention and the focus was on students tracking below FFT20 target in English in Years 7 and 8. There were three 20-30 minute sessions a week, ideally after the school day though some students completed this during the school day to improve engagement. Year 7 – 40 students, Year 8 - 33 students. This was led by our KS3 coordinator.

Doddle programme

We launched the Doddle Programme for KS3 maths intervention in the Autumn Term. The focus was on Year 7 and 8 students tracking below their FFT20 target in maths. The programme comprised three 20 minute sessions a week, ideally after the school day though some students completed this in the school day to improve engagement. In Year 7 45 students were targeted and in Year 8 43 students. This was led by our KS3 coordinator.

Additional intervention sessions

Additional intervention sessions took place for Year 11 students in different subject areas, including English and history (Easter holidays) and technology (super Saturdays)

We continued with additional super-curricular activities for our More Able students. These included Brilliant club and Coachbright and involved students in Years 8, 9 and 10 to develop their literacy skills, including extended writing.

We launched initiatives with a focus on improving behaviour to support learning and progress. This included our Game Changers programme, which aims to improve Key Stage 3 students' literacy through football.

All of these interventions were launched using data from our Reporting Points for all year groups. To support catch up, we included an additional Reporting Point in September 2020, which provided benchmarks. We adapted our RSL calendar throughout the year as a result of the 2 national lockdowns. We also made full use of the GL assessment package. This included testing all students' reading and spelling ages in September (Years 7-11 and in May and July (Years 7-10), CAT4 testing for all Year 7 students and others with no Key Stage 2 data to generate FFT targets, core subject progress tests for all students in Years 7, 8 and 9 in the Autumn and Summer Terms and the PASS tests in the Spring Term.

Additional resources

60 more headphones and webcams were purchased to support online tutoring programmes based in school. These were used in conjunction with the additional laptops that we acquired throughout the year.

Additional resources were purchased for different departments, following successful requests through their department development plans. An example is the purchase of additional science textbooks to support T&L. Science have moved from a three year combined science pathway to a two year triple science pathway.

Additional resources were purchased this year using Catch Up Funding to support Year 6 into 7 transition.

Evaluation and impact of the interventions

What has worked well, and what has been less effective?

What worked well

GL assessment package

We used the information from the GL reading and spelling age assessments together with our subject Reporting Point data to identify students and inform our intervention programmes. The progress tests in English, maths and science supported our core Heads of Department to accurately assess and benchmark students' progress in Years 7, 8 and 9. The PASS tests revealed a significant amount of pastoral information, which Heads of Progress and Department used to support students.

The intervention sessions delivered by our 2 specialist English and maths teachers

This was especially effective in maths this year, where all students bar 3 made good progress towards achieving their FFT20 targets. FFT20 targets were met for 9-5 and 9-4 in English and maths. Because they were employed by the school and are qualified and experienced teachers, the intervention sessions worked very well and we were able to review and adapt as the year progressed, including moving immediately to online lessons when necessary for small or large groups of students.

Two Academic Mentors in English and maths

This element of the NTP worked very well for us, focusing on students in Years 7-10. This was led by Rob Gerrard, our Pupil Premium coordinator. We launched both programmes (English and maths) online with virtual lessons due to the lockdown and there were issues with attendance to start with. Once back in school, however attendance improved considerably and where students did not engage, despite parental support, we replaced and sought an alternative intervention for those students. The contracts of both Academic Mentors were extended to support summer school with Year 6 students and we have already requested replacements for next academic year with an additional request for a Science Academic Mentor. We are still awaiting confirmation from Randstad.

More Able Students super curricular opportunities

Our More Able students in Years 7-10 engaged very well with Brilliant Club and Coachbright and attended their graduation ceremonies in the Autumn term this year. Following the revised job description for our More Able Coordinator, we reviewed the More Able Plan and have a long-term strategy for all super-curricular activities for this year and beyond to ensure all More Able students have an opportunity to engage in these programmes and more through their 5 years from Year 7 to 11.

