



## Recovery Premium and School-Led Tutoring 2022/2023

**Legend for action plan below:**

Actions taken

Impact

=> Intended Impact

Key Stage One and Lower Key Stage Two remain the most vulnerable and need to be the primary focus of the catch up spend. This strategy has been written based on [interventions with the greatest impact last year](#) for our school and wider research and guidance from the [EEF](#) with a particular focus on **phonics, early reading & reading and maths in lower key stage two.**

### Phonics

High impact for very low cost based on very extensive evidence



National  
Tutoring  
Programme

## We're an NTP School

Certificate of Appreciation

**Applegarth Primary School**

in appreciation of your important contribution as an NTP Partner

**Together, we can break the link between family income and educational achievement.**

Prof. Becky Francis  
Chief Executive,  
Education Endowment Foundation



Sir Peter Lampi  
Chairman and Founder,  
The Sutton Trust

M95216\_788

## Certificate of Appreciation

This certificate is presented to

**Applegarth Primary School**

in appreciation of your important contribution as an EEF Project Partner

**Together, we can break the link between family income and educational achievement.**

Sir Peter Lampi  
Chairman, EEF

Sir Kevan Collins  
Chief Executive, EEF



December 2018

## Recovery Premium (£9716)

<b>Priority</b>	Continue to enhance reading provision to foster a love of reading in key stage two <ul style="list-style-type: none"> <li>Purchase sets of new, award-winning fiction texts £4563.14</li> <li>Enhance access to poetry to build cultural capital (particularly for disadvantaged pupils) £1625</li> <li>Build on the non-fiction texts aligned to curriculum learning projects (and more general ones in classes) £2209.36</li> <li>Purchase 1:1 thesaurus across key stage two £360</li> </ul> <b>Total= £8,757.50</b>		
-----------------	---	--	--

<b>Outcome</b>	<p>Pupils will access a wide range of high-quality texts (fiction, non-fiction and poetry) across the whole school.</p> <p>The new reading rewards initiative will encourage a greater proportion of pupils to read more regularly at home.</p>	<b>Success Criteria</b>	<p>We will maintain our improved reading outcomes at the end of key stage two for pupils working at greater depth (29%GD – <b>ACHIEVED at 46%</b>). Outcomes in Year 3, 4 and 5 will increase towards 85% from their respective starting points: 79%, 70% and 84%.</p> <p><b>EEF guidance:</b> there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.</p>
----------------	---	-------------------------	---

<b>Impact</b>	<b>End of KS2 Reading Attainment Analysis (FFT Early Results Service):</b>				
	% Expected Reading	79%	74%	74%	+3%
	% Higher Reading	46%	29%	28%	+16%
	<b>End of KS2 Reading Progress Analysis (FFT Early Results Service):</b>				

	Pupils	Reading SS	Reading VA
All Pupils	39	107.4	+2.2
Female	18	106.5	+2.2
Male	21	108.2	+2.2
Higher	15	112.9	+2.7
Middle	17	106.0	+2.0
Lower	7	97.7	+1.4
FSM6	10	101.6	-1.1
Not FSM6	29	109.2	+3.2 ●
EHCP	1	95.0	+7.0 ●
Support	4	98.3	-2.0
Not SEND	34	108.6	+2.4

Priority      Install acoustic solutions in the hall to maximise learning opportunities (and minimise disruption to the surrounding classes)  
Total= £5,500

<p><b>Outcome</b></p>	<p>Pupils will access a collective worship, PE and performance space that is fit for purpose.</p> <p>The disruption to</p>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• The average decibels in the hall will reduce from 85 to 81 and reverberation times will fall within the parameters defined in Acoustic Design for Schools document.</li> <li>• Fewer pupils will rely on ear defenders due to the harsh sonic environment.</li> <li>• Behaviour incidents at lunchtime will reduce further.</li> </ul> <p><b>EEF guidance: Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</b></p> <p>Our approach is a change in the physical environment (alongside a robust positive behaviour policy) aimed at supporting greater engagement in learning;</p>
<p><b>Impact</b></p>	<ul style="list-style-type: none"> <li>- Pupils and staff voice demonstrate that users feel more comfortable in the hall during learning and lunchtime.</li> <li>- Lunchtime behaviour incidents in the hall have reduced markedly.</li> <li>- Greater staff uptake for school meals/lunch duties which has further improved behaviour.</li> </ul>	

**School-Led Tutoring (£10,530)**

**Priority** 1-1 Tuition and Intervention (focusing on disadvantaged pupils and the bottom 20%)

**Key Stage One**

Y2 afternoon phonics interventions £1026 (6-week intervention (3x per week) 1xGTA 1x ATA up to autumn 1 half term)

Y1 afternoon phonics interventions £7725 (6-week intervention (3x per week) 1xGTA 1x ATA end of January until end of May)

**Key Stage Two**

Year 3 and 4 Rapid Catch Up phonics £2667 (6-week intervention, 4x per week, 1 x ATA from autumn 2)

Year 6 1:1 reading £520 (1x GTA, 1x per week, all year)

Year 5 and 6 English and Maths NTP tuition £3240 (3 x groups, 15-week intervention per group)

Year 5 and 6 in-person small group tuition £4378.88 (16 weeks)

**Overall total: £19, 557**

<p><b>Outcome</b></p>	<p>Pupils making less than expected progress in reading (and maths) will make accelerated progress.</p>	<p><b>Success Criteria</b></p>	<p>Increased PSC score in Y1 (above 85%)                  Increased PSC score in Y2 recheck (above 95%)                  All Year 3s and Year 4s meet recheck standard  <b>EEF guidance:</b> there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.</p>
<p><b>Impact</b></p>	<ul style="list-style-type: none"> <li>- FSM6 pupils in Year 1 average score 32.7 (+2.5 against FFT national)</li> <li>- FSM6 Pupils Key Stage One Attainment in line with (or slightly above) national:</li> </ul>		

	Pupils	Reading & Maths Scaled Score	Nat. diff	Reading Scaled Score	Nat. diff	Maths Scaled Score	Nat. diff	Attendance
All Pupils	44	102.2	+0.4	102.5	+0.9	101.9	-0.4	● 96.8%
Female	28	103.1	+1.3	103.9	+1.7	102.2	+0.5	● 97.4%
Male	16	100.5	-1.2	99.7	-1.2	101.3	-1.5	● 95.7%
Support	4	94.3	-1.0	94.7	-0.2	94.0	● -2.4	● 93.5%
Not SEND	40	102.8	0.0	103.1	+0.4	102.5	-0.7	● 97.1%
FSM6	12	100.3	+1.3	100.8	+1.8	99.7	+0.2	● 95.2%
Not FSM6	32	102.8	+0.2	103.0	+0.6	102.7	-0.5	● 97.4%

- **Most pupils accessing Year 3 and 4 catch up programme showing accelerated progress.**