

Recovery Premium Strategy Statement 2021-2022

School overview

Metric	Data
School name	Two Gates Primary School
Pupils in school	297
Proportion of disadvantaged pupils	26%
Recovery premium allocation this academic year. ATLP have provided funding to retain catch-up mentors employed centrally last year until Easter 2022. Together with the school allocation our recovery mentor can be employed until the end of the academic year.	£10,585 1 part-time recovery mentor (previously referred to as catch-up mentor) Qualified teacher.
Academic year or years covered by statement	2021-2022
Publish date	September 10 th 2021
Review date	July 2022
Statement authorised by	Nêst Llewelyn-Cook
Recovery Mentor Lead	Michelle Dodds

Two Gates Primary Strategy aims for Recovery Mentor

Measure	Activity
Priority 1	To provide focused 1:1 reading support for pupils in Year 5 who have fallen behind in their attainment. Pupils have been identified through teacher assessment and NFER test data.
Priority 2	To provide 1:1 Fast Track Tutoring through the Read, Write Inc. Phonics programme to Year 2 pupils who are working below the expected standard.
Priority 3	To provide focused maths teaching for identified girls in Y6 who have fallen behind in their attainment. Pupils have been identified through teacher assessment and Testbase Assessment data.
Priority 4	To facilitate Reading Plus to pupils in Year 6 who are working towards the expected standard in order to accelerate their progress.

Barriers to learning these priorities address	Two academic years of disruption to schooling due to The Covid 19 Pandemic has resulted in lost learning time and consistent teaching; this has impacted on pupil attendance, progress and attainment as well as pupil well-being and confidence.
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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Targeted Year 4 and 5 children close the attainment gap created by COVID-19 school closures/disruption by increasing their reading speed and fluency, while building reading confidence and reading enjoyment.	September 2022
Progress in Maths	Targeted girls in Year 6 close the attainment gap created by COVID-19 school closure/disruption focusing on securing Ready to Progress criteria.	September 2022
Progress in Reading	Targeted Year 6 children close the attainment gap created by COVID-19 school closures	September 2022
Phonics	Targeted Y2 children close the attainment gap created by COVID-19 school closures/disruption. Pupils to be secure in their phoneme-grapheme correspondence and application of sounds to blending.	September 2022

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring quality time is dedicated to recovery mentor's professional development with one to one feedback. Recovery mentor to attend whole staff CPD sessions where appropriate.	A bespoke CPD programme is delivered to ensure mentor is skilled (subject knowledge and pedagogy) and confident to deliver teaching to vulnerable children in reading and phonics.
Targeted support	Ensuring recovery mentor is impacting on improved outcomes for targeted Year 5 and 6 children.	Class teachers, reading and recovery lead to monitor impact and provision. Make amendments where necessary

		to ensure the targeted support has impact.
Targeted support	Ensuring recovery mentor is impacting on outcomes for targeted Y6 girls using mastery materials.	Maths lead and recovery lead to monitor impact and provision. Making amendments where necessary to ensure the target support has impact.
Targeted support	Ensuring recovery mentor is impacting on improved outcomes for targeted Year 2 children in phonics.	KS1 Lead to monitor impact and provision. Making amendments where necessary to ensure the targeted support has impact.

Review: last year's aims and outcomes (20/21)

Aim	Outcome
Targeted Year 3 children close the attainment gaps created by COVID-19 school closures by increasing their reading speed and fluency, while building reading confidence and reading enjoyment.	<p><u>March-May 2021</u> An outcome of the 1:1 reading tuition has been that 83% of pupils have made at least expected progress during the period of support. 50% of the group have made better than expected progress with individuals making measurable and qualitative gains to build sustained progress upon. Pupils report enjoying reading more, they are reading more regularly at home and are more confident in their reading day to day at school.</p> <p><u>May-July 2021-</u> Following the reading fluency intervention, 73% of the children involved have made at least expected progress, while 45% of this group have made accelerated progress.</p>
Targeted Year 5 children close the attainment gaps created by COVID-19 school closures through facilitation and monitoring of Reading Plus.	<p><u>May-July 2021-</u> Tracking data from the online Reading Plus programme indicates that 75% of children involved have made at least expected progress, 71% of who have made accelerated progress.</p> <p>As a result of quality intervention through the Reading Plus programme, teacher assessments in Summer 2021 indicate that 78% of the pupils involved are now working at ARE, in line with their KS1 assessment.</p>
Targeted Y1 children close the attainment gap created by COVID-19 school closures. Pupils to be secure in their phoneme-grapheme correspondence and application of sounds to blending through Read,	<p><u>March- May 2021</u> As a result of high quality 1:1 tuition, 100% of pupils made at least expected progress, with 60% pupils making accelerated progress. This acceleration has been evident in their progress through the RWI phonics bands, making 2+ bands of progress (2 bands over 1 full term is expected progress)</p>

Write Inc Fast Track Phonics Tuition.	<u>May-July 2021</u> Evidence from phonic assessments this half term has indicated that the high-quality Fast Track Tuition has enabled 100% of pupils to make at least expected progress and 86% have made accelerated progress. This acceleration has been evident in their progress across the RWI phonics bands and practice phonics screening scores.
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Summer Term Update 2022:

Aim	Outcome
Targeted Year4 and 5 children close the attainment gaps created by COVID-19 school closures through facilitation and monitoring of Reading Plus.	<p><u>January –April -</u> Tracking data from the online Reading Plus programme indicates that 92% of children involved have made at least expected progress, 71% of who have made accelerated progress.</p> <p>As a result of quality intervention through the Reading Plus programme, teacher assessments in Spring 2022 indicate that 25% of the pupils involved are now working at ARE.</p> <p><u>April-June-</u> Tracking data from the online Reading Plus Programme indicates that 63% have made expected progress during the intervention.</p> <p>As a result of quality intervention through Reading Plus, teacher assessments in Summer 2022 indicate that 46% of the pupils involved are now working at ARE.</p>
Targeted Y1 children close the attainment gap created by COVID-19 school closures. Pupils to be secure in their phoneme-grapheme correspondence and application of sounds to blending through Read, Write Inc Fast Track Phonics Tuition.	<p><u>January to April-</u> As a result of high quality 1:1 tuition, 75% of pupils made at least expected progress, with 58% pupils making accelerated progress. This acceleration has been evident in their progress through the RWI phonics bands, making 2+ bands of progress (2 bands over 1 full term is expected progress)</p> <p><u>April to June-</u> As a result of high quality 1:1 tuition, 60% of pupils passed the Year 1 Phonics Screening check in June 2022. A further 20% scored marks of 27+.</p>
Targeted Y2 children close the attainment gap created by COVID-19 school closures. Pupils to be secure in their phoneme-grapheme correspondence and application of sounds to blending through Read, Write Inc Fast Track Phonics Tuition.	<p><u>January to April-</u> As a result of high quality 1:1 tuition, 67% of pupils made at least expected progress, with 50% pupils making accelerated progress. This acceleration has been evident in their progress through the RWI phonics bands, making 2+ bands of progress (2 bands over 1 full term is expected progress) and additionally the raw score gain in phonic screening practice.</p> <p><u>April to June-</u> As a result of high quality 1:1 tuition, 100% of pupils receiving additional support (1-1)</p>

	passed the Year 2 Retake Phonics Screening check in June 2022.
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