Additional resources for departments and online programmes

These were used effectively by the departments, who requested them. All additional purchases using the Catch Up Premium had to be made through their department Development Plan or through the Covid Catch Up Plan.

What did not work as well

My Tutor

We used this online tutoring programme in 2019 and 2020 and it worked very well. It was 1-2-1 tutoring online. Last year there were many stipulations of the NTP, including a 1 to 3 requirement, instead of 1 to 1. This resulted in numerous issues and problems, including ongoing technical and ICT issues (fault of My Tutor), resulting in students not being able to access the lesson and subsequent disengagement with the programme. We also had to raise concerns regarding the professionalism and qualifications of some of the online tutors and questioned the quality of the lessons being delivered (pitched too high or too low, resources not suitable, not teaching topics/skills that we requested) We are liaising with alternative partners of the NTP, including Fresh Start to support online tutoring for specific students in Years 10 and 11, including those with poor long-term attendance issues.

Doddle and Lexia

Although both programmes are effective, there were issues with regards to attendance and regular completion online of both these programmes by Key Stage 3 students. The picture improved since our return to school in March, but there was still work to be done. We launched and relaunched through communication with parents, lunchtime and after school clubs and recognitions and rewards. We also coordinated sessions during the school day (instead of tutor time and wellbeing lessons for example) for some students to improve engagement, which was effective. Both of these programmes were led by our Key Stage 3 coordinator and supported by the 2 Heads of Progress. We are building on the positives from these programmes this year.

Final summary of Covid-19 Catch Up Funding Report 2020 2021

A priority for the 3 Heads of Core subjects last year was to review and re-design their curriculum plans to ensure that they were fit for purpose for all year groups. As the Heads of English and maths were new in September 2020, they were able to review these plans with fresh eyes and make the significant changes required, with the support of their teams. In English this included a focus on appropriately challenging texts for literature at Key Stages 3 and 4 and in maths the introduction of a Maths Mastery approach for Key Stage 3 students. The Head of Science also reviewed her curriculum map at all Key Stages and made significant changes, including the move to a Triple Science pathway at Key Stage 4, which is now a 2-year course. This year the focus is to ensure that curriculum plans are sufficiently adapted for all year groups to accommodate

gaps in learning due to lockdowns and also the revised arrangements for public exams in the summer for Years 11 and 13. There is also a whole school focus across the curriculum on assessment.

Year 11 leavers

Year 11 students made good progress as tracked from RP1 to RP4 to final CAGs and then published GCSE and vocational results in Summer 2021. Through additional reporting points and targeted and intensive intervention, key students made accelerated progress towards their FFT20 targets, as reported throughout the year. This is seen through published results on SISRA, including analysis of the key priority groups and the school SEF.

Year 10 into 11

Since January 2021, key students from Year 10 received additional support and intervention based on analysis from their 2 Reporting Points. This included My Tutor and small group sessions with the Academic Mentors in English and maths after the school day. In line with the stipulations from the NTP, this focused on disadvantaged students, who were underperforming (against their FFT20 targets) In the final summer term we delivered intensive intervention for all key students underperforming in English and/or maths (as reported at RP2) with our 2 specialist intervention teachers. Year 10 students also had mock exams in this term in all subjects, ready to launch straight into Year 11 in September 2021. In September 2021 there will be specialist English and maths only tutor groups, with the inclusion of the TRP 2 days a week to support literacy skills and progress in all subjects. We are currently looking at using the NTP to provide in-school tutoring through Fresh Start in maths and science to support catch up in this subject. Fresh Start have been recommended as a preferred partner of the NTP, so the costs are heavily subsidised. Through the Pupil Premium, we have purchased key revision and study materials for all Pupil Premium students in Year 10 in all their subjects to keep at home. As soon as we have received them, they will be issued to students. Through the Catch Up premium, all departments have been able to purchase additional revision materials for GCSE students as well as offer additional revision sessions outside of the school day.